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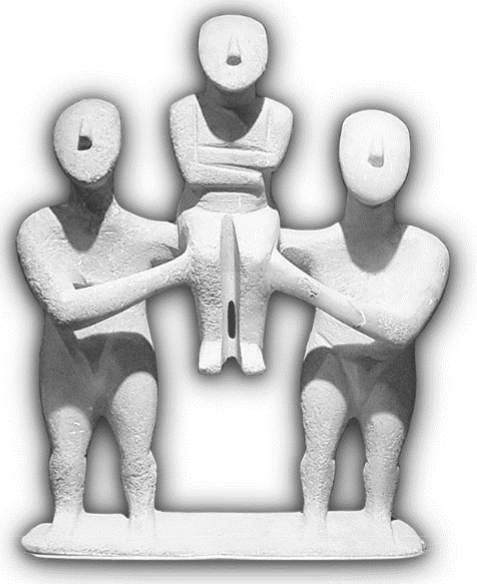

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Ζορμπάς Κωνσταντίνος, Γενικός Διευθυντής Ορθοδόξου Ακαδημίας Κρήτης
Ζώρας Οδυσσέας, Καθηγητής, Πρόεδρος του Ελληνικού Ανοιχτού Πανεπιστημίου
Καδιανάκη Μαρία, Περιφερειακή Επόπτρια Ποιότητας της Εκπαίδευσης Κρήτης
Καλογιαννάκης Μιχάλης, Καθηγητής, Πανεπιστήμιο Κρήτης
Καλοκύρη Βασιλεία, Σύμβουλος Εκπαίδευσης Περιφέρειας Κρήτης
Καραβασίλης Ιωάννης, Μέλος ΣΕΠ του Ελληνικού Ανοιχτού Πανεπιστημίου
Καραγιάννη Φλώρα, Δ/τρια του Ευρωπαϊκού Κέντρου Βυζαντινών και Μεταβυζαντινών Αρχαιοτήτων
Καρράς Κωνσταντίνος, Καθηγητής, Πανεπιστήμιο Κρήτης
Κατσαγκόλης Αθανάσιος, Δρ. Φυσικής Αγωγής, Διευθυντής Πρ/θμιας Εκπαίδευσης Λασιθίου
Κατσαντώνη Σπυριδούλα, Προϊσταμένη ΚΕΣΥ Αν. Αττικής, Διδάσκουσα ΠΜΣ, Παν. Θράκης
Κολιός Γεώργιος, PhD, Καθηγητής Φαρμακολογίας, Τμήμα Ιατρικής Δ.Π.Θ.
Κορνηλάκη Αικατερίνη, Καθηγήτρια, Πανεπιστήμιο Κρήτης
Κοτρόγιαννος Δημήτριος, Καθηγητής Πολιτικής Επιστήμης Πανεπιστημίου Κρήτης
Κουβάτσου Εύα, Καθηγήτρια, Universidad de Guadalajara/CULagos
Κουτούζης Εμμανουήλ, Πρύτανης του Ε.Α.Π.
Κουκουνάρας-Λιάγκης Μάριος, Καθηγητής, Πανεπιστήμιο Αθηνών ΕΚΠΑ
Κουρκούτας Ηλίας, Καθηγητής, Πανεπιστήμιο Κρήτης
Κουτσελίνη Μαίρη, Καθηγήτρια, π, Πρόεδρος Τμήματος Επιστημών της Αγωγής, University of Cyprus
Κουρουτσίδου Μαρία, Καθηγήτρια Πανεπιστημίου Αιγαίου
Κουτσιλιέρης Μιχαήλ, Ομότ. Καθηγητής Ιατρικής, ΕΚΠΑ, τ. Πρόεδρος Ι.Κ.Υ.
Κυπριωτάκη Μαρία, Καθηγήτρια, Πανεπιστήμιο Κρήτης
Κωνσταντινίδης Δημήτριος, Πρόεδρος Εταιρίας Επιστημών Αγωγής Δράμας
Λιβεράκος Πάνος, Senior Expert at the UNDP, Regional Hub for Civil Service
Μαντάς Παναγιώτης, Σύμβουλος Α, Υπουργείο Παιδείας και Θρησκευμάτων
Μανάφη Γεωργία, Δρ. Παιδαγωγικής, Πανεπιστήμιο Salzburg
Μανωλίτσης Γεώργιος, Καθηγητής, Πανεπιστήμιο Κρήτης

Μαράκη Ελένη, Δρ. Επιστημών Αγωγής, Κοινωνιολόγος, Αντιπεριφερειάρχης. Παιδείας & Δια Βίου Μάθησης Περιφέρειας Κρήτης
Μεταξάς Αναστάσιος Ιωάννης, Ομότ. Καθηγητής, Τμήμα Πολιτικής Επιστήμης και Δημόσιας Διοίκησης ΕΚΠΑ
Μητροπούλου Βασιλική, Καθηγήτρια, Αριστοτέλειο Πανεπιστήμιο
Μικελίδης Δημήτριος, Πρόεδρος Εκπαιδευτικού Ομίλου Κύπρου
Μουζάκη Αγγελική, Καθηγήτρια, Πανεπιστήμιο Κρήτης
Μπελαδάκης Εμμανουήλ, Δρ. Πανεπιστημίου Κρήτης, Διευθυντής Διεύθυνσης Πρωτοβάθμιας Εκπαίδευσης Ηρακλείου
Μυλωνάκου-Κεκέ Ηρώ, Καθηγήτρια, Παιδαγωγικό Τμήμα Δημοτικής Εκπαίδευσης Ε.Κ.Π.Α.
Νικολάου Σουζάννα-Μαρία, Καθηγήτρια, Πανεπιστήμιο Ιωαννίνων
Οικονομίδης Βασίλης, Καθηγητής, Πανεπιστήμιο Κρήτης
Παναγιωτοπούλου Αλεξάνδρα, Επιστημονικά Υπεύθυνη εκπαίδευσης Κοινωνικού Πολύκεντρου, ΑΔΕΔΥ
Πανούσης Γιάννης, Ομότ. Καθηγητής ΕΚΠΑ, πρ. Πρύτανης ΔΠΘ, πρ. Υπουργός
Παπαδάκης Νίκος, Καθηγητής στο Τμήμα Πολιτικής Επιστήμης Πανεπιστημίου Κρήτης
Παπαϊωάννου Γεώργιος, Καθηγητής, Ιόνιο Πανεπιστήμιο
Παπαπέτρου Σάββας, Λέκτορας, Ευρωπαϊκό Πανεπιστήμιο Κύπρου
Παπούλας Ανδρέας, Επίτιμος πρόεδρος του Εκπαιδευτικού Ομίλου Κύπρου
Πλιόγκου Βασιλική, Αν. Καθηγήτρια Πανεπιστημίου Δυτικής Μακεδονίας
Ράπτης Νικόλαος, Καθηγητής Πανεπιστήμιου Αιγαίου
Ρογδάκη Αγάθη, Δρ. Επιστημών Αγωγής
Σαμπάνη Μαρία, Μεταδιδακτορική Ερευνήτρια, Πανεπιστήμιο Θεσσαλίας
Σαραφίδου Κατερίνα, Διευθύντρια Πρωτοβάθμιας Εκπαίδευσης Ροδόπης
Σιφακάκης Πολυχρόνης, Δρ., Πανεπιστήμιο Πελοποννήσου
Σκλάβου Κωνσταντίνα, Αν. Καθηγήτρια, Τμήμα Κοινωνικής Εργασίας, ΠΑ.Δ.Α.
Σολωμού Α. Αιμίλιος, Ιστορικός, Διευθυντής Έδρας UNESCO, Πανεπιστήμιο Λευκωσίας
Σπαντιδάκης Ιωάννης, Καθηγητής, Πανεπιστήμιο Κρήτης
Στριλιγκάς Γεώργιος, Σύμβουλος Εκπαίδευσης Περιφέρειας Κρήτης
Στρουμπάκης Μιχαήλ, Καθηγητής, Πατριαρχική Ανώτ. Εκκλ. Ακαδημία Κρήτης
Στυλιανού Αντρέας, Βοηθός Δ/ντή, Ταμίας Επιστημονικού Ομίλου Κύπρου
Τζωρτζάκης Γιάννης, Σύμβουλος Εκπαίδευσης Περιφέρειας Αττικής
Τριχοπούλου Αντωνία, Ομότ. Καθηγήτρια ΕΚΠΑ, Πρόεδρος Ελλ. Ιδρ. Υγείας
Τσατσαρώνη Άννα, Καθηγήτρια, Πανεπιστήμιο Πελοποννήσου
Φθενάκης Βασίλειος, Καθηγητής, Πανεπιστήμιο της Βρέμης & Πανεπιστήμιο Bozen
Φωτόπουλος Νίκος, Καθηγητής, Πανεπιστήμιο Δυτικής Μακεδονίας
Χατζηδάκη Ασπασία, Καθηγήτρια, Πανεπιστήμιο Κρήτης
Χατζησωτηρίου Χριστίνα, Καθηγήτρια, Πανεπιστήμιο Λευκωσίας
Χρυσουλάκης Ιωάννης, Ομότ. Καθηγητής, Γεν. Γραμματέας Αποδήμου Ελληνισμού και Δημόσιας Διπλωματίας

Οργανωτική Επιτροπή του Συνεδρίου

ΠΡΟΕΔΡΟΣ
Μαράκη Ελένη

ΑΝΤΙΠΡΟΕΔΡΟΣ
Μπελαδάκης Εμμανουήλ

ΓΡΑΜΜΑΤΕΑΣ
Μαρινάκη Ζαφειρούλα

ΥΠΕΥΘΥΝΟΣ ΟΙΚΟΝΟΜΙΚΗΣ ΔΙΑΧΕΙΡΙΣΗΣ
Ντρουμπογιάννης Χρήστος

ΥΠΕΥΘΥΝΟΙ ΔΙΑΧΕΙΡΙΣΗΣ ΚΑΙ ΚΡΙΣΗΣ ΕΡΓΑΣΙΩΝ ΣΥΝΕΔΡΙΟΥ
Τζωρτζάκης Ιωάννης
Κολοκοτρώνης Φώτιος
Μαρκάκη Ειρήνη

ΥΠΕΥΘΥΝΟΙ ΔΙΑΓΩΝΙΣΜΟΥ ΒΡΑΒΕΥΣΗΣ ΕΡΓΑΣΙΩΝ
Χαλκιαδάκης Λεωνίδας
Τζαγκαρουλάκη Αριστέα

ΓΡΑΦΕΙΟ ΤΥΠΟΥ
Κανανάκη Κυριακή
Κωνσταντινίδης Χρήστος
Σιφακάκης Πολυχρόνης

ΣΥΝΤΟΝΙΣΤΕΣ ΞΕΝΟΓΛΩΣΣΩΝ ΕΙΣΗΓΗΣΕΩΝ
Μπάρος Βασίλειος
Seukwa Louis-Henri

ΥΠΕΥΘΥΝΕΣ ΣΥΝΤΟΝΙΣΜΟΥ ΔΙΑ ΖΩΣΗΣ ΠΑΡΟΥΣΙΑΣΗΣ ΕΡΓΑΣΙΩΝ
Βλαχάκη Αντωνία
Μαυρομανωλάκη Ειρήνη
Ορφανού Νικολέτα
Πατεράκη Ευαγγελία
Ρεράκη Μαρία

ΥΠΕΥΘΥΝΕΣ ΣΥΝΤΟΝΙΣΜΟΥ ΕΞ ΑΠΟΣΤΑΣΕΩΣ ΠΑΡΟΥΣΙΑΣΗΣ ΕΡΓΑΣΙΩΝ
Χουρδάκης Νικόλαος
Ζαχαριουδάκης Ευάγγελος
Καργιωτίδης Απόστολος
Τερζάκης Ιωάννης
Κοτσιμπός Γεώργιος

ΥΠΕΥΘΥΝΟΙ ΑΝΑΡΤΗΜΕΝΩΝ ΕΡΓΑΣΙΩΝ
Αλεγκάκης Γιώργος
Παπαζαχαριάκη Ιωάννα

ΥΠΕΥΘΥΝΕΣ ΔΙΑΧΕΙΡΙΣΗΣ ΕΡΓΑΣΤΗΡΙΩΝ
Κουτσάκη Χριστίνα
Παπαζαχαριάκη Μαριλένα
Περισυνάκη Εμμανουέλα

ΥΠΕΥΘΥΝΕΣ ΚΑΙΝΟΤΟΜΩΝ ΠΡΟΓΡΑΜΜΑΤΩΝ, ΔΙΕΘΝΩΝ ΣΥΜΠΡΑΞΕΩΝ ΚΑΙ ΑΝΤΑΛΛΑΓΩΝ
Δέρβας Απόστολος
Θεοφάνους Κωνσταντίνος
Ψαλτάκη Ευγενία

Γραμματεία του Συνεδρίου - Ομάδες Εργασίας

Αλεξάκη Αλεξάνδρα
Αναγνωστάκης Γιώργος
Αράπογλου Αναστασία
Βενέρη Περσεφόνη
Γκούνα Αφροδίτη
Δασκαλάκη Όλγα
Δαφνομήλη Μαρίνα
Διαλυνά Εβίτα
Δουκιαντζάκη Ουρανία
Δραϊνάκης Ιωάννης
Ζαρωνάκη Μαρία
Ζλατιλίδης Δημήτρης
Θεοφάνους Ειρήνη
Καινουργιάκη Μάγδα
Καλογιαννάκη Μαρία
Καλυκάκη Καλλιόπη
Καρκανάκης Στέλιος
Καρνή Ειρήνη
Καστρινάκη Φωτεινή
Κατζιλιέρη Αγγελική
Κεραμιτσόγλου Αθανασία
Κομποχόλη Αντιόπη
Κοπιδάκη Αικατερίνη
Κουγιεντή Μαριγιάννα
Κουντάκης Ευστάθιος
Κτιστάκη Φεβρωνία
Λασιθιωτάκη Ελένη
Λειβαδιωτάκη Αικατερίνη
Λιάμπα Άννα
Λιονή Ιζαμπέλλα
Μαγαράκη Ειρήνη
Μαράκη Αγγελική
Μαρή Μαρία Κωνσταντίνα
Μαρκάκη Αλκιόνη
Μαρκογιαννάκη Αθηνά
Μαρκογιαννάκη Μιχαέλα
Μαρκόπουλος Παναγιώτης
Μαυρομανωλάκη Ελισσάβετ
Μιχαηλίδου Αναστασία
Μουρτζάκη Χαρίκλεια
Μπελαδάκη Δέσποινα
Μπελαδάκη Μαρία
Μπελαδάκη Νίκη
Μπελιμπασάκης Εμμανουήλ
Μπερτσιά Βασιλική
Νικηφόρου Παρασκευή
Νουκάκη Άννα
Ντεντάκης Γεώργιος
Ντρουμπογιάννης Αντώνης
Ντρουμπογιάννης Σταύρος
Παπαθανασίου Σταυρούλα
Παπουτσάκη Άννα
Πατεράκη Άννα
Πατεροπούλου Αγγελική
Πλουμή Μαρία
Πλουμής Κώστας
Ροκαδάκη Μαρία
Σαμαρά Νικολέτα
Σαριδάκης Γεώργιος
Σηφάκης Νίκος
Σιγανού Μαρία
Σκαράκη Ευαγγελία
Στριλιγκά Μαλαματένια
Στριλιγκά Μαρία
Τζιαναμπέτη Αναστασία
Τρουλινού Κλαούντια
Τσαγκαράκη Μιχαέλα
Τσιντάρη Νίκη
Τσουβαλά Αλεξία
Φαραζάκης Νικόλαος
Φιλιππίδου Αργυρώ
Ψαρολόγου Θωμαή

ΜΗΝΥΜΑΤΑ - ΧΑΙΡΕΤΙΣΜΟΙ

Χαιρετισμός Περιφερειάρχη Κρήτης

Στην εποχή της ψηφιακής επανάστασης, των ραγδαίων μεταβολών σε όλα τα επιστημονικά πεδία και βεβαίως των μεγάλων κοινωνικών ανακατατάξεων, η ανάπτυξη των Κοινοτήτων Δημιουργίας, συνιστά μια μεγάλη πρόκληση που καλούμε να αντιμετωπίσουμε. Πάνω σε αυτό ακριβώς το πεδίο, εντοπίζεται το επιστημονικό επίκεντρο του 11ου Συνεδρίου που διοργανώνει το Ινστιτούτου Ανθρωπιστικών και Κοινωνικών Επιστημών. Πρόκειται για ένα Διεθνές Επιστημονικό Συνέδριο στη διάρκεια του οποίου, καινοτόμες δράσεις, εκατοντάδες εισηγήσεις και βεβαίως η παρουσία των επίσημων ομιλητών, το καθιστούν πρωτοποριακό και ταυτόχρονα το κατατάσσουν μεταξύ των σπουδαίων διοργανώσεων της εκπαιδευτικής κοινότητας της χώρας.

Στη διάρκεια του 11ου Συνεδρίου του Ι.Α.Κ.Ε. για τις Κοινότητας Δημιουργίας, τη συμμετοχή, τις πρωτοβουλίες στις θεσμικές συλλογικότητες: κοινωνία, εκπαίδευση, πολιτική διαβούλευση, η συζήτηση θα αναδείξει την ανθρώπινη εξέλιξη ως κυρίαρχη συνιστώσα της έννοιες της κοινότητας, καθώς διαχρονικά οι κοινωνίες εξελίσσονται μέσα από τη συνεργασία και την αλληλοβοήθεια. Πρόκειται για τις Κοινότητες διαφόρων εκδοχών, διαφορετικών τόπων και πεδίων, μέσα στα οποία γεννούνται και ωριμάζουν οι μεγάλες ιδέες και οι σύγχρονες πολιτικές.

Ως Περιφέρεια Κρήτης, συγχαίρουμε ιδιαίτερα τη διοίκηση του Ι.Α.Κ.Ε., την οργανωτική και επιστημονική επιτροπή και βεβαίως όλους τους συμμετέχοντες εισηγητές για τις παρεμβάσεις τους.

Σταύρος Αρναουτάκης
Περιφερειάρχης Κρήτης

Καλωσόρισμα της Προέδρου της Οργανωτικής Επιτροπής και του Προέδρου της Επιστημονικής Επιτροπής

Με ιδιαίτερη χαρά σας καλωσορίζουμε στο
11ο Διεθνές Συνέδριο του Ινστιτούτου Ανθρωπιστικών και Κοινωνικών Επιστημών (Ι.Α.Κ.Ε.),
με θέμα:

ΚΟΙΝΟΤΗΤΕΣ ΔΗΜΙΟΥΡΓΙΑΣ
Συμμετοχή και πρωτοβουλία στις θεσμικές συλλογικότητες:
Κοινωνία, εκπαίδευση, πολιτική διαβούλευση

που διοργανώνουμε στο Ηράκλειο Κρήτης, από 8 έως και 11 Μαΐου 2025.

Όπως κάθε χρόνο, το Συνέδριο σχεδιάζεται με γνώμονα τη δυνατότητα να αγκαλιάσει μια ευρεία όσο και συνεκτική οικογένεια προβληματισμών με κοινό σημείο αναφοράς τις σύνθετες και πολυεπίπεδες σχέσεις μεταξύ της παιδείας, της κοινωνίας πολιτών και των δημόσιων πολιτικών. Η φετινή θεματική εστιάζεται στις κομβικής σημασίας έννοιες των κοινοτήτων δημιουργίας, της δημιουργικής συμμετοχής και της συμμετοχικής πρωτοβουλίας.

Οι κοινότητες δημιουργίας μπορούν να προσεγγιστούν από μια ευρύτερη και από μια ειδικότερη σκοπιά. Η ειδικότερη προσέγγιση, σημαντική η ίδια αλλά και αφορμή για περαιτέρω αναζητήσεις, είναι ήδη καθιερωμένη ως διεπιστημονικός ερευνητικός προβληματισμός στις κοινωνικές επιστήμες. Αξιοποιεί την έννοια της κοινότητας δημιουργίας (creative community) ως έννοια που αναδεικνύει τη συνεργατική και διατομεακή συλλογικότητα που συγκεντρώνει διάφορους παράγοντες από την κοινωνία πολιτών, την κυβέρνηση, την εκπαίδευση και την έρευνα, τους οργανισμούς του ιδιωτικού τομέα, σε επιμέρους projects που διαμορφώνουν νέες συνεργατικές κουλτούρες, δημιουργούν προστιθέμενη αξία και οδηγούν σε οικονομικές, κοινωνικές και πολιτιστικές επιπτώσεις για τους ερευνητικούς εταίρους και την ευρύτερη κοινωνία. Οι κοινότητες δημιουργίας χαρακτηρίζονται από τη συμμετοχή ποικίλου φάσματος ενδιαφερομένων, εμπλεκόμενων μερών και χρηστών. Εργάζονται για τη δημιουργία ενός δικτύου συνεργασίας και ανταλλαγών, διαδίδοντας μοντέλα συνεργασίας και σε περαιτέρω ερευνητικά και επαγγελματικά περιβάλλοντα. Μπορεί να περιλαμβάνουν συνδυασμούς ομάδων ενεργών πολιτών, εργαζομένων, επιχειρηματιών, ερευνητών, ακαδημαϊκών εμπειρογνωμόνων, φορέων της τοπικής, περιφερειακής και κεντρικής κυβέρνησης, ιδρυμάτων, σωματείων και, βέβαια, ευρωπαϊκών θεσμών.

Η ευρύτερη προσέγγιση, που κυρίως μας ενδιαφέρει, χρησιμοποιεί τον όρο των κοινοτήτων δημιουργίας για να αναδείξει μια ομάδα ανθρώπων που συγκεντρώνονται και συγκλίνουν γύρω από μια κοινή πρόκληση ή θεματική, με σκοπό να δημιουργήσουν, να δράσουν και να μοιραστούν ιδέες, προγράμματα και πρακτικές. Λαμβανομένων υπόψη και των εμπειρικών ευρημάτων και των προγραμμάτων που έχουν ήδη συσχετιστεί με τις κοινότητες δημιουργίας με την στενότερη έννοια, η ευρύτερη προσέγγιση στις κοινότητες δημιουργίας μας ενθαρρύνει να αναλογιστούμε πλαίσια και πλατφόρμες που σχεδιάζουν, προτείνουν και – συχνά – επιχειρούν να εφαρμόσουν νέες ιδέες για την επίλυση εκπαιδευτικών, κοινωνικών, πολιτιστικών και πολιτικών προβλημάτων και την αντιμετώπιση αντίστοιχων προκλήσεων, την αξιοποίηση της διδασκαλίας της τέχνης και των μορφών συμπερίληψης και συμμετοχής στην πολιτειακή παιδεία, την κοινωνική και ανθρωπιστική αξιοποίηση των νέων τεχνολογικών οριζόντων.

Στο πλαίσιο αυτό, το 11ο Συνέδριο φιλοξενεί εισηγήσεις που αναφέρονται στις σχέσεις των δημιουργικών κοινοτήτων με τους εκπαιδευτικούς θεσμούς και την αναζήτηση νέων πρακτικών συμπερίληψης φορέων και ενδιαφερόμενων μερών, τη σημασία της κοινωνίας πολιτών και τον ρόλο της ιδιότητας του πολίτη (citizenship) στα σημερινά, σύνθετα πολιτικά συστήματα, τις σχέσεις μεταξύ εκπαίδευσης και πολιτικής συμμετοχής, ιδιαίτερα σε μια εποχή που οι νέες τεχνολογίες σταδιακά διαμορφώνουν νέους ρόλους όχι μόνο στην επικοινωνία αλλά και στις σχέσεις του πολίτη

με την πολιτεία και τις νέες δυνατότητες της πολιτικής διαβούλευσης, τις σχέσεις της συλλογικής δημιουργίας με το κοινωνικό κεφάλαιο (social capital) και τις διαστάσεις του, την αλληλεπίδραση με τις νέες τεχνολογίες, την ψηφιακή διακυβέρνηση και, γενικότερα, την τεχνητή νοημοσύνη, που διαδραματίζουν έναν ολοένα σημαντικότερο ρόλο στη σημερινή τρέχουσα κοινωνική αναπτυξιακή πορεία αλλά και, δυνητικά, στις μορφές της πολιτικής συμμετοχής.

Βασικός σκοπός του 11ου Διεθνούς Συνεδρίου του Ι.Α.Κ.Ε. είναι η κριτική διερεύνηση και η ανάπτυξη επιστημονικού διαλόγου γύρω από τα ζητήματα αυτά. Αναφορικά τόσο με τις ευκαιρίες που παρουσιάζονται όσο και με τα προβλήματα που ενδεχομένως προκύπτουν, είναι απαραίτητη η γνώση και η προετοιμασία των πολιτών. Γνώση και προετοιμασία αναφορικά με τη διαμόρφωση συνθηκών για την ανάπτυξη των δημιουργικών κοινοτήτων, τις μορφές ανάπτυξης συλλογικών αναζητήσεων απάντησης στις προκλήσεις και την ενθάρρυνση της πρωτοβουλίας των πολιτών για τον ρόλο, μεταξύ άλλων, της τεχνητής νοημοσύνης και τις νέες σχέσεις που διαμορφώνονται μεταξύ των πολιτών και της πολιτείας. Η εκπαίδευση, η παιδεία και η πολιτική συμμετοχή έχουν να διαδραματίσουν καθοριστικούς ρόλους σε αυτή την θεματική όπως διαμορφώνεται μπροστά στα μάτια μας.

Όπως κάθε χρόνο, με αφετηρία το κεντρικό θέμα, το Συνέδριο αναπτύσσει μια σειρά ευρύτερων θεματικών περιοχών, που αναφέρονται τόσο στη συνεργασία και τη συλλογικότητα στις δημιουργικές κοινότητες όσο και σε επιμέρους πεδία που αναδεικνύουν τη συλλογική δράση και τις συνεργατικές κουλτούρες στην κοινωνία πολιτών, την εκπαίδευση, την τέχνη, την πολιτιστική κληρονομιά, την ψηφιακή εποχή και το κρίσιμο πεδίο της πολιτικής συμμετοχής.

Το Συνέδριο απευθύνεται σε επιστήμονες όλων των απόψεων και των προσεγγίσεων και επιθυμεί να αποτελέσει σημείο συνάντησης και ανταλλαγής απόψεων για το μείζον αυτό ζήτημα σε μια ιδιαίτερα κρίσιμη στιγμή για την εξέλιξή του. Βασικός σκοπός του 11ου Συνεδρίου του Ι.Α.Κ.Ε. είναι η κριτική διερεύνηση και η ανάπτυξη επιστημονικού διαλόγου γύρω από τα ζητήματα αυτά.

Σας προσκαλούμε στο 11ο Διεθνές Συνέδριο του Ινστιτούτου Ανθρωπιστικών και Κοινωνικών Επιστημών και ευελπιστούμε σε μια γόνιμη επιστημονική συζήτηση. Αξιοποιώντας την εμπειρία από τη διοργάνωση των προηγούμενων δέκα συνεδρίων μας, θα επιχειρήσουμε και φέτος να διαμορφώσουμε ένα υψηλό επίπεδο ακαδημαϊκής συζήτησης και να προχωρήσουμε πιο πέρα τον προβληματισμό αλλά και τη συμβολή του Ι.Α.Κ.Ε.

Περιμένουμε την ενεργή συμμετοχή σας και σας καλωσορίζουμε στην όμορφη και φιλόξενη πόλη του Ηρακλείου. Ευχαριστούμε θερμά όλες και όλους που βοήθησαν να δημιουργηθούν οι προϋποθέσεις για την επιτυχία αυτού του Συνεδρίου και εργάζονται ήδη εντατικά για την υλοποίησή του τις επόμενες ημέρες.

Εκ μέρους της Οργανωτικής και της Επιστημονικής Επιτροπής

Η Πρόεδρος της Οργανωτικής Επιτροπής

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Πάντειο Πανεπιστήμιο

ΕΙΣΗΓΗΣΕΙΣ ΕΡΓΑΣΙΩΝ

Ξενόγλωσσες Εισηγήσεις

THE HISTORICAL EVOLUTION AND SIGNIFICANCE OF PERCUSSION INSTRUMENTS IN ORTHODOX CHRISTIAN WORSHIP

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Abstract

The use of percussion instruments in Orthodox Christian worship holds profound historical significance and occupies a distinguished role within Orthodox liturgy, reflecting cultural traditions and spiritual expressions. This paper investigates the importance and historical evolution of percussion instruments within the context of Orthodox tradition. From ancient cymbals and semantra to bells and the censer, percussion instruments have enriched spiritual and ceremonial experiences, symbolizing vigilance, purification, and divine connection. Employing an interdisciplinary methodology, the paper examines their liturgical and cultural roles, integrating insights from sacred texts, Byzantine traditions, and modern ecclesiastical practices. Additionally, it highlights the symbolic and acoustic parallels between their sacred and secular uses, demonstrating their enduring impact as vehicles of both spiritual devotion and artistic expression.

Keywords: Percussion instruments, Orthodox Christian Worship, Spiritual significance.

1. Introduction

This paper explores the historical evolution and theological significance of percussion instruments within the context of Orthodox Christian liturgical practice, emphasising their cultural and spiritual roles. Drawing upon sacred texts, Byzantine traditions, and contemporary ecclesiastical sources, the study examines the function of percussion as a conduit for fostering a connection between the faithful and the divine, as well as its profound symbolic meaning within liturgical rituals. The analysis includes a range of instruments such as drums, semantra, bells, censers, and the kanjion, employing an interdisciplinary methodology that integrates historical, theological, cultural, and musicological perspectives.

In addition, the study seeks to draw connections between the liturgical and symphonic realms, offering a comparative exploration of the role of percussion in both ecclesiastical and orchestral settings. By doing so, it underscores the enduring significance of percussion as an instrument of both spiritual devotion and artistic expression, highlighting its capacity to transcend temporal boundaries and serve as a bridge between the sacred and the artistic.

2. Main Body

2.1. Methodology

The methodological framework of this study is rooted in an interdisciplinary and theoretical paradigm, integrating historical, theological, cultural, and musicological analyses to provide a holistic exploration of the subject.

• Source Collection: This inquiry is underpinned by both primary and secondary sources, comprising ecclesiastical texts, hymnological corpus, archaeological documentation, and scholarly literature on the integration of musical instruments within the rites of Orthodox Christian worship.

Particular attention was devoted to exegetical references from the Holy Scriptures, patristic commentaries, and liturgical practices during the Byzantine era.

• Symbolic Analysis: Percussion instruments were scrutinized as symbolic conduits, mediating the transcendent spiritual sphere with its terrestrial embodiment in liturgical practice. Their theological import was examined through the lens of patristic exegesis, with key contributions from Origen, Basil the Great, and Saint Augustine, whose interpretations shaped the metaphysical and liturgical understanding of sacred sound.

• Comparative Analysis: A comparative approach was employed to contrast the ecclesiastical functions and historical usage of percussion instruments with their role in the symphonic orchestra. This comparative analysis illuminated both the parallels and divergences in their construction, function, and the thematic roles they occupy within the domains of sacred worship and orchestral performance.

• Cultural and Historical Examination: The investigation extends to a cultural-historical evaluation of percussion instruments, tracing their evolution from antiquity through the Byzantine and post-Byzantine periods to the contemporary era. This examination encompasses the socio-religious and cultural contexts in which these instruments have been deployed, particularly in the ritual practices of diverse Christian traditions.

• Theoretical Interpretation: The theoretical exploration focuses on the multifaceted role of percussion instruments in enhancing spiritual experience, positing them as mediating agents between the human and the divine. Simultaneously, the role of percussion in amplifying emotional and musical dynamics within the symphonic context was examined, particularly in terms of its capacity to modulate affect and contribute to the symphonic narrative.

This multidimensional methodology facilitates a nuanced understanding of percussion instruments, not merely as musical tools but as cultural and religious artifacts that uphold a timeless significance within both liturgical and musical traditions.

2.2. Theoretical Approach

The use of percussion instruments, such as cymbals and drums, has a longstanding association with worship and religious events, particularly in the context of the Old Testament. In the New Testament, the references to such instruments become sparser and often adopt a symbolic role, emphasizing the spiritual and transcendent nature of worship. Both Testaments, however, contain numerous references to percussion instruments in relation to temple music and sacred ceremonies (Plemmenos, 2005), with cymbals and drums playing a prominent role.

In the Old Testament, cymbals are frequently cited as instruments integral to worship, particularly in Solomon's Temple and in the context of prayer or hymns of praise. A significant passage is found in 1 Chronicles 15:19–16:6, where cymbals were utilized during the transport of the Ark of the Covenant. Drums are similarly connected to celebratory moments and religious rituals, such as when Miriam led the women in playing drums to extol God after the Exodus (Exodus 15:20). These references underscore the celebratory and communal nature of percussion in Old Testament worship.

In contrast, the New Testament is more reserved in its mention of musical instruments, reflecting a shift towards the spiritual essence of worship and the prominence of vocal music. Nevertheless, certain passages acknowledge the symbolic role of percussion instruments, emphasizing their role in fostering a reverent, sacred atmosphere.

Prominent references to percussion instruments in the hymnographic texts of both Testaments include:

• Cymbals in Byzantine culture, including "hand cymbals" (Maliaras, 2007), which were manually played as part of the liturgical rites.

• "Resounding brass" and "clanging cymbals" in St. Paul's Hymn of Love (1 Corinthians 13:1), where these instruments are used as metaphors for spiritual barrenness without the presence of love.

• Cymbals in the Psalms of David, where they serve as an invitation to the faithful to engage in worship (Psalm 150).

• Cymbals in the hymns for the Dormition of the Virgin Mary, where they are used to glorify the Virgin Mary (Plemmenos, 2005).

• The use of liturgical cymbals for the celebration of the Dormition of Saint Anne (Plemmenos, 2005).

• The use of cymbals during funerals, possibly symbolizing the theological perception of death as a transition to eternal life (Plemmenos, 2005).

• The use of cymbals during the period of the Triodion, with encouragement from the hymnographer Theodore to practice reverent self-restraint (Plemmenos, 2005).

• The Psalmist David's exhortation to praise God "with tambourine and dance", underscoring the integration of musical instruments in worship (Plemmenos, 2005).

• The use of the drum to inspire the faithful to honor the Virgin Mary, specifically in the Canon for the Dormition of the Theotokos (Plemmenos, 2005).

• The use of the drum in invoking divine illumination, as presented in the Canon of All Saints (Plemmenos, 2005).

• Ecclesiastical writers associate the drum with the decomposition of the body, due to the materials from which it is constructed (Maliaras, 2007).

• Indirect references to rattles and castanets in hymnography, indicating their potential symbolic or liturgical use (Maliaras, 2007).

• Theodoret of Cyrus identifying the castanet as "appropriate for children", reflecting its perceived role in early musical or symbolic practices (Maliaras, 2007).

• The verb "to sound" (κροτώ) used by Saint John of Damascus to describe the expression of reverence during the celebration of the Dormition of the Theotokos.

• The creation of small bells for the vestments of priests, following the Mosaic commandments, illustrating the ritual and symbolic role of sound in the liturgical garments (Michailides, 1989).

The initial rejection of percussion instruments in early Christianity, largely due to their association with pagan rituals, was gradually tempered by the Church Fathers, who reinterpreted these instruments in theological and symbolic terms:

• Saint Basil the Great (c. 330 – c. 378) viewed the 10-chord psaltery as a symbol of the Ten Commandments, associating it with moral and spiritual law.

• Origen of Alexandria (c. 185 – c. 253), interpreted the drum as a representation of the suppression of sensuality, positioning it as an instrument of self-discipline.

• Saint Augustine (c. 354 – c. 430), in his work De Musica, linked drums and psalteries to the crucifixion of the flesh, highlighting their role in symbolising the rejection of worldly desires (Shobana, 2014).

During biblical times, musical instruments such as cornets, cymbals, and lyres were employed in sacrificial rites and psalmodic rituals, enhancing the religious experience and serving as vehicles for spiritual expression (Idelsohn, 1992). While King David introduced a wide array of instruments into the Temple, certain percussion instruments, particularly drums, were excluded due to their associations with pagan worship and entertainment (Garen, 1996). This distinction reflects the Church's effort to separate sacred music from secular music.

Within the context of worship, the use of musical instruments was limited to vocal psalmody to preserve spiritual integrity. Instruments such as semantra, bells, and the censer were employed primarily to support the liturgical process and to enrich the sacred atmosphere with auditory and symbolic elements (O'Connell, 2000).

Outside the sacred space, musical instruments were utilized in secular events, imperial ceremonies, and symposia (Boswell, 1988). This usage often involved elaborately crafted instruments designed to enhance cultural and recreational activities. The association of such instruments with secular music discouraged their use in worship, emphasizing the pursuit of spiritual purity.

During the Byzantine period, the use of musical instruments within the church was limited to exceptional occasions, such as imperial ceremonies. Instruments like semantra and talanta were

retained for spiritual purposes, such as calling the faithful (Mango, 1976). Byzantine music primarily focused on vocal psalmody, while instrumental ensembles were mainly used for educational or secular purposes (Maliaras, 2007).

In the Church, percussion instruments such as cymbals, drums, and talanta carried profound symbolic significance. For instance, cymbals were associated with praise in the Psalms of David, while talanta and semantra symbolized spiritual vigilance and the presence of God (Ioannides, 2003). Their use in religious rituals served as a bridge between spirituality and cultural heritage.

In monasteries, percussion instruments like semantra and talanta were used for spiritual awakening and summoning the faithful to worship. Their sounds were simple and rhythmic, aligned with the spiritual mission of monasticism (Ioannides, 2003).

In Orthodox Christian worship today, percussion instruments are not utilized for theatrical spectacle; rather, they serve as means of spiritual expression, facilitating a profound connection with the divine (Jeffery, 1992). Their use in liturgical contexts reflects a delicate balance between the cultural and spiritual dimensions, symbolising the harmonious fusion of tradition and devotion in the worship experience.

Percussion instruments have evolved both religiously and culturally to hold a pivotal role today, not only in ecclesiastical music but also in the orchestral traditions of many Christian denominations worldwide. Their use and function within the symphonic orchestra contribute uniquely to the richness of sound, rhythmic precision, and dramatic intensity of a musical performance (Piston, 1979). This diverse family of instruments includes both melodic instruments, such as the vibraphone, marimba, and xylophone, as well as rhythmic and unpitched instruments, like drums, cymbals, snare drum, bass drum, and triangle.

Their significance extends across multiple dimensions:

• Rhythmic Support and Emphasis: Percussion often serves as the rhythmic "heartbeat" of the orchestra, reinforcing the structural framework of a composition and unifying the other sections. With decisive strokes, such as those on timpani or snare drum, they add dynamism and underscore critical musical moments.

• Dramatic Intensity and Atmosphere: With the ability to produce sounds ranging from delicate tones to explosive dynamics, percussion creates powerful emotional responses and vivid sonic imagery. For instance, the bass drum can evoke the sound of cannons, while the triangle adds brilliance to a cheerful musical passage.

• Melodic Contribution: Melodic percussion instruments, like the vibraphone and marimba, provide subtle harmonic and melodic support, enriching orchestrations and expanding the overall sonic palette.

• Sound Effects: Percussion is often used to generate sound effects that depict natural phenomena, such as thunderstorms or crashes, or even abstract ideas, adding character and vibrancy to a piece.

• Versatility and Virtuosity: Percussionists are often the most versatile musicians in the orchestra, tasked with performing on numerous instruments with technical precision and musical sensitivity. Switching between instruments during a performance requires exceptional preparation and focus.

Overall, percussion instruments are not merely the rhythmic backbone of the symphonic orchestra but also serve as a powerful means of expression. With their ability to heighten emotional intensity and enhance the music, percussion instruments are an indispensable component of the symphonic experience, deeply rooted in the religious and social rituals of the past.

2.3. Results

2.3.1 The Historical Evolution and function of Percussion Instruments in Christian Worship

In Christian liturgy, the design, sound, and techniques of percussion instruments parallel those in orchestral music, enriching the spiritual and ceremonial experience.

2.3.1.1 The Drum

The drum is a portable percussion instrument with an animal skin membrane stretched over a round wooden shell, often with bells attached to augment its resonance. In modern classification, it is typically categorized as a frame drum. This type of instrument is referred to in the literature as a "stretched leather circle," known in Greek as Τύμπανον (Tympanon, plural: Tympana) and in Latin as Tympanum (plural: Tympana). Iconographic evidence suggests that it was played with bare hands and held at chest or head height, either by gripping its shell directly or using an external handle (Landens, 1999). This type of drum was particularly associated with women performing ecstatic dances in fertility rituals in ancient Middle Eastern and Mediterranean cultures.

In ancient Sumeria, drums accompanied religious hymns, while in Egypt, round drums were linked to the goddess Hathor, symbolizing love and fertility (Galpin, 2011). Though the ancient Hebrews adhered to monotheism and did not practice fertility rituals, they adopted surrounding cultural practices, incorporating percussion into their worship of God.

In the Old Testament, the tof (plural tuppin) is mentioned in the Psalms as a temple worship instrument. It is also noted as a celebratory instrument used by Miriam during the Exodus (Exodus 15:20). However, in Greco-Roman times, drums were associated with the worship of Cybele (Molina, 2014) and Dionysus (Michaelides, 2005), often depicted in artworks such as sarcophagi and friezes (Redmond, 2021).

Early Christian leaders condemned the use of drums due to their associations with pagan rituals and their potential to promote sensory experiences over spiritual ones (Mathiesen, 1999). Despite this rejection, drums are still mentioned in the Psalms as instruments of worship. To reconcile this contradiction, Church Fathers offered two interpretative approaches:

- The Alexandrian School viewed musical instruments as allegorical symbols.
- The Antiochian School considered them as historical objects used in worship.

In the West, the Alexandrian allegorical approach prevailed, leading to the gradual replacement of musical instruments with a cappella chanting in Christian worship.

In the symphonic orchestra, drums serve critical functions in rhythmic support, dynamic contrast, emotional expression, and the enhancement of a composition's grandeur. They emphasize themes, create ceremonial or military atmospheres, and deepen the overall musical experience.

2.3.1.2 Bells

The historical evolution of bells and bell-ringing techniques, from antiquity to the present, demonstrates their development and use for both religious and musical purposes. The earliest documented use of bells for music dates back to China around 1000 BCE, where stationary bells were mounted on frames and struck with hammers.

In medieval Europe, two primary bell-ringing methods emerged:

- Pulsare, which involved hammer strikes on the bell.
- Nollare, in which the clapper struck the bell's interior.

The pulsare method was used for smaller sets of bells, known as cymbala, which were played with hammers for musical instruction in monasteries (Kovačič, 1983). Larger bells, incorporated into church towers across Europe from the 14th century onward (Price, 1983), required advancements in their acoustic properties and tonal harmonization. This led to the introduction of systems that allowed rhythmic and melodic bell ringing, incorporating balanced mechanisms to control the swing and sound of the bells depending on their size, in England (Harrison, O'Neill, 2002) and other European countries (Kovačič, 2009).

Modern automated mechanisms have further enhanced the variety and precision of bell sounds, enabling their use in church services and tower clocks. The carillon, a large chromatic bell ensemble, remains popular in countries like Belgium, the Netherlands, and France (Morris, 1951).

In the symphonic orchestra, bells produce unique sounds that are both clear and majestic, enhancing emotional intensity and symbolizing moments of transition or celebration. They are often used in

religious or ceremonial compositions, blending seamlessly with other instruments to amplify the emotional impact.

2.3.1.3 The Censer

The censer consists of a small cup suspended by three chains, with attached bells that produce a sweet sound as the censer swings. The bowl symbolizes the sacred womb of the Virgin Mary, bearing the divine ember—Christ—who fills the universe with fragrance. The twelve bells represent the Apostles proclaiming the joy of the Gospel, while the three chains symbolize the Holy Trinity.

The censer exemplifies an auditory element in Orthodox worship that is not derived from the human voice, enriching the liturgical experience with its symbolic sound and fragrance (Morris, 1951; Stielau, 2023).

2.3.1.4 The Kanjion

The kanjion (or katzion) is a handheld instrument used in church services, particularly during the chanting of Old Testament hymns or the reading of the Great Hours. It is a metallic device with a long handle and attached bells, symbolizing God's steps in Paradise and urging monastic vigilance (Barbaritsa, 2010). Although rare today, the kanjion is depicted in icons of the Myrrhbearers (Boteva, 2022) and in Byzantine ceremonial contexts (Hedrick, Macaraig, 2015).

2.3.1.5 The Semantra

The earliest method of summoning Christians to gather was by striking wooden boards, known as semantra, a practice that dates back to the early monks of the 2nd and 3rd centuries CE (Moleski, 2007). Initially, these boards were made of either wood or metal and were often referred to as “hit iron” by Byzantine writers.

Wooden semantra were portable, held in one hand, and struck rhythmically with a wooden mallet in the other. Typically made from ash, walnut, maple, or beechwood, these woods were chosen for their superior acoustic properties. The boards often featured three or five holes arranged in symbolic patterns:

- Three holes represent the Holy Trinity.
- Five holes in the shape of a cross symbolize the human senses, which must remain vigilant.

2.3.1.6 The Great Semantra or «Kopanon»

Early The Great Semantron, also called a kopanon, is a larger version of the semantron, reaching up to four meters in length. It consists of a suspended thick plank, often with three or five holes at its edges, symbolizing the Holy Trinity and the five human senses, respectively. The plank is struck rhythmically with a mallet to produce harmonic tones, creating a solemn auditory experience during Orthodox rituals (Barla, 1959).

In monasteries, semantra are still struck to announce Orthodox services or to awaken monks for prayer. These instruments serve as an auditory connection to spiritual life, enhancing the contemplative atmosphere with their rhythmic, symbolic tones (Moleski, 2007).

The marimba, xylophone, and glockenspiel parallel monastic semantra in their roles and symbolic use:

- Marimba and Large Wooden Semantron: Both evoke deep emotion and spiritual focus with their rich, resonant tones.
- Xylophone and Small Wooden Semantron: Both provide clear, rhythmic support for practical and communal coordination.
- Glockenspiel and Metallic Semantron: Both mark celebratory and significant moments with bright, attention-grabbing sounds.

Like semantra, these instruments enrich the auditory and symbolic experience with their distinct textures and dynamics.

2.3.1.7 Talanton

The talanton, also known as a hand signal board, is a meticulously crafted wooden plank used in religious contexts. Typically measuring approximately 2–3 meters in length, 10 centimeters in width, and 5 centimeters in thickness, it is adorned with three or five holes, symbolizing the Trinity or the five human senses.

The sound of the talanton is thought to represent teachings from both the Old and New Testaments and is often associated with biblical events, such as Noah's call to the animals to enter the ark in pairs or God's footsteps in Paradise (Totsikas, 2019). Today, it continues to symbolize the Church's call to salvation, functioning as both a spiritual and liturgical tool.

3. Conclusion

Τα Percussion instruments in Orthodox Christian worship serve as a bridge between spirituality and cultural heritage, embodying both religious devotion and historical continuity. Despite initial opposition due to their associations with pagan rituals, these instruments were ultimately incorporated into the liturgical practices, enhancing the faithful's spiritual experience. Their usage is deeply symbolic, interwoven with tradition, devotion, and religious expression, enriching the worship service with a sacred auditory presence.

In both Christian worship and symphonic orchestras, percussion instruments play a vital role in creating rhythmic cohesion and sonic diversity. The construction and usage of percussion instruments across these contexts share significant similarities, underscoring their enduring value as tools of expression and communication. Instruments like the semantra, talanton, kanjion, censer, and bells in worship are crafted with simplicity yet imbue deep spiritual meaning, symbolizing concepts such as vigilance, purification, and reverence. These sounds accompany and enrich rituals, guiding the congregation through sacred moments.

Similarly, orchestral percussion instruments like the drum, vibraphone, and cymbals are precisely designed to produce rich, textured sound, offering harmonies and colors that contribute to the emotional depth of compositions. The functional use of percussion instruments aligns in both settings: in worship, percussion instruments enhance psalms and ritual movements, adding rhythm and depth to the liturgy; in orchestras, they support musical structure, creating tension, dynamics, and emotional resonance.

Ultimately, in both sacred and secular settings, percussion instruments function as bridges connecting the human to the divine in worship and the musician to the audience in orchestral performance. Their capacity to evoke profound responses through rhythmic and tonal expression highlights their integral role in both religious and artistic spheres.

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BUILDING RESILIENT COMMUNITIES THROUGH INTERSECTIONAL GOVERNANCE: GENDER-RESPONSIVE APPROACHES TO CLIMATE MIGRATION

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Abstract

Climate change has intensified displacement within the EU, disproportionately affecting marginalized populations, especially women. This paper examines how intersectional governance and gender-responsive strategies contribute to building resilient communities, focusing on the lived experiences of female refugees in the Corinth Refugee Camp in Greece. Drawing on qualitative data from field research, the study explores how gender, legal status, disability, and insecurity intersect to shape vulnerability. Although intersectionality is often acknowledged in policy discourse, findings indicate that governance practices on the ground fail to address differentiated needs. Challenges such as restricted mobility, lack of access to services, domestic violence, and the dismissal of women's professional skills reveal a gap between policy frameworks and camp realities. The paper argues that without concrete intersectional implementation, refugee governance will continue to overlook those most at risk, reinforcing structural inequalities under the guise of humanitarian care.

Key words: climate migration, intersectionality, gender equity, participatory governance, resilience

1. Introduction

Climate change is one of the most pressing challenges of our time, affecting not only the environment but also the socio-economic structures that shape human well-being. Over the past decades, climate-induced displacement has risen sharply, presenting significant governance and humanitarian challenges. In 2022, 70% of refugees and asylum seekers originated from highly climate-vulnerable countries—an increase from 56% in 2012—while weather-related disasters triggered 26.4 million new internal displacements in 2023 (UNHCR, 2024). More than 75% of the world's forcibly displaced people reside in climate-vulnerable regions, with 50% also exposed to conflict, underscoring the need for stronger protections (Platform on Disaster Displacement, 2023). Despite this growing crisis, climate migration remains legally unrecognized under international refugee law (UNHCR, 2022), leaving the climate migrants in legal limbo without asylum rights (European Parliament, 2021). Especially, women in displacement settings face heightened risks due to legal exclusion, economic dependency, and gender-based violence, reinforcing the need for an intersectional governance framework that integrates gender considerations at all policy levels (UN Women, 2023). Since climate change disproportionately affects marginalized groups (World Economic Forum, 2023), governance structures must move beyond one-size-fits-all approaches and adopt intersectional, gender-responsive policies that enhance resilience and address systemic inequalities (Kaijser & Kronsell, 2014). This approach ensures that climate policies account for the diverse experiences and challenges faced by different genders, leading to more equitable and effective resilience-building strategies (IPCC, 2022). By embedding intersectionality in climate action, governance can move toward inclusive adaptation strategies that leave no one behind (UN Women, 2023).

This paper examines the interplay between gender, and other intersecting social identities in shaping vulnerabilities and adaptive capacities in the context of climate-induced disasters. It underscores the imperative for intersectional governance models that facilitate inclusive and participatory decision-making processes. By emphasizing localized, community-driven approaches, this study highlights the role of women as active agents of change in climate adaptation and resilience-

building. The adoption of intersectional governance frameworks is crucial for addressing the gendered dimensions of climate migration, ensuring equitable policy responses that account for diverse lived experiences. This paper addresses the following two research questions:

- How do intersectional governance models enhance gender-responsive strategies in addressing the vulnerabilities of climate migrants within the EU? and
- What systemic barriers and socio-economic inequities shape the experiences of displaced women in climate-vulnerable regions, and how can participatory governance frameworks mitigate these challenges?

In order to explore these questions, this study employs a mixed-methods approach combining qualitative policy analysis with field-based socio-economic assessment. The analysis integrates three components. First, a policy discourse analysis of EU and Greek climate-migration governance frameworks was conducted to identify gaps in gender-responsive and intersectional protections. Second, a legislative review examined the extent to which climate-induced displacement is addressed in asylum, protection, and integration laws. Third, the case study of the Corinth Refugee Camp draws on seven semi-structured interviews and three months of ethnographic observation conducted in 2021, complemented by a socio-economic assessment of participants' backgrounds, including pre-migration education, employment, class position, family structure, disability status, and prior exposure to violence. These variables were used to interpret how intersecting identities shaped vulnerability and access to resources within the camp. Together, these methods provide a multilayered understanding of how governance frameworks interact with lived experiences of displacement.

2. Intersectionality and Climate Migration

2.1. Understanding Intersectionality in Climate Migration

Intersectionality has emerged as a critical analytical framework in social sciences, particularly in understanding the layered and multidimensional nature of discrimination and structural inequalities (Cho, Crenshaw, & McCall, 2013). It challenges monolithic narratives within feminist and anti-racist discourses by emphasizing how overlapping identities shape individuals' lived experiences and expose them to unique forms of marginalization. Crenshaw (1991, p. 1241), a feminist and activist scholar, critiques the feminist approach for defining violence against women through a universalized lens, which assumes shared experiences while overlooking other key dimensions of identity, such as race, class, ethnicity, and sexual orientation. She (1989, 2018) argues that both feminist and antiracist discourses fail to capture the interaction of race and gender, resulting in the exclusion of Black women from dominant analytical structures that do not account for intersectionality. Similarly, Collins and Bilge (2016, p. 27) highlight how intersectionality provides an alternative framework to examine historical, intellectual, political, and contemporary contexts while challenging binary thinking—such as the rigid divisions between theory and practice, activism and scholarship, or Black and white identities.

In its early formulations, intersectionality was centered on race and gender, as Black women faced overlapping forms of discrimination not captured by single-axis approaches (Henne, 2018). This framework has since expanded to examine broader identity-based inequalities, acknowledging how individuals may experience multiple, intersecting forms of marginalization based on social, economic, and political factors (de Saxe & Trotter-Simons, 2021). Grillo (1995) further emphasizes that individuals can gain equality in one aspect of their identity while continuing to experience discrimination in others, reinforcing the importance of an intersectional perspective in governance and legal structures.

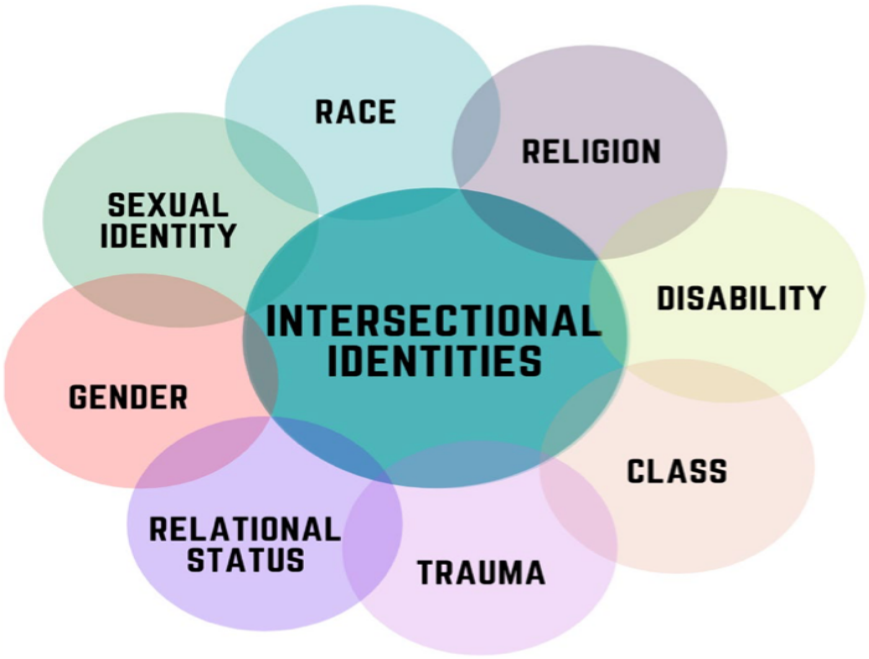

Figure 1. Overlapping bubbles showing various intersectional dimensions.

In recent years, intersectionality has gained further traction in policy studies and governance frameworks, as seen in its application to climate justice, migration policies, and human rights discourse (UN Women, 2023). As illustrated in Figure 1, intersectionality captures how overlapping identities—such as gender, race, class, and migration status—shape individuals' experiences in displacement contexts. This figure serves as a conceptual reference to demonstrate the potential complexity of identity intersections; it is not intended as a direct coding framework for the field data presented in this study. Climate-displaced individuals are not vulnerable solely because of migration. Their exclusion is often intensified by overlapping disadvantages—such as gender, class, or disability—that intersect and reinforce one another. This visualization underscores the necessity of policy frameworks that move beyond single-axis analyses and adopt a multidimensional approach to governance. It reveals the reason behind "why some mobile humans are placed in more or less deserving categories than others" (Stasiulis et al., 2020, p. 6), which puts many migrants at risk of injustice in decision-making related to their social positions, futures, or resettlements. In this sense, intersectionality highlights the complex and shifting positionalities of displaced individuals, demonstrating how racial privilege, gender-based subordination, and linguistic or cultural exclusion intersect to shape unequal access to resources and protections. As a result, marginalized groups—particularly women—face heightened risks in climate displacement, including mobility restrictions, legal uncertainty, and exclusion from relief mechanisms. Addressing these challenges requires governance models that acknowledge and mitigate these intersecting vulnerabilities.

2.2. Gender-Responsive Governance in Climate Displacement

At its core, intersectionality has alternatively highlighted the concern with social justice, then, greatly contributed to facilitating many analyses of discourses-such as identity-centered inequalities, colonialism, post-colonialism, international human rights, development studies, imperialism, etc.- to interrogate complex origins of multiple sources of oppression, subordination, and discrimination against disadvantaged groups. This analytical lens is particularly relevant in examining how power structures operate within humanitarian governance, where responses to crises often reflect broader socio-political hierarchies rather than neutral interventions. As Fassin (2012) argues, humanitarian interventions often operate within a "politics of compassion," where aid is distributed based on perceived vulnerability rather than structural justice. This approach strongly reinforces hierarchies of deservingness, wherein certain groups—often racialized and gendered—are positioned as more or less worthy of protection and support (Ticktin, 2011). In the context of climate displacement, these

mechanisms exacerbate existing inequalities in legal recognition, access to resources, and mobility rights (UNHCR, 2023). Addressing these disparities requires a governance framework that moves beyond short-term humanitarian aid toward structural reforms that integrate intersectionality into climate migration policies to ensure equitable and inclusive protections for all displaced populations.

Climate change does not impact all populations equally; its effects vary depending on geography, socioeconomic status, and gender, exacerbating pre-existing vulnerabilities. As climate-induced disasters and resource scarcity intensify, millions are forced to relocate, often without legal recognition or adequate protection under existing migration frameworks (IOM, 2023). Among displaced populations, women and other marginalized groups face disproportionate risks due to structural inequalities that limit their access to land, economic opportunities, and decision-making power (UN Women, 2022). These systemic barriers heighten their exposure to climate-related hardships, making it more difficult for them to adapt and build resilience (Huyer et al., 2021).

Governance structures frequently fail to integrate intersectional approaches, exacerbating barriers to adaptation and resilience for displaced populations. This absence of gender-responsive mechanisms leads to limited access to legal protection, exclusion from policy planning, and increased exposure to gender-based violence in displacement settings (OHCHR, 2021). Additionally, recent feminist climate governance frameworks highlight that gender-responsive policy requires structural reforms rather than short-term humanitarian responses, especially in displacement contexts (Feminist Green New Deal Coalition, 2023). The absence of intersectional governance is particularly evident in highly politicized migration contexts, such as Greece, where restrictive governance models—driven by securitization and deterrence strategies—exacerbate vulnerabilities for climate migrants, particularly women (European Commission, 2024). Policies emphasizing border control over protection mechanisms have resulted in legal precarity, economic exclusion, and increased exposure to gender-based violence for displaced women in Greece (UN Women, 2023).

3. Climate Migration Governance and Policy Gaps in EU: Greece as a Case Study

3.1 EU Climate Migration Governance: Policies and Limitations

The Internal Displacement Monitoring Center (IDMC) states that 60.9 million internal displacements were recorded in 2022 across 151 countries and territories, a 60% increase from the previous year, primarily driven by weather-related events such as storms and floods (IDMC, 2023). In Europe, over 6 million new displacements were triggered by floods and wildfires between 2010 and 2023 (IDMC, 2024). Meanwhile, as of May 2024, the number of forcibly displaced people worldwide has reached 120 million, with 68.3 million classified as internally displaced persons (European Commission, 2024). These figures demonstrate the ongoing rise in climate-induced displacement and the pressing need for stronger legal protections.

Despite growing numbers of displaced people, the EU's policy framework on climate migration reveals the absence of a legally binding treaty specifically addressing climate-induced displacement, leaving affected individuals without dedicated protection under EU law (European Parliament, 2021). Although disasters and extreme weather events increasingly trigger human mobility, climate-induced migrants do not fall under the 1951 Refugee Convention's definition of refugees, nor do they benefit from specific asylum provisions within the EU (European Parliament, 2021). The European Asylum Support Office (EASO, 2022) states that fewer than 5% of climate-displaced persons in Europe are granted asylum, even when their home countries face severe environmental crises. Additionally, the European Parliament (2023) acknowledges that climate displacement is not explicitly covered under the EU's Temporary Protection Directive, leaving climate migrants without formal resettlement pathways. As a result, climate-displaced individuals are largely governed by general migration laws or temporary protection mechanisms, which vary significantly between member states and fail to account for the intersectional vulnerabilities of affected populations (IOM, 2023).

Taking a gender lens to EU policy documents linking climate and migration reveals the fact that the EU's legal framework neglects intersectionality and gender considerations in climate migration policies. Women and other marginalized groups face heightened risks in displacement (UN

Women, 2022), including gender-based violence, economic insecurity, and limited access to legal protections, yet EU policies lack mechanisms to systematically integrate gender-responsive approaches into migration governance (OHCHR, 2021). The European Institute for Gender Equality (EIGE, 2022) reports that climate-displaced women in the EU face higher unemployment rates (over 60%) and a 40% greater risk of gender-based violence compared to other migrant populations. Addressing this gap creates a shift toward gender-responsive governance to mitigate the compounded vulnerabilities of the displaced population and can, therefore have a key role in leveraging the full potential of future policies. Without recognition of the diverse needs of the displaced populations and legally binding documents, climate migrants (IOM, 2023; UNHCR, 2022)—particularly women—remain at the margins of migration policy, lacking formal recognition and targeted protections in the EU's current framework (European Parliament, 2021).

3.2 Greece as a Key Study: Governance, Policy Gaps and Lived Realities

Greece continues to function as a primary entry point into the EU for refugees, with the Corinth Refugee Camp serving as a significant location in understanding the challenges displaced individuals face. Although designated a transit site, Corinth operates as a semi-permanent camp where refugees experience extended periods of legal uncertainty and social exclusion. The findings from this fieldwork, conducted through seven semi-structured interviews and three months of participant observation, are supported by field notes and demographic data. Female participants were prioritized in the selection to reflect the gendered focus of the study. The analysis shows that the lived experiences of women were shaped not only by gender but by the intersection of class, disability, religion, ethnicity, age, and pre-migration trauma.

Gender and age. Fatima, a 15-year-old Afghan girl, explained that she avoided moving around the camp alone: "I never go anywhere alone. My mother always comes with me. If she is not around, I just stay in the tent." As observed during fieldwork, younger women experienced heightened insecurity in everyday activities, including using the restroom, due to fear of harassment.

Gender and professional/class background. Sebnem, a 24-year-old Afghan woman with a university degree and a nursing background, noted the dismissal of her skills in the camp context: "I was a nurse in Afghanistan, but here I cannot work. They do not see these things in the camp." Her experience reflects how women's professional identities and socio-economic backgrounds often became invisible, reinforcing dependency and limiting opportunities for autonomy.

Disability and social isolation. One female participant with a physical disability described the infrastructural barriers that restricted her movement: "I cannot go to the community center alone. The road is not possible for me." As observed in the field, disability intersected with gender to further isolate women from communal spaces, aid distribution, and social support.

Religion and visibility. Several women described religion-based discrimination. A Syrian woman wearing a hijab reported avoiding areas where men gathered because of verbal harassment. Other participants explained that openly discussing religious identity sometimes led to tensions with other groups. These dynamics show how religious visibility interacts with gender to increase insecurity.

Ethnicity and intra-camp tensions. Ethnic belonging played a significant role in shaping daily interactions. Kurdish, Hazara, and African refugees reported exclusion or verbal hostility from other groups, and some avoided certain communal areas to prevent conflict. These patterns indicate how ethnicity intersects with legal precarity and social positioning to influence everyday safety.

Pre-migration trauma and camp insecurity. Several women described the effects of past violence on their sense of security in the camp. A Somali mother stated: "After what happened before, I do not sleep well here." Night-time noises, lack of lighting, and minimal privacy intensified existing trauma, as noted throughout fieldwork.

Legal precarity and economic dependence. Legal uncertainty was a constant concern. Prolonged asylum procedures, the inability to work, and limited access to information

disproportionately affected women, reinforcing economic dependency on male family members and restricting their autonomy.

Gender-based violence. Domestic and gender-based violence also emerged as a recurrent issue. Sebnem reported witnessing incidents in the camp: “I saw a man beating his wife. It happens, and they do not separate because they have children.” As observed in the thesis, such violence often remained unreported due to stigma, dependency, and fear of repercussions.

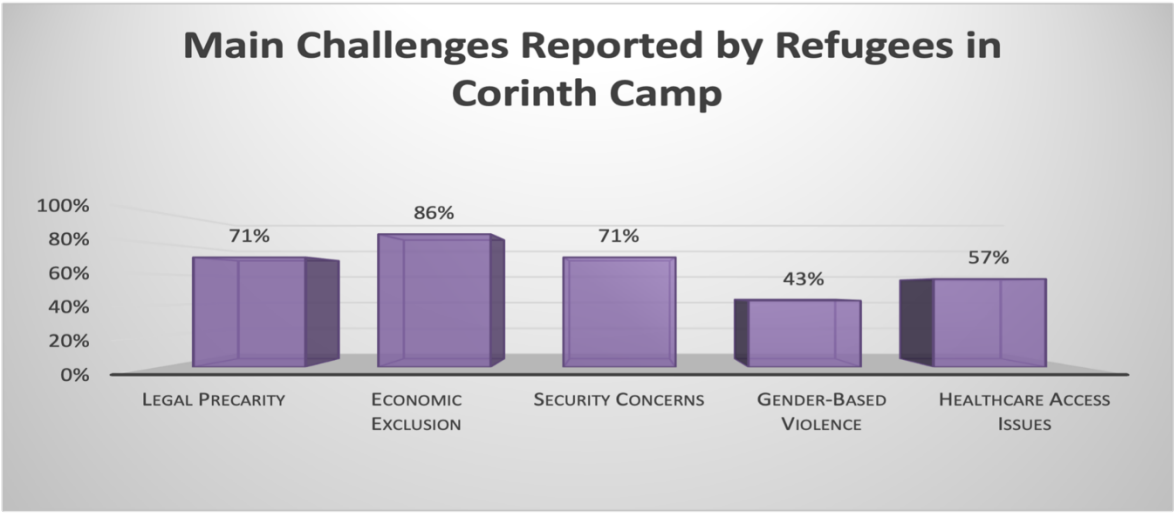

Figure 2. Main challenges reported by refugees in Corinth Camp.

This reality is further reflected in broader trends observed in the camp. As shown in Figure 2, the most frequently reported challenges by refugees included legal precarity (71%), economic insecurity (86%), and gender-based violence (43%). While the percentage of gender-based violence may appear lower than other categories, women like Sebnem confirmed its regularity as a lived reality, often unreported due to stigma or fear. These quantitative patterns reinforce the qualitative findings by demonstrating how intersecting vulnerabilities—particularly gender, disability, and legal status—compound daily risks and limit access to protection.

Overall, the findings indicate that vulnerability in Corinth Camp emerged through the intersection of gender with class background, disability, religion, ethnicity, trauma, and legal status. These experiences demonstrate that displaced women cannot be treated as a homogenous group and highlight the need for governance frameworks that recognise and respond to these intersecting dimensions.

4. Conclusion

Women’s experiences of climate displacement emerge through multiple, intersecting inequalities that shape their access to resources, mobility, and safety. As demonstrated across the findings, these inequalities do not operate independently; rather, they intersect through gender, class background, disability, religion, ethnicity, legal status, and past experiences of violence. The evidence from Corinth Camp shows how these identity dimensions collectively influence women’s sense of security and their everyday relations within a highly constrained environment.

Existing migration governance frameworks often adopt a generalised view of displaced populations and fail to acknowledge differentiated needs. As discussed earlier in the theoretical section, approaches that rely on securitisation or deterrence overlook the realities documented in this study, where women encounter restrictions on movement, domestic violence, social exclusion, and the devaluation of their professional identities. These findings reinforce the argument that without an intersectional understanding, governance mechanisms reproduce rather than mitigate structural inequalities.

The lived experiences documented in Corinth Camp illustrate how governance gaps manifest in concrete ways: prolonged asylum procedures heighten dependency, inaccessible infrastructure isolates women with disabilities, religious visibility increases harassment, and trauma from past

violence remains unaddressed due to the lack of safe spaces. These patterns confirm that policy frameworks remain insufficient in responding to the layered vulnerabilities that shape women's daily lives.

For climate migration governance to be effective, it must move beyond short-term humanitarian responses and integrate gender-responsive and intersectionally informed strategies at all levels. Recognising displaced women as active agents who rebuild their identities despite restricted conditions is essential. If governance structures continue to neglect the intersectional dimensions of displacement, the experiences of women will remain marginalised, reinforcing cycles of insecurity and precarity rather than fostering protection, resilience, and meaningful inclusion.

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DIGITALIZATION, GENDER DIVERSITY, AND INCLUSION IN ITALY: NAVIGATING ACCULTURATION AND HUMAN RIGHTS CHALLENGES

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Abstract

This research examines digitalization and the inclusion of gender diversity in Italy through the lens of acculturation. It critically evaluates policies on digital inclusion, highlighting their implications for integration and human rights. Using a qualitative and mixed-method approach, the study reveals how insufficient digital inclusion disproportionately affects gender-diverse migrants and refugees, restricting access to education, essential services, and broader opportunities. While media and communication technologies (ICTs) are recognized for enhancing quality of life, health, and care services, they also risk reinforcing sexism and heteronormative gender systems. The findings underscore Italy's deficiencies in structured inclusion strategies, which exacerbate the vulnerabilities of gender-diverse communities. By situating these results within the European Union's digitalization agenda, the research emphasizes the urgent need for Italy to adopt inclusive digital frameworks that align with EU equity and human rights goals.

Key words: Digitalization, inclusion, ICTs, acculturation, human rights

1. Introduction

Digitalization transformed social, economic, and political structures globally with far-reaching impacts on marginalized communities like gender minority individuals and refugees (Fasanella et al., 2024). Italy has tried to pursue digital inclusion through EU-funded digital policies but is still plagued by exclusions for gender minorities and displaced persons (Catarci, 2016). This paper examines how digitalization intersects with acculturation and gender diversity in Italy, such as obstacles to digital inclusion, how technology comes to shape gender identity, and the overall human rights challenges. The principal questions answered are:

"How does digitalization impact gender-diverse individuals and migrants in Italy?

Which structural barriers and biases lead to digital exclusion?

How can Italy establish more inclusive digital policies aligned with EU human rights frameworks?"

The paper starts with Italy's digital transformation and gender disparity, followed by digital acculturation and human rights challenges. The end then presents policy recommendations to bridge the digital gap and advance inclusive technology growth. Individual characteristics are now a major factor in how the educational system is organized. Providing individuals with suitable conditions in terms of social, personal, and educational needs is crucial for the education system and for development when individual differences are considered in education. In this context, inclusivity is predicated on the idea that the inclusion of students, whether full-time or part-time, in a less restrictive educational system for themselves, may, to some extent reduce inequalities within the current system. To avoid conceptual misunderstanding, this study took into account the fact that sex and gender are frequently used interchangeably in several areas. As we know, over the past ten years, gender diversity—including transgender, nonbinary, and other individuals—has gained more acceptance in the legal, medical, and popular media sectors in numerous countries. This differs from the conventional perspective, which indicates gender as a discrete and binary category (male/female students) and usually assumes that it corresponds with individuals' assigned sex. This development is evident across various sectors, including education. However, not all fields have fully adopted or

integrated this advancement. Here, the evolving understanding of gender inclusivity, as with the broader shift in societal norms, is also witnessed in the growing role of Information and Communications Technologies (ICT) in addressing these changes. As gender diversity becomes more acknowledged and accepted, ICT comes to the fore as a significant factor in promoting inclusivity, not just in enabling access to education but also in permitting the development of more equitable spaces for diverse identities. Information and communication technologies are at the heart of responding to the demands of a globalized and digitalized world, helping to bridge gaps, and providing opportunities for all learners, including those from disadvantaged gender groups. Information and Communication Technologies (ICT) is the key to meeting the demands and expectations of globalization in a 21st-century and increasingly digitalized society in all its aspects, including the promotion of political accountability and changes in educational opportunities for younger generations (Kool et al., 2018). Digitalization in Italy has undergone significant transformations over the past decade, largely influenced by European Union initiatives to foster digital inclusion and technological advancement. As the country strives to modernize its public and private sectors, the role of Information and Communication Technologies (ICT) has become crucial in addressing socio-economic disparities and promoting equity in education, business, and public services (Polizzi, 2011). In the educational sector, digital tools are increasingly seen as essential in enhancing access and inclusion, particularly for marginalized groups, including those from gender-diverse backgrounds. However, the digital divide remains a pressing issue in Italy, with rural and southern regions experiencing slower technological adoption compared to more urbanized areas, which exacerbates existing inequalities (Gualerzi, 2016; Martinelli et al., 2009). This digital divide has implications not only for access to education but also for the effective participation of diverse gender identities in digital spaces, where exclusionary practices and a lack of representation persist (Blasia & Salva, 2024). The Italian government has responded with national policies such as the *Piano Nazionale Scuola Digitale* (National Plan for Digital Schools), which aims to integrate ICT into schools and universities across the country. Despite these efforts, challenges remain in ensuring that digital transformation is inclusive and equitable, particularly in fostering an environment where gender diversity is supported through digital tools and platforms (Anedda & Collet, 2019). The ongoing digitalization process in Italy thus presents both opportunities for greater inclusivity and challenges related to ensuring that all citizens, regardless of gender identity, have equal access to the benefits of technological progress.

2. Digitalization, Gender Inclusion and Barrier to Equity

2.1. Italy’s Digital Transformation and the Gender Divide

EU-driven initiatives like the National Strategy for Digital Skills and the Piano Nazionale Scuola Digitale have shaped Italy's digitalization. Although these policies promote digital literacy and investment in infrastructure, they do not comprehensively address the intersectional issues of gender-diverse groups. The north-south ICT divide, socio-economic disparities, and limited access to ICT in disadvantaged communities also exacerbate gaps. Limited digital representation in digital education and STEM areas results in underemployment for gender-diverse groups. AI-driven recruitment and digital identification algorithmic bias excludes non-binary and transgender groups from digital services. Asymmetrical access to digital healthcare and administrative services restricts migrant and LGBTQ+ communities' rights, enshrining digital gatekeeping. According to the most recent edition of the DESI, as of 2022, Italy ranks 18th out of 27 countries, with an indicator value of 49.3 out of 100, quite close to the EU average (52.3%), but still lagging behind with respect to the top scorers, Finland, Denmark and the Netherlands, all displaying figures close to 70% (Benecchi ed al., 2019).

2.2. Representation, Bias, and Exclusion in Digital Spaces

Digital platforms, while offering tremendous tools for visibility and advocacy, also magnify existing structural inequalities through processes like algorithmic bias, online harassment, and content discrimination. A few of the most important issues in this regard are:

- Gender-biased AI and Content Moderation Systems: Algorithms that underpin content moderation processes fail to take into consideration or respect the complexity of gender identities, perpetuating bias that excludes non-binary and gender-diverse individuals.
- Exclusionary Digital ID Systems: ID systems like Italy's SPID (Sistema Pubblico di Identità Digitale) are examples of digital identity systems that they perpetuate binary gender norms, thus excluding non-binary individuals from accessing essential public services and digital opportunities (Buccafurri ed al., 2015)
- Cyber Harassment and Digital Violence: Transgender and gender-diverse individuals face disproportionate levels of cyber harassment and digital violence. The lack of firm state measures to counter these phenomena further exposes the vulnerability of these communities in the digital space.

Despite these challenges, online activism and grassroots movements, such as LGBTQ+ rights movements in Italy, have emerged as strong forces in combating exclusionary digital policy. These movements have successfully lobbied for more inclusive digital representation and the institution of more protections for marginalized groups online.

3. Digital Acculturation, Human Rights, and Structural Challenges

3.1 Digital Acculturation and Social Integration

For gender-diverse individuals and migrants, the internet serves both as an accelerator and barrier to acculturation. According to Berry's acculturation model, individuals navigate through acculturative stressors while trying to preserve their identities. On the internet, however, marginalized groups typically experience institutionalized exclusion, thereby restraining potential chances for successful integration (Elcessor, 2016). Migrants and gender-diverse individuals face specific challenges in accessing digital bureaucracies, which in turn increases their economic and legal vulnerabilities. Furthermore, the lack of multilingual support on online platforms impedes access to important public services, particularly among migrant and refugee communities. The deeply ingrained character of online hate speech and algorithmic discrimination exacerbates social exclusion and reinforces the stigmatization of these groups..

3.2 Human Rights Challenges in the Digital Sphere

The lack of implementation of inclusive digital policies in Italy is a key issue of concern to human rights, particularly among gender-diverse migrants. It is compounded by some of the systems-level challenges, such as:

- Privacy and Data Security Risks: Gender-diverse groups, especially those from marginalized groups of migrants, are at risk of privacy violation, digital surveillance, and unauthorized publicization of their identities on digital platforms. These weaknesses are compounded by the lack of robust safeguards, and they are exposed to harm, including cyberbullying, blackmail, or discrimination in public and private life. Their inability to engage freely in online environments without compromising their safety and personal integrity is repressed by this lack of security.
- Algorithmic Discrimination in Employment, Education, and Public Services: Artificial intelligence (AI) systems increasingly used to decide on hiring, admit students to educational institutions, and grant access to public services reproduce and even enhance gender bias in society. This discriminates against transgender, non-binary, and gender non-conforming

people, and these biases restrict their social and economic opportunities. For instance, AI hiring algorithms can inadvertently exclude or disadvantage gender-diverse applicants since they do not take into account gender variation or acknowledge non-binary individuals. This algorithmic bias deepens social imbalances by further instilling gender-based differentiation in powerful sections of society.

- Legislative Loopholes in Digital Protections from Discrimination: Even though European Union guidelines emphasize the principles of non-discrimination and equality in digital environments, Italian legislation is not robust enough in protecting gender-differing groups from digital exclusion. Legal provisions for protecting offline discrimination have yet to be fully transposed to the digital sphere, and significant legislative loopholes safeguarding marginalized gender identity remain. In particular, the absence of full digital anti-discrimination law renders gender-diverse individuals vulnerable to system-level exclusion, exploitation, and marginalization on the web. This loophole in the law highlights the urgent need for Italy to have fuller, intersectional digital policy that considers the unique experiences and needs of gender-diverse migrants.

These structural problems play a significant role in limiting equal access by gender-diverse migrants to digital opportunities, which in turn perpetuates existing social and economic inequalities. The absence of inclusive and intersectional digital policies also continues to marginalize these individuals, calling for redress in Italy's digital governance at the earliest possible moment in order to be able to protect and empower all citizens equally, regardless of gender identity or migration status.

3. Conclusion

Digitalization is both an opportunity and a challenge for gender diversity and inclusion in Italy. While ICT and digital platforms offer potential channels for representation and empowerment, structural obstacles, digital discrimination, and policy loopholes continue to hinder progress. The gender digital divide disproportionately affects gender-diverse people and migrants, limiting their access to education, employment, healthcare, and civic participation (Ortiz Cobo & Jeri Levano, 2023). Despite European Union directives for digital parity, Italy's current policies lag behind and require targeted reforms towards inclusive technological growth. To correct the digital divide, Italy must implement gender-inclusive digital literacy programs, broaden access to public services for non-binary and trans persons, and offer equal internet infrastructure in metropolitan and rural cities. Guaranteeing more robust legal shields against algorithmic discrimination, online bullying, and digital spying is necessary to secure gender-diverse groups in cyberspace. Italy's digital policy should synchronize with the EU human rights system through active measures toward adopting intersectional policy towards tech-focused solutions for representative and fair inclusion of all its people. The paper insists on intersectional digital policies on gender diversity and human rights, due to the sharp sense of urgency to do so. Unless structural reform is undertaken, digitalization will reinforce rather than disrupt current inequalities. Future research can explore the long-term implications of digital exclusion on gender-diverse migrants, the ways in which digital platforms reproduce and alter gender norms, and comparative research into best practices regarding digital inclusion across the EU. Through closing these gaps, Italy is able to construct a more equal digital space where gender identity and technological progress co-exist in a rights-based and inclusive framework.

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THE ROLE OF LITERATURE IN CREATIVE COMMUNITIES FOR LANGUAGE AND CULTURAL LEARNING

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Abstract

Literature represents a powerful educational tool, capable of connecting linguistic learning with cultural understanding. This paper explores the role of literature in language teaching, focusing on Italian and French, highlighting its value not only for developing linguistic skills in L2 contexts but also as a means of sharing cultures and identities. Integrated into the dynamics of creative communities, literature fosters an immersive and holistic approach, enabling learners to overcome linguistic and cultural barriers while encouraging greater openness and participation.

Through storytelling, literary texts provide privileged access to authentic language, its registers, and nuances, expanding lexical, grammatical, and pragmatic knowledge. Simultaneously, stories, characters, and narrative contexts offer a window into the experiences, traditions, and values of the communities that produced these works, promoting situated learning. For instance, reading Italo Calvino's works, such as *Le città invisibili*, allows learners to explore Italian through imaginative prose while reflecting on universal themes such as identity and cultural dialogue. Similarly, Jacques Prévert's poetry, with texts like *Déjeuner du matin*, provides a gateway to everyday French and universal emotions in an accessible context.

The paper also examines the role of the teacher as a facilitator of collaborative educational experiences within creative communities, where the reading and interpretation of literary texts transform into moments of dialogue and sharing. Activities such as dramatizing excerpts from Luigi Pirandello or analyzing novels by Albert Camus, for example, promote interaction and co-construction of knowledge, reinforcing the sense of belonging to a learning community.

This interdisciplinary approach underscores how literature can transcend its traditional role as a "school subject" to become a dynamic tool for linguistic and cultural education, helping shape individuals capable of navigating a multicultural and interconnected world with awareness.

Key words: letteratura, didattica delle lingue, italiano, francese, apprendimento culturale, comunità creative

1. Introduction

Literature has historically functioned as a sophisticated mode of artistic representation, capable of eliciting deep emotional responses and depicting infinite imaginative realms; at the same time, it constitutes an essential conduit for the transmission of cultural and linguistic knowledge. In the domain of second language (L2) acquisition, literary texts represent an indispensable pedagogical resource that extends well beyond the confines of grammatical and lexical proficiency (Balboni, 2018). This study aims to investigate the transformative potential of literature within creative language learning communities — conceptualized as collaborative groups of learners engaged in the co-construction of knowledge through shared, meaningful experiences (Bruner, 2015). In particular, it examines the extent to which literature can simultaneously promote linguistic development and cultivate intercultural competence. These communities, indeed, offer an optimal context for the pedagogical integration of literary texts, wherein literature is not approached as a static object of analysis but rather as an active catalyst for meaningful interactions that foster both cognitive advancement and socio-emotional growth among learners.

Contemporary scholarship in the field of language pedagogy has increasingly aligned with this perspective, progressively recognising the critical importance of adopting a holistic approach to language education — one that acknowledges the inseparable nexus between language and culture (Diadori, 2015; Kramsch, 2012). Within this framework, literature emerges as a privileged medium through which learners may access not only the structural dimensions of language but also the underlying values, traditions, and worldviews of the associated linguistic communities.

Accordingly, the present article seeks to offer a comprehensive analysis of the multifaceted contributions of literature to both linguistic and cultural acquisition, with specific reference to the teaching of Italian and French as second languages. It will examine the pedagogical potential of literary texts in fostering language competence, their instrumental role in facilitating cultural mediation, and the diverse methodological approaches through which literature may be effectively integrated into creative language learning communities.

2. Theoretical Framework

2.1. Literature and Language Learning: Theoretical Perspectives

The debate over the use of literature in language teaching has experienced fluctuating phases throughout the evolution of language education. After a period of marginalization during the rise of communicative approaches in the 1970s and 1980s, focused more on pragmatic and situational aspects, literature has progressively regained prominence, thanks in part to numerous studies highlighting its potential for meaningful and contextualized language learning (Vedovelli, 2021). According to Krashen (1999), exposure to comprehensible and engaging input is a key factor in language acquisition. In this perspective, literary texts—when appropriately selected and adapted for educational purposes—offer rich and authentic input capable of stimulating both conscious and unconscious acquisition of linguistic structures. The "comprehensible input theory" proposed by the American scholar finds a natural application in literary texts, as they present the language in meaningful contexts that facilitate comprehension and internalization.

At the same time, a socio-constructivist approach to language learning emphasizes how language acquisition is a social process that occurs through meaningful interaction between the individual and their environment. From this perspective, literary texts act as cultural constructs around which rich exchanges of meaning develop, fostering the linguistic growth of the learners involved. Particularly relevant in the Italian context is the contribution of Balboni (2014), who developed the concept of "literary education" as an essential component of language education. According to this view, literature is not only a means for language learning but also has its own educational purpose, helping to form critical individuals who are aware of the aesthetic and cultural dimensions of the language they are learning.

2.2.Creative Learning Communities and Collaborative Learning

The concept of learning communities has deep roots in the Italian pedagogical tradition, starting from the experience of the *Barbiana school* led by don Milani between 1950s and 1960s, up to more recent approaches. These perspectives share the view of learning as a social process realized through collaboration and the co-construction of meaning.

Creative learning communities are especially characterized by certain distinctive elements: the active participation of all members, the appreciation of diversity as a resource, the centrality of dialogue and negotiation of meanings, and a focus on the creative production of shared cultural artifacts. In the context of language learning, these communities offer an ideal environment for integrating literature as a tool for linguistic and cultural development. Consequently, the social dimension of language learning is fundamental not only for the development of purely linguistic competencies but also for pragmatic and intercultural skills.

There is, therefore, a close interconnection between language, literature, and culture—a theme central to contemporary reflections on language education. As Vedovelli (2021) has pointed out, language is not an abstract system of rules, but a social phenomenon deeply rooted in the cultural practices of a

community. Literature, as a cultural expression, offers a window into these practices, allowing learners to access not only linguistic structures but also the cultural meanings they convey. Byram (1997), for example, developed the concept of "intercultural communicative competence" as a fundamental goal of contemporary language education, which includes not only the ability to communicate effectively in a second language but also the capacity to understand and negotiate cultural meanings different from one's own. Literary texts, with their wealth of explicit and implicit cultural references, represent an invaluable resource for the development of this competence. In the Italian context, linguist Diadori (2015) has explored the relationship between literature teaching and teaching Italian as a second language, emphasizing how an integrated approach can foster both language acquisition and cultural understanding. Similarly, in the French-speaking context, Cuq and Gruca (2017) have described literature as a "language laboratory," where learners can experiment with the expressive richness of the French language and gain access to its countless cultural universes.

3. Literature between linguistic and cultural exchange

3.1. Access to authentic language through literature

One of the most significant contributions of literature to language learning lies in its ability to provide access to authentic language within meaningful contexts. As Luperini (2013) observes, literary texts present the language in all its nuances and variations, offering learners exposure to Italian or French in its most complex and sophisticated forms.

In the specific case of Italian, works such as those by Italo Calvino, particularly Invisible Cities (Le città invisibili), serve as emblematic examples of how literature can offer privileged access to the language. Calvino's prose, marked by crystalline clarity combined with extraordinary figurative richness, enables learners to explore the expressive potential of Italian within an engaging narrative framework that both stimulates motivation and captures the reader's interest.

Similarly, in the Francophone context, the poetry of Jacques Prévert, with texts such as Déjeuner du matin, provides contact with everyday French through language that is seemingly simple yet rich in emotional resonance and lyrical imagery. The brevity and intensity of such texts make them particularly well-suited for didactic use, even with intermediate-level learners. Literary narratives thus offer a meaningful context that facilitates both linguistic comprehension and acquisition; the presence of plotlines, characters, and concrete situations provides cognitive scaffolding that aids in the retention of linguistic structures, idiomatic expressions, and lexical collocations.

Consequently, a pedagogical approach grounded in literature fosters the integrated development of the four fundamental language skills: reading comprehension, writing, listening comprehension, and speaking. Reading comprehension naturally constitutes the starting point; however, a well-structured instructional strategy can extend work on literary texts to encompass other skills. For instance, reading significant passages aloud can enhance pronunciation and intonation; discussions of themes or characters can stimulate oral production; and creative rewriting or gap-filling exercises can strengthen written production.

3.2. Literature and the development of intercultural competence

It is undeniable that literary texts provide a privileged insight into the values, traditions, and worldviews of the linguistic communities that produced them. They offer a window not only into culture as a body of knowledge and traditions but also into what we might call everyday culture, the ways of thinking, feeling, and behaving that characterize a community. If we consider Italian literature, with its rich regional tradition, we can explore through it the diverse cultural identities that make up the mosaic of the country. Works such as I Malavoglia by Giovanni Verga, for instance, beyond their artistic beauty, offer a vivid portrayal of late 19th century Sicily, with its values, folklore, and social tensions. Likewise, the novels of Carlo Emilio Gadda, with their marked multilingualism, reflect the linguistic and cultural complexity of both historical and contemporary Italy.

The same applies to the Francophone context: French and Francophone literature open the door to a plurality of cultural worlds, ranging from Baudelaire's Paris to Anne Hébert's Québec, from Tahar Ben Jelloun's Maghreb to Ahmadou Kourouma's sub-Saharan Africa. This diversity enables learners

to develop a multifaceted and complex view of the Francophone world, thereby overcoming stereotypes and increasingly common simplifications.
Thus, literature does more than simply provide knowledge about other cultures; it fosters the development of true intercultural competence, understood as the ability to step outside one's own cultural perspective to understand and respect different viewpoints (Byram, 1997). This is made possible through identification with literary characters from cultural contexts different from one's own, allowing learners to emotionally engage with cultural diversity and to develop empathy and deeper understanding.
What is staged here is not the portrayal of isolated cultures, confined within themselves, but rather dialogue, encounter, and at times conflict, a dialogic dimension shaped by phenomena of migration, hybridity, and cultural globalization.
In the Italian context as well, we can mention the so-called "literature of migration" or "Italian-language migration literature" (Gnisci, 1998), which offers a privileged space for exploring themes of plural identity, intercultural encounter, and the construction of new forms of belonging. Works from this literary current not only bear witness to migratory experiences but also serve as laboratories for a new, plural, and inclusive concept of Italian identity. The same applies to the Francophone dimension, where works addressing the complexity of cultural identity in contexts of migration and post-colonialism allow learners to develop a nuanced and dynamic understanding of the culture they are engaging with.

4. Literature and the development of intercultural competence

4.1 Teaching strategies for a collaborative approach to literary texts

The effective integration of literature in creative learning communities requires specific teaching strategies that foster active participation and collaboration among learners, shifting the focus from the mere transmission of knowledge about literature to the creation of meaningful learning experiences that involve students as active interpreters of the texts they encounter.
Many strategies move in this direction; particularly relevant is the "reader response" approach, developed from the theories of Rosenblatt (1994) and revisited in the Italian context by Armellini (2008), which values readers' personal responses to the text, encouraging students to establish connections between literature and their own experiences, emotions, and prior knowledge. Indeed, group discussion on literary texts, if adequately structured, can transform into an authentic "community of inquiry" practice (Lipman, 2004), in which students develop not only linguistic and cultural skills but also critical thinking, active listening, and argumentation skills.
For all of this to happen, it is essential that the teacher's role also undergoes a profound transformation, moving from that of expert to that of facilitator, capable of creating the conditions for a meaningful and collaborative learning experience. The teacher-facilitator, in fact, performs multiple functions: selects texts appropriate to the learners' linguistic level and interests, designs and implements activities that stimulate participation and collaboration, coordinates the discussion in a way that values different contributions, and finally, supports students in linguistic or interpretative difficulties without replacing them in the process of constructing meaning.
A crucial aspect of the facilitator's role also concerns the creation of a safe and inclusive learning environment, in which all students feel authorized to express their interpretations and opinions.

4.2 Creative and collaborative activities around literary texts

Creative learning communities are characterized by the production of shared cultural products, which represent not only the result but also the means through which collaborative learning takes place. In the context of language and literature education, such products can take many forms, from creative rewriting to dramatization, from multimedia production to the creation of hypertexts.
Dramatization, in particular, represents a privileged way of creatively appropriating literary texts; staging them, in fact, fosters linguistic development, pronunciation, intonation, expressiveness, but also the physical embodiment of language and culture.

Particularly effective and widespread in the Italian context is the dramatization of theatrical texts by Luigi Pirandello, which, thanks also to their brevity and intensity, lend themselves to effective didactic use. In the Francophone context, the texts of Ionesco or the monologues of Jacques Prévert offer similar opportunities for linguistic and cultural exploration through performance.
Furthermore, theatrical activity, in addition to fostering linguistic development and cultural appropriation, helps to strengthen the sense of community among learners, who perceive themselves as co-creators of meaning and not as mere recipients of pre-established knowledge.

5. Conclusion

The analysis conducted in this article has highlighted the transformative potential of literature in language teaching, particularly Italian and French as second languages, when it is integrated into the dynamics of creative learning communities. Literary texts, far from being simply objects of study, emerge as powerful mediators of linguistic and cultural experiences that foster deep and meaningful learning.
Literature offers privileged access to authentic language in all its richness and complexity, allowing learners to develop linguistic skills that go beyond basic instrumental and communicative uses. At the same time, literary texts represent windows onto the cultural universes of the linguistic communities involved, fostering the development of intercultural competence essential in the contemporary world.
Creative learning communities, with their focus on active participation, collaboration, and the production of shared cultural products, offer an ideal context for enhancing the educational potential of literature. In these environments, linguistic and cultural learning takes place through meaningful experiences of reading, interpretation, and creative production that involve students as active protagonists.
Looking to the future, further development of research on the methods of integrating literature into language education is desirable, with particular attention to the empirical analysis of the effects of different teaching approaches on the development of learners' linguistic and intercultural skills. Equally important will be the exploration of the potential of new technologies to enrich the experience of reading and interpreting literary texts in learning communities, creating new forms of interaction with and around literature.
In an increasingly interconnected and plural world, the ability to cross linguistic and cultural barriers represents a fundamental competence. Literature, with its intrinsic plurality of voices, perspectives, and worldviews, can play a crucial role in shaping individuals capable of navigating multicultural contexts with awareness and openness, contributing to the construction of a global citizenship based on dialogue and mutual understanding.

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PROMOTING CULTURAL DIVERSITY, ENVIRONMENTAL AWARENESS, AND DIGITAL SKILLS: THE ERASMUS+ PROJECT ON THE IMPORTANCE OF INTERCULTURAL COMMUNICATION

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Abstract

This Erasmus+ project, conducted in partnership with schools from Greece, Italy, the Netherlands, and Turkey, aimed to foster intercultural understanding, environmental consciousness, and digital competence among high school students aged 14-18. It sought to promote awareness of the European Union's cultural and linguistic diversity and advance sustainable environmental practices within schools. It aimed at cultivating awareness of cultural diversity, enhancing the participants' sensitivity towards environmental issues, and strengthening their European identity. By engaging students in intercultural dialogue and collaborative activities, it aimed to foster tolerance and promote a sense of belonging to the European community, while enhancing the development of digital skills. Activities included cultural exchanges, environmental workshops, and the use of digital tools to create multilingual dictionaries and interactive games. It also involved cultural performances, environmental clean-ups, and school presentations. In the long term, it aimed to empower participants to become culturally aware, environmentally responsible, and digitally skilled individuals.

Key words: Erasmus+ project, cultural diversity, environmental awareness, digital skills, intercultural communication

1. Introduction

The implementation of Erasmus+ projects that integrate intercultural communication, environmental education, and digital literacy reflects the evolving and interconnected priorities within European education policy. These themes are not addressed in isolation but are increasingly treated as interdependent components of a holistic educational framework aimed at preparing students to navigate a complex, globalised world. In line with the European Commission's emphasis on inclusivity, sustainability, and digital transformation, as outlined in policy instruments such as the Digital Education Action Plan, and the European Green Deal, Erasmus+ initiatives serve as practical platforms for embedding these strategic objectives into school-level experiences.

The current transnational Erasmus+ project brings together educational institutions from Turkey, the Netherlands, Greece, and Italy in a collaborative effort to cultivate key competences among students aged 14–18. Through a combination of mobility-based learning, cultural immersion, and cross-border cooperation, the project advances several goals of the European Union (EU)'s education strategy, including fostering active citizenship, reinforcing a sense of shared European identity, and enhancing youth empowerment in sustainability and digital innovation. These ambitions align with the broader international frameworks proposed by UNESCO (e.g., Education for Sustainable Development) and the Council of Europe's Competences for Democratic Culture model.

To situate this project within a broader academic and institutional context, the following literature review explores foundational and contemporary research across four intersecting domains. Firstly, the field of intercultural communication and cultural diversity in education provides theoretical grounding for the development of intercultural competence, democratic participation, and mutual understanding. Secondly, the domain of sustainability and environmental awareness explores how education can promote ecological responsibility and climate action among youth. Thirdly, literature on digital competence and collaborative learning highlights the transformative role of technology in enabling equitable access, creative expression, and global cooperation. Finally, the

review examines the construction of European identity through transnational engagement, with attention to how mobility projects foster feelings of belonging, solidarity, and European citizenship.

Together, these domains form the conceptual foundation for understanding how Erasmus+ projects function not merely as short-term exchanges but as strategic interventions in support of a more inclusive, future-oriented, and transformative educational ecosystem. The specific project under analysis exemplifies this integration by providing students with opportunities to reflect on identity, co-create knowledge through digital tools, engage in environmentally responsible practices, and build meaningful intercultural relationships across borders.

1.1. Intercultural communication and cultural diversity in education

Intercultural communication and cultural awareness have become central pillars of modern European educational policy, particularly in the context of transnational mobility programmes such as Erasmus+. The development of intercultural competence is viewed as an especially critical skill in promoting democratic values, mutual understanding, and inclusive societies (Barrett et al., 2014; Byram, 2008; Huber & Reynolds, 2014; Portera, 2011; Schweisfurth, 2014). Byram (2008) argues that the integration of intercultural citizenship education into language learning can be a means of empowering students to engage meaningfully with cultural others. Similarly, the Council of Europe's work on intercultural competence underscores the need for educational interventions that go beyond tolerance and actively promote interaction and empathy (Barrett et al., 2014). Deardorff (2006) offers a widely adopted framework for the assessment of intercultural competence, emphasising attitudes such as respect and openness, knowledge of cultural self-awareness and skills of interaction. These competencies are particularly relevant in collaborative projects such as Erasmus+, where students from diverse national backgrounds engage in intercultural dialogue, but they are also key competences in general, giving future citizens the tools to operate in both a national and a global context.

1.2. Environmental awareness and sustainability education

The inclusion of sustainability goals within the Erasmus+ framework is aligned with global policy shifts toward environmental education. UNESCO (2017) emphasises the necessity of integrating sustainability into educational systems, not only as a thematic concern but as a set of values, behaviours, and competencies. Education for Sustainable Development (ESD) encourages learners to take responsible action for environmental integrity, economic viability, and a just society.

In the European context, environmental education has been considered very important and has been increasingly linked with broader citizenship education. The European Commission's Green Deal initiative underscores the importance of education in supporting climate objectives and empowering youth as change agents within their communities (European Commission, 2019; European Commission, 2020). Erasmus+ projects that include environmental goals, reflect this broader integration of sustainability into intercultural and civic engagement, especially regarding the development of environmental awareness in young people (European Commission, 2022; OECD, 2021; UNESCO, 2019).

1.3. Digital competence and transnational collaboration

Digital competence is another cornerstone of 21st-century education, and its role in Erasmus+ projects is increasingly emphasised. According to Redecker and Punie (2017), the European Framework for the Digital Competence of Educators (DigCompEdu) sets out a comprehensive approach to integrating digital skills in teaching, with a focus on collaboration, creativity, and responsible digital citizenship.

The Erasmus+ Digital Education Action Plan (European Commission, 2020) further promotes the use of digital tools to foster connectivity and innovation, particularly in transnational educational environments. Manca and Ranieri (2016) highlight how digital platforms not only facilitate communication but also reshape academic collaboration and intercultural learning dynamics. The use

of multilingual digital dictionaries and game-based learning tools, as in the Erasmus+ project under discussion, aligns well with this emerging educational paradigm.

2.2. European identity and citizenship through mobility

Promoting a shared European identity remains a core objective of Erasmus+ (Souto-Otero & Ulicna, 2020). Through the fostering of intercultural bonds and collective engagement in shared values such as cultural heritage preservation and environmental sustainability, students are encouraged to develop a sense of belonging within the broader European community. Papatsiba (2014) notes that educational programmes like Erasmus+ are instrumental in shaping "Europeanised" forms of citizenship, where cultural exchange and policy alignment (e.g., the Green Deal, multilingualism) intersect. Therefore, transnational educational projects are not merely vehicles for academic enrichment, but are strategic tools for nurturing holistic citizens who are digitally literate, environmentally responsible, and culturally competent.

3. Description of Project Activities

The Erasmus+ project was structured around four major short-term mobility activities, each hosted in one of the partner countries —Turkey, the Netherlands, Greece, and Italy. These mobilities served as both educational and cultural exchanges, bringing together students and educators from diverse European contexts to engage in collaborative learning. The activities were carefully designed to address three overarching themes: intercultural dialogue, environmental responsibility, and digital literacy, with an emphasis on inclusivity, creativity, and active citizenship. By combining experiential learning, digital collaboration, and civic engagement, the project aimed to develop a comprehensive set of key competences aligned with the EU's educational priorities.

3.1 Turkey – intercultural awareness and cultural heritage

The Turkish mobility marked the project's opening event and laid the foundation for intercultural exchange by immersing participants in the historical and cultural landscape of Safranbolu, a city recognized by UNESCO for its preserved Ottoman architecture and cultural significance. Students were introduced to the rich tapestry of Turkish traditions through guided tours of heritage sites, hands-on workshops, and school-hosted cultural nights. Activities included presentations on European identity and cultural diversity, fostering early reflections on shared values across different European cultures.

Workshops on traditional Turkish Ebru art allowed students to explore the symbolic and aesthetic elements of local heritage while engaging in creative expression. Environmental themes were integrated through clean-up initiatives around historical sites, linking cultural preservation with ecological responsibility. The co-creation of a digital culture album, featuring students' reflections, photographs, and multimedia content, served both as a learning tool and a means of documenting the mobility experience. The week concluded with performances and exhibitions that showcased student creativity and intercultural learning outcomes.

3.2 Netherlands – intercultural communication through debate

The second mobility took place in the Netherlands and focused on strengthening students' communication skills and critical thinking through structured debate and dialogue. The Dutch team designed activities that encouraged reflection on European values, such as democracy, freedom of expression, and equality. A central task was the collaborative creation of a shared European cultural timeline, which visually mapped significant cultural milestones and events from each participating country. This exercise enabled students to draw connections across national narratives and appreciate the complexity of European identity.

Students also participated in debate workshops where they explored contemporary social topics including inclusion, identity, and intercultural relations. These debates helped participants articulate their views, respect differing perspectives, and understand the dynamics of public discourse. The

mobility also featured educational visits, including a tour of the Ten Cate textile factory, a historic symbol of Dutch industrial heritage. Cultural immersion was further enhanced through host family stays, which allowed students to experience daily life in Dutch society and practice intercultural communication in informal settings.

3.3 Greece – environmental education and traditional culture

The third phase of the project was hosted in Greece, where the focus shifted towards environmental sustainability and cultural preservation. Participants explored Meteora, a UNESCO World Heritage site known for its monasteries built atop dramatic rock pillars, which provided a breathtaking setting for reflecting on the interplay between culture and nature. Educational activities included environmental action projects such as beach and coastal clean-up campaigns, where students worked collaboratively to address local environmental issues and connect them to broader EU sustainability goals.

In addition to ecological action, students engaged in digital storytelling and mapping projects, using tools like Google Maps and multimedia software to document their experiences and cultural observations. Visits to traditional mountain villages such as Milies and Makrinitsa introduced students to local folklore, architecture, and gastronomy, while dance workshops and music exchanges provided an authentic and enjoyable means of engaging with Greek heritage. The integration of both traditional and digital approaches fostered a deepened understanding of how technology can support cultural transmission and environmental education.

3.4 Italy – local legends, ecological practices, and digital creativity

The final mobility took place in Italy, where the project reached its creative culmination. Centered around storytelling, biodiversity education, and digital production, this mobility allowed students to combine environmental knowledge with artistic and technical expression. Guided excursions to Lake Biviere and surrounding coastal zones introduced students to the biodiversity of the Sicilian landscape, where they participated in environmental observation, clean-up activities, and workshops led by local ecologists.

In line with the project's creative aims, participants collaborated in ICT labs to produce digital outputs such as interactive multilingual games, video presentations, and an updated version of the digital cultural album. These artifacts served both as tools of reflection and as educational resources for dissemination. A highlight of the week was the theatrical reenactment of local legends from Gela, performed by students and inspired by Sicilian oral traditions. These performances blended drama, narrative, and historical research, encouraging students to consider storytelling as a method for intercultural communication and civic education.

This final mobility reinforced the value of project-based learning and cross-disciplinary collaboration, concluding the Erasmus+ experience on a note of creativity, empowerment, and shared celebration of diversity.

4. Conclusion

The Erasmus+ project *"The Importance of Intercultural Communication"* exemplifies how educational initiatives can serve as catalysts for cultivating intercultural understanding, environmental consciousness, and digital competence among secondary school students. Conducted in collaboration with schools from Italy, Greece, the Netherlands, and Turkey, the project successfully addressed several key priorities of the Erasmus+ Programme, including civic engagement, climate responsibility, and digital transformation within school education.

Through carefully designed mobility activities, students and educators engaged in hands-on experiences that brought European values to life. Cultural exchange events, collaborative digital productions, and thematic workshops created opportunities for participants to explore the linguistic, historical, and environmental richness of the European Union. Each hosting country contributed unique perspectives, from the heritage sites of Safranbolu and Gela to the natural landscapes of

Thessalia and the civic initiatives in Nijverdal, providing participants with diverse contexts in which to examine their own identities and common European values.

One of the project's most notable achievements was its capacity to bridge differences — geographic, cultural, linguistic, and technological— through shared learning experiences. Students reported increased motivation to learn foreign languages, a heightened sense of environmental responsibility, and improved digital skills, all of which are critical competencies in an increasingly interconnected and ecologically vulnerable world. Equally important, the project fostered empathy, tolerance, and intercultural dialogue —qualities that are foundational for peace, cooperation, and solidarity in Europe and beyond.

By integrating digital innovation, environmental stewardship, and cultural awareness into a unified educational framework, the project not only met its declared objectives but also contributed meaningfully to the formation of inclusive, informed, and future-ready European citizens. It stands as a compelling model for how school partnerships, grounded in mutual respect and a commitment to shared values, can shape transformative educational experiences that resonate well beyond the duration of the project itself.

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REDEFINING INTERCULTURAL COMPETENCE: FOSTERING SELF-AWARENESS, CRITICAL THINKING AND DEMOCRATIC CONSCIOUSNESS FOR INCLUSIVE EDUCATION AND SOCIAL TRANSFORMATION

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Abstract

Intercultural Competence is critical to promote mutual understanding, cooperation, respect, solidarity and global success. This study explores this concept, aiming to a redefinition aligned with the self-improvement needs of individuals in the context of achieving functional communication and harmonious coexistence in a multicultural international society. Through a literature review, the study revealed commonalities in the interpretation of Intercultural Competence, however, the lack of an intrapersonal perspective is uncovered. Thus, a redefinition is proposed with an emphasis on personal introspection rather than an appropriate worldview, in contrast to literature suggestions that highlight appropriate behaviors to be adopted in today's multicultural society. The redefinition of Intercultural Competence promotes a process of introspection in the context of a conscious effort to broaden one's perspective and horizons, cultivate receptivity to the unknown and gain new experiences, while promoting the critical thinking and democratic consciousness necessary for an inclusive and transformative education.

Key Words: Intercultural Competence, Redefinition, Self-awareness, Critical Thinking, Democratic Consciousness

1. Introduction

Intercultural Competence refers to effective and appropriate behaviors manifested by individuals in their encounters with people from different cultures (Li, 2020). However, the definition is vague and implies that training individuals leads to full competence, ignoring the possibility that repeated frustrating experiences may reduce empathy or tactfulness in multicultural influences (Punti & Dingel, 2021). Conceptualizing differences and conflicts as exclusively cross-cultural issues is an oversimplification, attributing inequality solely to individual bias (Chun & Evans, 2016).

The concept of Intercultural Competence is related to specific characteristics such as empathy, the ability to actively listen and be flexible, being able to discern one's prejudices and try to remove them, having a positive attitude towards diversity and people of other cultures, being receptive to social interaction and of course to have the willingness to learn through new experiences (Lee & Song, 2019). It has also been researched in a wide range of academic disciplines such as education, communication science, intercultural psychology, linguistics, and business administration (Arasaratnam & Doerfel, 2005). Cross-cultural competence involves interpreting and associating texts or incidents from other cultures with one's own, requiring emotional flexibility, autonomy, adaptability, openness, and acuity (Bennett, 2004, 1998). Though a wider lens, Intercultural Competence is defined as the ability to manage cultural differences arising from everyday change, especially new and previously unknown cultural contexts (Byram et al., 2001).

This literature review aims to re-evaluate the concept of Intercultural Competence by analyzing existing definitions and proposing a redefinition aligned with self-improvement and personal growth. The revised definition addresses the needs of individuals navigating multicultural societies, emphasizing the importance of overcoming fear of difference and fostering adaptability. By highlighting self-awareness, transformative learning and introspection as integral to fostering critical

thinking and personal growth, this study contributes to developing critical thinking and the skills needed for effective engagement in diverse, globalized contexts. Redefining Intercultural Competence as overcoming fear of the unknown and embracing diversity is closely aligned with cultural understanding, while the focus on personal and social transformation through individual responsibility contributes directly to debates on democratic values and cultural integration in education.

2. The Concept of Intercultural Competence through Current Definitions

Intercultural Competence involves effectively managing cultural differences and adapting to unfamiliar cultural contexts, therefore it requires four basic skills: applying cultural knowledge, interpreting cultural characteristics, critically evaluating cultural practices, and addressing stereotypes and prejudices about one's own and other cultures (Byram, 2001, 1997). It involves navigating cultural disparities caused by daily changes, requiring dexterity in unfamiliar contexts (Elosúa, 2015). It also emphasizes communicative relationships and embracing otherness through actions (Garrett-Rucks, 2016). Critical self-awareness of identity, valuing others' identities, and recognizing stereotypes' dynamics are essential for intervention and change. This fosters positive expectations for interactions, avoiding stereotypes that lead to negative outcomes (Hajisoteriou et al., 2019). Developing respect, acceptance, and empathy through positive communication and cooperation is key (Kim, 2009). Such competence transforms interactions into opportunities for mutual understanding and collaboration, countering prejudices and promoting meaningful connections.

Hammer et al. (2003) link Intercultural Sensitivity, discerning and relating to cultural differences, to Intercultural Competence, fostering cross-cultural appropriateness. Indeed, in the field of education research, Intercultural Sensitivity, according to Uyun & Warsah (2022, p. 558), is a clear "psychological dimension" of teachers' Intercultural Competence. This ability bridges cultural gaps, promoting empathy, understanding and effective communication across borders (Bennett, 1998). Kodric (2019) relates Intercultural Competence to the "intercultural capital" that is necessary for each individual to acquire, which is equivalent to cultural capital and includes both theoretical knowledge and practices that an individual must possess to interact positively in the context of a global society. In addition, Crouch (2008) uses the term "intercultural literacy", noting that it is an active process through which cultural characteristics are critically analyzed.

As Sleeter (2008) argues, the development and acquisition of Intercultural Literacy is nothing but an initial stage, not the end of the journey. This particular journey is never completed, as it is a continuous process of learning and reflection. In the context of education, Intercultural Competence is crucial, requiring teachers to exhibit empathy, flexibility, and awareness of unconscious biases while respecting cultural diversity and rejecting deficit-based assumptions about cultures (Le Roux, 2002). It emphasizes specific skills, attitudes and behaviors necessary to manage diversity effectively, enabling teachers to navigate multicultural classrooms and adapt teaching to diverse student populations (Timoštšuk et al., 2022).

Therefore, it seems that definitions of Intercultural Competence indicate the ability to mitigate dysfunctional behaviors and overcome barriers of personal identity and ethnocentrism to align with contemporary globalized social norms (Byram, 2020). Thus, the concept of Intercultural Competence revolves around the ability to navigate different cultural contexts, promote mutual understanding and communicate effectively across cultural boundaries (Nardon, 2017).

3. Analysis, Interpretation, and Commentary on the Concept: Emerging Needs to Redefine Intercultural Competence

The definitions of Intercultural Competence provide valuable insights into its multifaceted nature. Byram's (1997) cognitive approach highlights the need to understand cultural phenomena to manage them, emphasizing the importance of recognizing differences and challenging stereotypes. Elosúa (2015) stresses critical self-awareness and positive communication for handling the unknown.

Hammer et al. (2003) highlight the importance of discerning cultural differences through knowledge, skills, and attitudes. Similarly, Arasaratnam & Doerfel (2005) emphasize navigating and communicating effectively across cultures. Despite differing emphases, scholars agree on its role in fostering meaningful interactions and successful collaboration (Deardorff, 2011).

However, a weakness in all these definitions is the lack of clarity and consistency. The fact that some definitions focus more on attitudes and behaviors, while others emphasize skills and knowledge (Bennett, 2004), leads to potential discrepancies in interpretation and ultimately application. Also, it has been observed that definitions focus mainly on individual competence and may overlook systemic factors that influence and shape intercultural interactions, focusing on negotiation rather than broader cultural contexts, a point aptly made by Kramsch (2011), approaching a more symbolic dimension of interculturality. This oversight highlights the need for critical thinking about systemic factors and broader cultural contexts, cultivating democratic consciousness to address power dynamics.

However, a major shortcoming observed in current definitions of Intercultural Competence is the lack of focus on the importance of self-awareness and critical reflection, which are crucial to countering prejudice, promoting genuine cultural understanding and fostering effective intercultural interactions. Self-awareness and critical reflection can act as mediators for the acquisition of Intercultural Competence. Thus, before addressing the practicality of Intercultural Competence, it is vital to explore its complexity and require introspection to fully understand its meaning.

Self-awareness that results from deep introspection is vital to any competency, especially when it comes to Intercultural Competence because it allows individuals to reflect on their own beliefs, biases, and cultural upbringing through critical contemplation (Egitim, 2022). Intercultural Competence requires understanding one's cultural identity and biases through introspection, fostering humility, empathy, and continuous learning. Self-awareness enhances intercultural skills, prevents conflicts, and facilitates meaningful, respectful exchanges (Jackson, 2020; Summers & Nelson, 2022). Through reflection and adaptability, individuals develop the skills necessary to interact respectfully, empathetically, and harmoniously in multicultural contexts, facilitating cooperation and understanding in an increasingly interconnected world.

4. Redefining Intercultural Competence

Intercultural Competence's development is not only about specific skills but mainly about the attitudes and behaviors of individuals, who in everyday life actively demonstrate that they can manage cultural diversity (Byram, 2020; Deardorff, 2011). But how can there be a focus on its development when the already existing challenges to its definition are intensified in the context of contemporary socio-cultural developments? The evolving landscape of socio-cultural dynamics makes it necessary to redefine Intercultural Competence so that the concept can be aligned with the contemporary context. As societal priorities shift towards mental health and self-improvement, rethinking the concept ensures its relevance. This process acknowledges the fluidity of cultural paradigms and emphasizes adaptability to effectively navigate different contexts.

In particular, the pervasive nature of self-improvement is rooted in cultural ideals and personal aspirations. It delves into the desire for feedback that fosters growth by examining how individuals seek, process, and respond to feedback with the goal of improvement. The literature emphasizes the intrinsic motivation for self-improvement evident in everyday discourse and perception (Sedikides & Hepper, 2009). Concerning Intercultural Competence in the context of Intercultural Education, teachers' intrinsic motivation leads to self-improvement, giving it personal meaning and turning external goals into internal needs. This motivation organizes their professional activity, promoting their personal development in the context of their work (Pavlyuk et al., 2019). Meanwhile, in this journey of self-improvement, teachers' development is constituted by the pre-existing degree of readiness for change and new experiences (Taylor, 2017). Also, a prerequisite of self-improvement is self-awareness, therefore, an aspect of professional self-awareness is its focus on professional self-improvement (Galiakberova et al., 2020).

Based on all of the above, the redefinition of the concept proposed in this approach is as follows:

Intercultural Competence is defined as the aphobia towards the unknown, the foreign, the different, and the opportunity individuals give themselves to get to know and interact with it.

Certainly, interaction with the unknown, gives individuals lessons and experiences. So regardless of the outcome, intercultural communication and interaction automatically develop the individual, first as a person and then as a professional (Bochner, 2013). Therefore, the big question at this point is whether individuals are open to their development, since as Chung (2019) states, intercultural communication can only be effective and beneficial if one first eliminates anxiety and fear of the unknown.

Fear of the unknown is inherent in human nature (Carleton, 2016). A new experience is often associated with feelings of anxiety, even if it involves a seemingly new beginning. Anything new involves the hope for something better and the risk of disappointment, rejection, and failure. Change involves moving from a state of routine and security and this generates a degree of fear. Because of this condition, anxiety in the face of the new is normal, as long as it does not prevent individuals from trying new things (Barlow, 2002).

Life itself is intertwined with evolution and change, yet the person feels safe through habit and familiarity. Therefore, there is a strong tendency for individuals to replicate the familiar, to prefer the familiar to the unfamiliar. According to the German psychiatrist Jentsch (1906/2010), the unfamiliar is nothing in which the person can recognize themselves, something that causes them to feel a sense of dread. Consequently, individuals try to maintain control of situations, and to do so they arbitrarily predetermine that something will go wrong, believing that if they avoid it, they avoid danger in general and maintain control. People usually identify risks in anything new, feel discomfort and uncertainty, and consequently over-analyze and seek reassurance to counteract anxiety about future events. Resistance to overanalysis is a sign of high levels of emotional intelligence (Hasson, 2019) and resilience (Webb, 2013).

Therefore, the issue of Intercultural Competence seems directly related to fear of the unknown, anxiety of change, and thus the development of individuals, and directly related to factors such as high emotional intelligence and mental resilience. Does fear of evolution and the transformation of entrenched beliefs place individuals in a difficult position in the face of change? Is internal change ultimately an arduous process that individuals resist?

This is where transformative learning, which is the transformation of entrenched views, comes in. According to Mezirow (2000), transformative learning involves engaging in a fruitful dialogue that draws on experience to explore the reasons that support these assumptions to make decisions for grounded action. In particular, it is transformative learning that interprets the process of acquiring Intercultural Competence because its development constitutes a transformation of perspectives and ideas (Jurkova, 2019).

Transformative learning can be a starting point for understanding Intercultural Competence, since it explains how an individual's constructed meaning structures, such as attitudes, beliefs, and emotional responses, are transformed over the course of a person's lifetime (Taylor, 2017). The theory of transformative learning is made up of two components related to the habits of mind and the views of individuals, which in turn influence the practical habits of individuals in their everyday lives (Maiese, 2017). In terms of habits of mind, these are numerous, abstract, and influenced by a set of codes. An apt example of habits of mind is ethnocentrism, based on which an individual sees a cultural group other than their own as inferior, thereby creating stereotypes that are reproduced over time (Chakkarath, 2010). To change these entrenched views, transformative learning is needed, since it supports change and has the potential to transform and help individuals gain a new understanding of the world, promoting profound changes in behavior, values, and perception of one's place in the world. Transformative relationships thus facilitate the personal change necessary to adapt to new circumstances (Kronlid & Lotz-Sisitka, 2014).

Transformative learning shifts perspectives, fostering critical thinking in multicultural, socio-cultural contexts. The theory of transformative learning pushes individuals to better understand the

world at all levels, in an intellectual, emotional, physical, and socio-cultural context, leading to overall well-being and fertile ground for enhancing the prospects of self-improvement through the parallel shaping of individuals' self-perception of identity (Osher et al., 2020). This transformative path also enhances the exploration of multiple forms of knowledge constitution, such as cognitive, affective, cultural, collaborative, and spiritual, and leads to openness to others, to different perspectives and contingencies (Merriam & Baumgartner, 2020).

Thus, the redefinition of Intercultural Competence emphasizes self-awareness and self-improvement, in a process that, supported by emotional intelligence, promotes transformative learning, fosters empathy and enhances personal resilience, ultimately contributing to mutual respect and cooperation between cultures. Developing Intercultural Competence is a journey of self-improvement with benefits of transformative learning, but accountability plays a key role. It is accountability that triggers personal introspection as individuals vacillate between readiness to evolve and fear of transforming entrenched beliefs. The requested change requires personal growth, yet individuals deliberately delay and resist the pursuit of active transformation due to biases that undermine the value and potential for improvement, a situation contrary to the inherent tendency towards personal growth. Adopting different perspectives becomes paramount in this process. After all, change in the world begins with personal change and an ongoing effort that requires dedication and commitment. At the beginning of this journey, one must recognize that true transformation emerges from within. Then, interaction with anything unfamiliar is an opportunity for new lessons and meaningful growth experiences. The question that arises at this point is whether the individual is truly open to growth. Cross-cultural communication is beneficial to the individual only under the condition of eliminating anxiety and fear of the unknown. When people are confronted with the unfamiliar or deviant, it disrupts their typical norms and sense of security, causing anxiety. However, this feeling does not prevent the exploration of new possibilities and experiences.

While Intercultural Competence is being studied, the methods of acquiring it have not been adequately explored. The key may lie in self-awareness and self-improvement, which promote personal growth and openness to new experiences, turning weaknesses into strengths. At the same time, transformative learning explains the process of acquiring Intercultural Competence, because its development constitutes a transformation of perspectives and ideas. However, each individual is responsible for transforming and changing their beliefs towards unfamiliar situations or new encounters.

> *Individual responsibility towards oneself and personal development triggers personal introspection and readiness for change and transformation of ideas.*

Before exploring the development of Intercultural Competence in one's own mind, it is necessary to address the issues of fear and resistance to transformation. Recognition of personal change catalyzes wider social transformation. Overcoming these barriers promotes growth, cultural understanding and accountability, creating a culture of empathy, openness and mutual respect necessary for positive social change.

5. Conclusions

Intercultural Competence involves adapting beliefs, embracing new communication strategies, and recognizing cultural differences. Achieving this requires self-awareness, accepting feedback, and engaging in personal transformation for continuous self-improvement. Thus, in this study, the concept of Intercultural Competence is redefined in the light of self-improvement, with an emphasis on the pivotal role of self-awareness and transformative learning. This redefinition also highlights the importance of critical thinking to overcome prejudices and constructive engagement with different perspectives, both of which are essential for the cultivation of democratic consciousness in education.

Intercultural Competence is defined as the aphobia towards the unknown, the foreign, the different, and the opportunity individuals give themselves to get to know and interact with it. This

definition underlines the importance of embracing diversity as a core value in inclusive and democratic education, where mutual respect and equality are a priority.

Therefore, the necessity of addressing fear and resistance to change for personal and, by extension, social transformation is stressed. Individual responsibility for enhancing cultural understanding and promoting positive social change plays a critical role in the development of democratic values in the context of education, as *individual responsibility towards oneself and one's personal development triggers personal introspection and readiness for change and transformation of ideas.* Through personal introspection, readiness for change and transformation of ideas, both learners and teachers can contribute to more inclusive and equitable educational environments.

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BLENDED LEARNING IN ACCOUNTING EDUCATION: THE ROLE OF DIGITAL LEARNING TOOLS

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Abstract

This study investigates digital tools, such as Moodle and MS Teams, as enabling tools in a blended learning environment for an accounting course. Sixty students participated voluntarily, divided into traditional and blended classes to assess outcomes, retention, and satisfaction. A qualitative approach, comprising participatory observations inside the classroom and digital interactions via Moodle and MS Teams, provides evidence of a higher level of engagement, satisfaction, and performance for the blended class. As far as Moodle analytics is concerned, semester activity scores are higher, with an increase in student posting and views within the blended class, which indicates increased participation. This paper provides evidence-based insights into the usage of digital tools in integrating accounting education and its impact on flexible, interactive, and accessible learning experiences. The findings set a roadmap for how digital platforms can amplify the effectiveness of blended learning in accounting courses.

Keywords: Blended Learning, Accounting Education, Digital Learning Tools, Moodle, Ms-Teams

1. Introduction

Blended learning has proven successful in improving performance in exams and reducing dropout rates, besides increasing student satisfaction in many subject areas, not excluding accounting (Bawaneh 2011; Pérez et al. 2013; Hu et al., 2023; Kottara et al., 2024a). Also, learning management systems, including Moodle, or collaborative platforms such as MS Teams, have proven important in enhancing these approaches of increasing accessibility and participation (Lam et al., 2012; Bhadri and Patil, 2022;). Studies have also demonstrated that effective discussions and content strongly affect academic development. The most effective usage of Moodle appears to improve examination performance and overall satisfaction in studies related to tax accounting and physiology (Rochmawati et al., 2019; Goyal et al., 2023). The combined use of Moodle and MS Teams gives a solid basis for teaching and learning improvement in accounting studies and beyond.

This article is a component of a research study on the use of blended learning in an accounting course at a Greek university. The initial study's primary goal was to assess blended learning and investigate student learning outcomes, retention, and satisfaction with the traditional teaching technique. The purpose of this study is to examine the functionalities and roles of Moodle and MS Teams in a blended learning environment and how these digital tools facilitate learning. This paper enhances the literature on blended learning in accounting education with a full-scale evaluation of Moodle and MS Teams as digital learning tools. This study provides evidence-based insights into the integration of digital resources within the curriculum and shows evidence of their impact on student engagement, satisfaction, and performance. The findings amplify the effectiveness of blended learning in accounting education by providing a roadmap for leveraging these platforms to create flexible, accessible, and interactive learning experiences.

2. Background of research

Synchronous learning

The modern method includes online studies, meaning students are online, allowing them to stay in touch with their professors and other students. It is called synchronous learning because it allows them to immediately ask the teacher questions or have direct communication with their classmates through digital messages/forums, or Ms – Teams in real-time (Kottara et al., 2024b).

Asynchronous Learning

On contrast to synchronous learning, there is asynchronous learning, which takes place offline. More specifically, asynchronous learning involves the process of implementing courses provided through the internet, email, and digital messages, which are then published through online forums. A key advantage of asynchronous learning is that students can choose their own pace, and there is great flexibility.

Moodle

Several Learning Management Systems (LMS), such as Moodle (software platform), handle and manage a comprehensive e-learning system. Students and instructors have continuous access to the course content. Research has shown that the most significant reason for the advancement of electronic teaching in higher education is the flexibility it offers to students in terms of space and time. It has also been observed that undergraduate students who prefer electronic learning are usually older and work several hours. The Moodle platform was created in 1999 by the Australian Martin Dougiamas, as part of his doctoral dissertation, and is based on social constructivist theory (Gamage et al., 2019). Moodle focuses on a collaborative and student-centered environment, which exhibits a high level of interaction. The nomenclature of Moodle comes from the acronym Modular Object-Oriented Dynamic Learning Environment. The academic community considers it a very flexible and useful software, suitable for distance education as well as for blended learning (Kavalieraki-Foka, Kottara and Anagnostopoulou, 2024; Kottara et al., 2024c). Additionally, for several universities, it is the most popular e-learning platform, and as open-source software, it offers a high degree of customization (as it adapts to the needs of users/instructors). Another advantage of Moodle is its extensive integration of various learning activity tools, such as forums, blogs, and wikis, as well as assessment tools like quizzes and assignment submissions. (Kottara et al., 2024d). In a broader context, Moodle today constitutes a comprehensive system, on one hand for the creation and on the other for the management of courses, with the primary goal of providing uninterrupted asynchronous e-learning services. Additionally, it contributes to sustainable education by eliminating temporal and geographical constraints, providing equal opportunities for educators and students to engage in the educational process through alternative means of accessing knowledge, while simultaneously helping them develop digital skills (Asonitou et al, 2020; Kottara et al., 2023).

MS-Teams

MS Teams is also a very versatile tool within blended learning, meetings, content, and applications all combined to foster collaboration and engagement in education. Some of the important instructional strategies supported by MS Teams are group and independent learning, while enhancing the processes for assessment and feedback (Tan et al., 2022). MS Teams enables flexibility and continuity; therefore, it provides effective enablement of hybrid learning models, creating dynamic and collaborative educational environments. Moreover, Microsoft Teams allows for smooth synchronous and asynchronous learning, enabling therefore easily blended or distance learning. According to Hlazunova et al. (2023), models and criteria are described for evaluating Microsoft Teams from the point of view of functionality, reliability, effectiveness, interaction, accessibility, security, and technical support. The present experiment has therefore demonstrated on this very platform that learning could be effectively organized and enhanced in modern contexts. The pilot study of Baker and Spencely (2020) has also investigated Microsoft Teams as a blended learning tool in traditional teaching. Cohort-wide modules saw passive student engagement, while small group

projects facilitated active participation, a fact that underlines the role of group size and context. Even though some useful features of MS Teams include real-time collaboration and video conferencing, students reverted to familiar platforms, therefore, limiting the impact of MS Teams. Nevertheless, its application in group work contributed to developing one of the very important graduate attributes, digital literacy. Results show, for instance, that in one recent study, Alkhatib and Alainati (2024) investigated the students' attitude to e-learning regarding the effectiveness of the MS Teams Digital Learning Tool. Testing a quantitative data analysis in the survey presented by 514 respondents of the College of Business Studies, positive attitudes toward online learning along with MS Teams as an efficient management system were pointed out. The findings emphasize the need to enhance digital proficiency and integrate advanced technological tools in education. Strategies proposed include immersive virtual classrooms, active and collaborative learning techniques, and leveraging social media to foster engagement and interaction. The study highlights the role of technology in preparing students for a future shaped by AI and automation (Alkhatib & Alainati, 2024). Collectively, these studies show how MS Teams can restructure learning in terms of engagement, collaboration, and development regarding digital skills, considering the new tendencies and positions of modern learners and thus preparing them for the future.

3. Main part

3.1. Research methodology

The research was conducted at the University of West Attica in Greece, in the Department of Business Administration, and a course in "Advanced Financial Accounting". Participation in the research was voluntary, and 60 male and female students who attended the course in question participated in the experiment. Data were collected from the two groups of students (traditional class and blended class). The qualitative design included observations inside (participatory observation) and outside the classroom (via Moodle and MS - teams).

The observations conducted remotely were recorded on special forms, which were created and completed by the researchers during the experiment, with an orientation to 3 distinct fields that concern the content, focus, and objective of the observation in each case (inside and outside the classroom).

Table 1: Presentation of out-of-class observation forms

Forms	Content	Focus	Target
2a	Observation on asynchronous education.	Connecting the classroom to e-learning (via Moodle).	The professor and the students.
2b	Observation on synchronous education.	Connecting the classroom to e-learning (via MS-teams).	The professor and the students.

Observations via Asynchronous Learning (Moodle)

Moodle is an integrated system for both course creation and management with the ultimate goal of providing uninterrupted asynchronous education services. It also contributes to sustainable education since it eliminates time and geographical constraints, offering equal opportunities for teachers and students to engage in the educational process with a dynamic perspective on how to access knowledge and develop the corresponding skills (Alhothli, 2015). The observations of

asynchronous education are presented in the following table, on which the researcher based her in-depth analysis.

However, in addition to others, there was an analysis in the following fields:

- Online Classes
- Educational Content Activities
- Registered users and workload
- Time - scheduling of educational activities (due dates, assignment submissions)
- Asynchronous communication (forums and emails).
- Recording user actions
- Both management and statistical reports

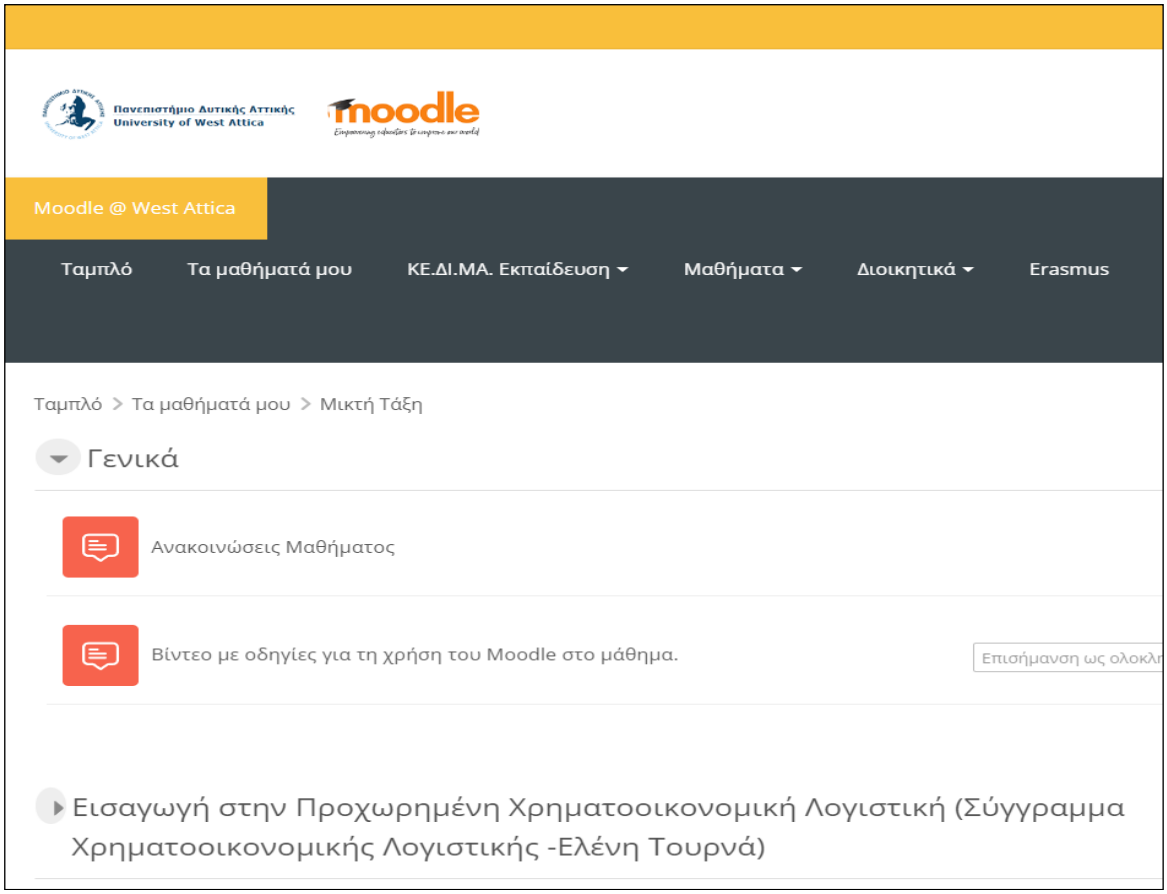

Figure 1: Asynchronous distance learning via Moodle

Table 2: Form 2a Observations outside of class for monitoring activities via Moodle

Focus: Connecting the classroom with asynchronous e-learning.
Teacher:
Observer/Researcher:
Observation date:
Start time:
End time:
Total observation time:
Number of Students Present:
Level:
Course topic:

Observations Synchronous learning (MS – Teams)

Synchronous distance learning through Ms-Teams had as its main purpose the resolution of additional questions and the resolution of group tasks in "rooms".

However, the lessons were conducted normally and with traditional teaching as planned, and in no case was their flow interrupted.

The operation of the experimental class in terms of distance education was limited precisely to what was foreseen by the operation of the institution.

Also, the purpose of the educational process in Ms-Teams, beyond group work and online lectures, was the presentation of work and voting on the content of the course.

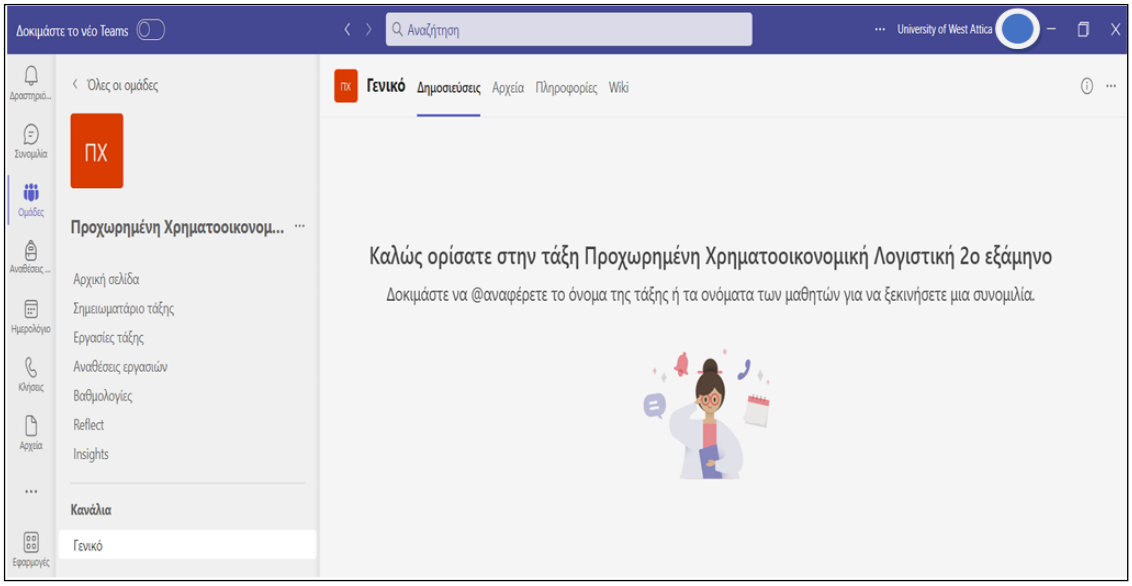

Figure 2: Synchronous distance learning via Ms-Teams

Table 3: Form 2b Presentation of Data Collection and Analysis Timeline

Focus: Connecting the classroom with modern e-learning.
Teacher:
Observer/Researcher:
Observation date:
Start time:
End time:
Total observation time:
Number of Students Present:
Grade Level:
Course topic:

Table 4: Presentation of Data Collection and Analysis Timeline

Methodologically Tools	Description	Date of Data Collection and Analysis	Action

Observations outside the classroom (modern education via MS - teams)	Observation form MS-teams	-Collection 2/3/2023-8/6/2023 - Analysis 20/7/2023	Recording of observations and analysis for the two classes that were taken from distance modern education.
Observations outside of class (via Moodle)	Automated comments from Moodle	-Collection 2/3/2023-8-6/2023 - Analysis 1/7/2023	Recording of observations and analysis for the two classes that were conducted through distance asynchronous education.

3.2. Research findings

Synchronous distance learning via MS – Teams

Synchronous distance learning was carried out through the university's MS-team educational platform, which had been used during the Covid-19 pandemic. An electronic classroom was created for the needs of the "Advanced Financial Accounting" course (Figure 3).

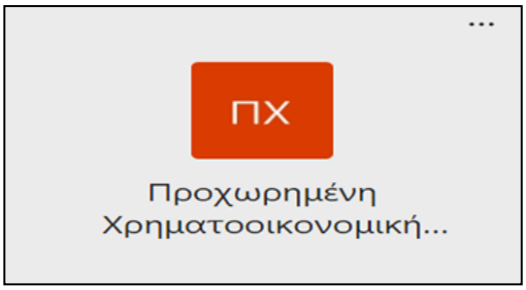

Figure 3: Electronic classroom via MS – team

Four meetings were held in MS-Teams to answer any questions and solve indicative exercises in 6 groups of five students, without interrupting the flow of the in-person classes. As can be seen in Figure 4, the teacher had created 6 “rooms” for the students to work in groups and present the assigned work exercise to the class plenary. The duration of these meetings took place from 11/5/2023 to 8/6/2023 (10th -13th week), while it concerned only the experimental class.

The researcher, on form 2 (of observations), found that all 30 students in the blended class participated.

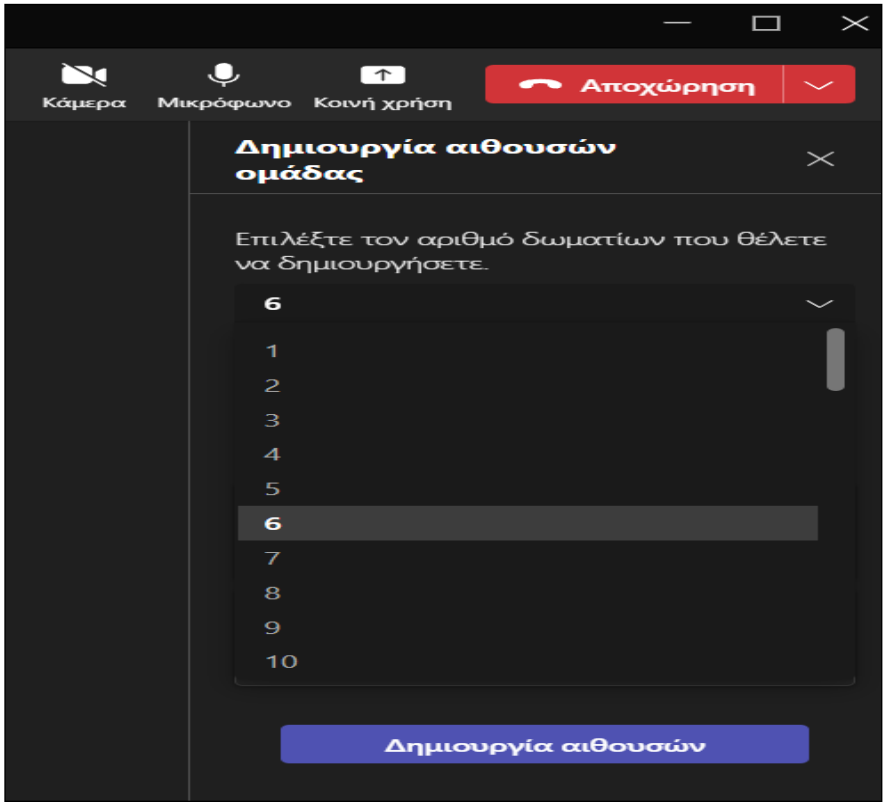

Figure 4: Creating Teamwork "Rooms" in modern education

Asynchronous distance learning via Moodle

Retaining students in the course through asynchronous distance learning was carried out by checking the "Access" field of the students each week. This action was repeated several times in order to identify the "retention" of the students, for the 13 weeks of the courses and the two classes. In the form of the observations, it is stated that in the traditional class, there were 3 students who, while they had connected during the first 3 weeks, subsequently abandoned their participation in the asynchronous education, while 27 continued. On the other hand, the 30 students who belonged to the blended class were retained in the electronic class from the beginning until the end of the semester.

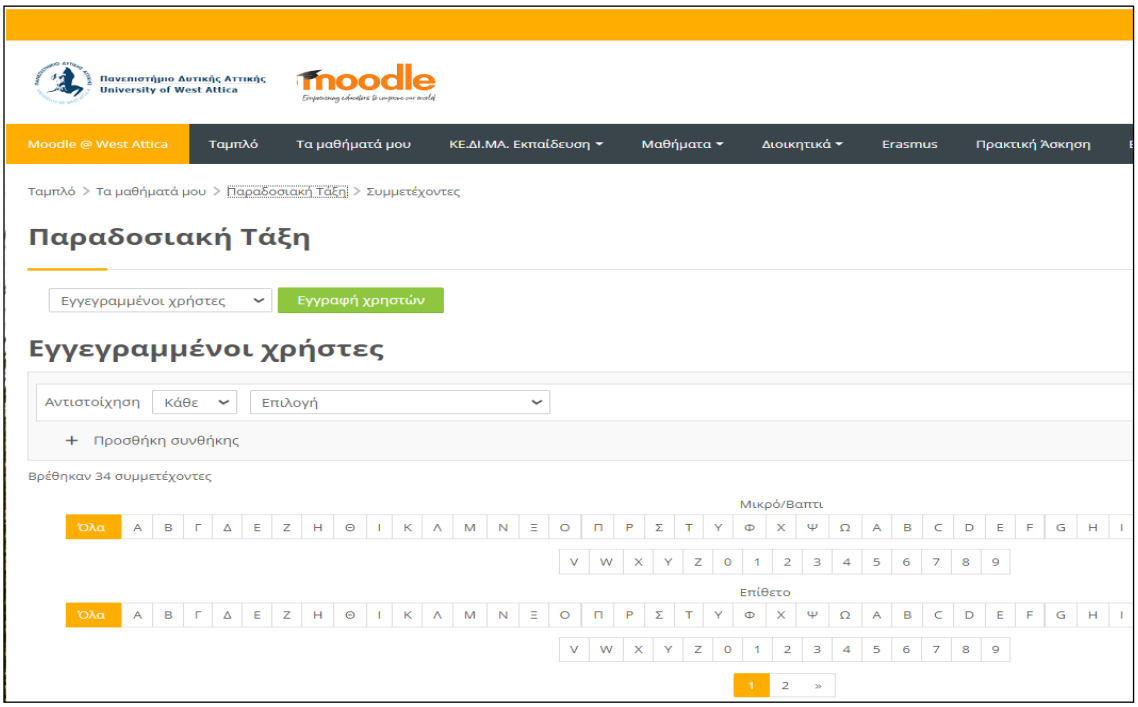

Figure 5: Observation of "Retention" of Traditional Class Students

It is noteworthy that, in the blended class, it was found that the students who participated in the experiment had a daily frequency of "Access" to the Advanced Financial Accounting course.

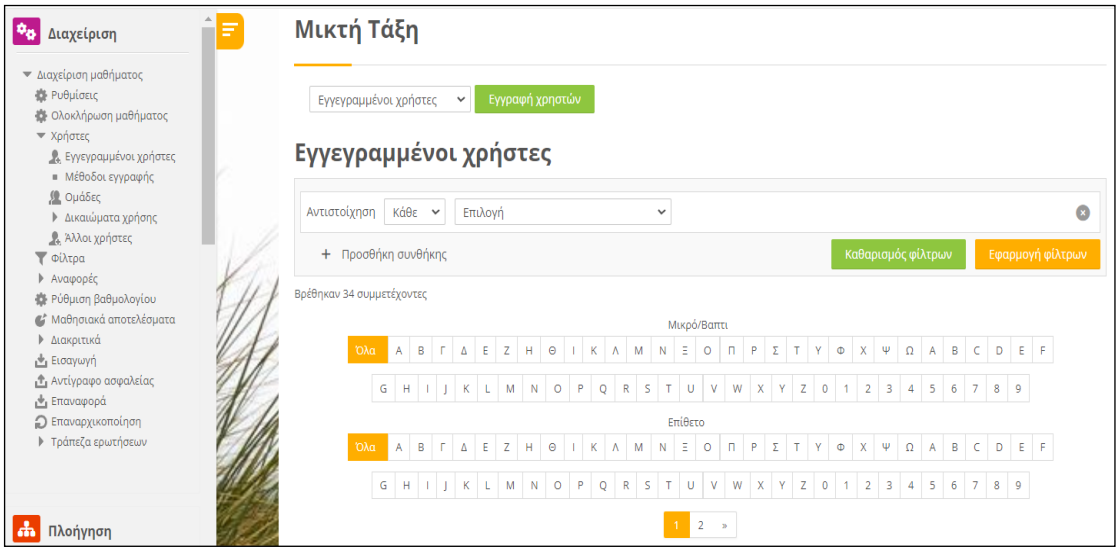

Figure 6: Observation of the "Retention" of Blended Class Students

Observations

Synchronous distance learning via MS-Teams

In the process and activities of Synchronous distance learning via MS - Teams, only the students of the experimental class participated, within the framework of the blended teaching approach. Specifically, the professor motivated the students to become increasingly involved with the content of the course and its understanding to acquire knowledge and skills (however, the same level of motivation existed in face-to-face teaching).

Since there were additional questions, the students of the experimental class could connect during the last 4 lessons in MS - Teams, while the flow of traditional lessons was normal. For a better understanding, if the students so wished, exercises and tasks were solved and were oriented towards active participation and the development of cooperation and team spirit. A high degree of involvement was observed, which increased during the weeks of the semester (9th, 10th, 11th, 12th, and 13th lesson), and in the 6 "rooms" that had been created, it developed within the framework of a learning community as the communication and contact of the students with each other showed that it promoted free expression and deeper learning. The researchers observed that the exercises were not simply solved, but the opportunity was given to exchange opinions and search for additional information via the internet, so that the group members could be more certain of their understanding of the content, before presenting to the plenary of the blended class.

It is noteworthy that, in the first week of modern distance learning, the active participation of students was limited, while afterward it was self-evident and all members of the groups were asked to present. However, while the work exercise was a group project, only the person who had been "designated the group leader" could present the final result, who changed roles every week.

Asynchronous distance learning via Moodle

The observations in form 2 refer to the educational content activities, the registered users ' workload, asynchronous communication (forums and e-mails), the recording of user actions, and the reports of both administrative and statistical data.

Traditional Class

In the traditional classroom, there were 13 activities related to the educational content, but not all students in the traditional classroom were so actively involved. Although the registered users were

30, the workload was limited to about 10 students, while 3 completely abandoned the effort from the first weeks. Regarding asynchronous communication, they did not prefer the Moodle forum as much as email, and this was not with great frequency. In addition, for the observations of the control group, among others, the actions of the users and the reports were used, which are summarized in the following Table 5.

Table 5: Aggregated observations via Moodle Traditional Classroom

Period	Student Posts	Student Views
30 June 2023	55	613
31 May 2023	171	1211
30 April 2023	485	1830
March 31, 2023	83	346
28 February 2023	0	11

Regarding the activities in which students in the traditional classroom participated, it was observed that these were associated with the low levels of Bloom's taxonomy, such as knowledge, comprehension, and application, without the analysis, synthesis, and evaluation required at the higher levels.

Table 6: Traditional classroom observations in Moodle regarding activities and correlation with Bloom's taxonomy

Activities	Bloom's Taxonomy Levels					
	Knowledge	Understanding	Application	Analysis	Composition	Evaluation
Lesson notes	√					
Lectures of the course		√				
Individual work			√			
Participate in a discussion/Forum				√		

Blended Class

In the blended class, the activities were more intense and frequent as there was a large workload in Moodle (as evidenced by the frequency of students connecting daily). A high level of engagement was observed among the students in the blended class, not only in terms of "connections" but also based on the level of "viewing" and "posting assignments". Regarding asynchronous communication, the students participated in both Moodle and email. However, for the additional observations of the experimental class, the actions of the users and the reports were used, which are summarized in the following table.

Table 7: Aggregated observations via Moodle Blended Classroom

Period	Student Posts	Student Views
30 June 2023	1672	523
31 May 2023	2908	742
30 April 2023	4618	1336
March 31, 2023	1877	463
28 February 2023	148	30

The activities in Moodle that refer to the blended class are presented in Table 8, where the level of student engagement is observed even with the higher levels of Bloom's taxonomy. It is noteworthy that through the following activities, the initiative was given to actively participate, through individual and group work as well as their presentation.

Additionally, the creation of the mind map, the screening of films, the seminar with professional accountants, and the work on creating a new framework led students to engage with the higher levels of taxonomy rather than simply understanding the course content.

Table 8: Blended class observations in Moodle regarding activities and correlation with Bloom's taxonomy

Activities	Bloom's Taxonomy Levels					
	Knowledge	Understanding	Application	Analysis	Composition	Evaluation
Video monitoring		√				
Attending a lecture of the course	√					
Participation in group work			√			
Individual work			√			
Presentation of work				√		
R-W test			√			
Multiple Choice Test			√			
Mind maps					√	
Activity of creating a new framework / creating-constructing new knowledge						√
Participating in a Movie Screening		√				

Participation in the Professional Accountant Interview		√				
Participation in Voting		√				
Participating in a discussion/Forum				√		

4. Conclusions

In the traditional class, there were 3 early dropouts in the 30 students; it also seemed as though there were around 10 participating students, with asynchronous tools such as Moodle forums never being used. The emphasis on activities tends to be at a very low level of Bloom's Taxonomy (knowledge, comprehension, and application). In the blended class, retention was 100%, with all 30 students remaining active throughout the semester. The students accessed the course daily, and their engagement was maintained. Synchronous MS Teams activities encouraged participation, teamwork, and collaboration through rotating leadership roles. The asynchronous learning in Moodle was robust, where there were a lot of posts and views. Activities reached higher levels of Bloom's taxonomy (analysis, synthesis, and evaluation), hence encouraging critical thinking. Integration of technology and group work allowed flexibility, collaboration, and community. Overall, the blended class outperformed the traditional class on retention, engagement, and critical thinking, and hence offered a more interactive and effective learning experience. MS Teams was ideal for real-time collaboration, teamwork, and critical thinking, while Moodle provided flexibility in the scaffolding of sustained engagement with higher-order activities and innovative learning tasks. Used together, they created a dynamic and enriching learning environment in the blended class.

This study's limitations are a small sample size, short duration, and a focus on Moodle and MS Teams, which limits generalizability and excludes other platforms. Technological challenges and self-reported data may have biased the findings. Further research is needed in various contexts for long-term effects, other tools, and demographic impacts to enrich the understanding and application of blended learning.

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HOW TO COPE WITH GRIEF THROUGH THE PRISM OF AFTER-DEATH GNOSIS/COUPLE LIFE

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Abstract

This summary is a microcosm of many years of research on the issues of grief management and marriage, which are related. After studying scientific research and studying Orthodox theology (Holy Tradition and Holy Scriptures), important and interesting pieces from them were selected and combined, so that this summary and the subsequent oral presentation may constitute interesting navigators in the counselling of grief and marriage. Starting to explain the first part, we can see that the moment the soul leaves the body, is unique for every human. Going to the second part, the couple life, we can see Karahmeti's wife. For her, the marriage is an indissoluble Holy Mystery. This story shows so clearly how much harmoniously may collaborate the couple life with the eternal life. Therefore, the presentation can prove, through the theory and examples, that marriage can have an eternal perspective and it is worth working towards this direction.

Keywords: departed, sacrifice, couple life, Mother of God, salvation

1.Presentation of the research study(Part1)

1.1.Introduction

In order to help people cope with the grief occurred after the death of a relative or of a close person correctly, we judged it necessary that in this essay to present the theological data relating to the course of the soul after death beginning with the moment the soul leaves the body until the Second Coming.

1.2.Main part

1.2.1.Theological data of eternal life

First of all, the most important part is that the ones grieving become aware of the existence of the Kingdom of God, of eternal life. For instance, we can think of the Saints of our Church. A real example is Saint Efimia who visited Saint Paisios the Athonite(https://holycrossga.org/north-wall/st-paisios-the-athonite/). But, there are also other examples such as Christ's Resurrection(1 Corinthians 15:14, Romans 6:5, John 11:25), the Metastasis and the Resurrection of the Virgin Mary, the Metastasis of Saint John the Evangelist, Enoch the Prophet, Elias the Prophet(2 Kings 2:11, Malachi 4:5), the seven Sleepers of Ephesus.

1.2.2. The course of the soul afer leaving the body

This moment is unique for every human being because, till that moment, the soul and the body were one and now they have to separate from one another. Even if death is the only aspect we can be sure about, we find it hard to accept it. If the soul leaves this world being prepared, then, after death, it will unify with Christ and will not have any difficulty in the afterlife. But what if the soul leaves this world unprepared? In this case, it will benefit from the memorial service. To understand the pleasure, even salvation, that memorials give, let us consider the following scene: ''That some people ask a king to help or release some prisoners from suffering or prison.''

The memorial service begins with the Divine Litugy, it continues with the mnemosynon and the prayer for the departed(it would be advisable that the mnemosynon lasts for several years.

According to the Greek tradition, the mnenosynon does not last too long, while in Cyprus it lasts for many years, see orthochristian.com .

The moment the soul leaves the body is important, but equally important are the following 40 days and the waiting period, namely from the 40 days till the Second Coming. Until the Second Coming, the souls benefit from the memorial service(the ingredients that are used for making the koliva (dish based on boiled wheat that is used liturgically in the Eastern Orthodox Church for commemorations of the dead) must be completely natural. For example, we may use pomegranate, raisins, parsley, almonds and the main ingredient, wheat). But, from then on, after the Second Coming, the state of our souls will become permanent and irreversible, not because God is pitiless, but because the man himself is not willing to change his state(Matthew 25:46, Final Judgment). On the contrary, after the Second Coming, the righteous will eternally grow in knowledge and experience of God.

That is, in fact, the reason why we pray to the Mother of God "On the awesome day of judgment, save me from eternal punishment and make me an inheritor of the ineffable glory of your Son, our God."

1.2.3. Theological data of the soul after leaving the body

(identity, memory, communication, new knowledge, new body)

After leaving the body, the soul maintains unchanged the characteristics of its personality. In other words, the soul preserves its memory and its identity- everything it accumulated in the world. Nothing is lost. However, after death, the senses of the soul change and this new knowledge of things will determine what the person lived in the world. The Metropolitan of Limassol gives the following example: "When a child is little, he/she wants his/her mother to be around almost all the time. When the child gets older, he/she can't bear to stay one minute around her." The speech can be found here: https://youtu.be/0GxdGTpm2os?si=WdI-FXlZgcUwkYd2

The souls, after leaving the body, communicate and recognize each other. We can take as an example poor Lazarus and the rich man. The relationships we had in the world are not preserved after death. More precisely, in eternity, the husband's main concern won't be to find his wife or his children, but he will look forward to being in communion with Christ.

After the Second Coming, each and one of us will receive bright and material bodies, of course different from the bodies we have in the present life (Resurrection of the dead, so Resurrection of the bodies, for souls never die). Even a disabled spouse won't be the same after the Second Coming, he/she will be much more beautiful.

Second part of the research study

2.1. Introduction

In the second part of this paper, the sacrifice of the laity(before the marriage) and the sacrifice of the laity and married priests(after the marriage) will be explained. In order to try to define the term 'sacrifice around the orthodox marriage' we can say this: ''Husbands, love your wives, just as Christ also loved the Church and gave Himself up for her…''(Ephesians 5:25-27).

In this part, the sacrifice will be associated around the orthodox religious wedding. Around the wedding means that a sacrifice is required at five stages. Three stages there are before the wedding, the fourth stage is after the wedding, the fifth stage is the sacrifice to the social environment of the spouses. Before the wedding sacrifice is required because God is pleased when the two candidate spouses are led to the wedding, pure, in their soul and body. Moreover, the consequences are tragic, when these two candidate spouses spend their love, before the Holy Sacrament of marriage is celebrated, so after the Holy Sacrament, they do not have much to offer each other. Therefore, sacrifice is needed before marriage, it is also needed after marriage, in order to preserve the love of

the spouses. Finally, sacrifice is needed so that the spouses maintain balanced relationships with those around them, for example, their children, their parents, their friends, their parents-in-law.

2.2 The sacrifice in couple life, the sacrifice of the laity and married priests

In this second part, we will offer some helpful practices and advice for the men or the women that are on their way to get married but also for the couples which want to give a new meaning in Christ to their relationship. The purpose of this chapter is to demonstrate the theological significance of the sacrificial attitude in the preparation and life of marriage. So, first of all, we will analyze the stage before the wedding and the preparation that is required. Then, we will analyze the stage from the time of the wedding ceremony and so on.

Connection of couple life and grief. Saint Xenia Foedorovits-Petrof

We can present a very characteristic example that of Saint Xenia Foedorovits who spent her life commemorating her husband, after his sleep-departure, at a young age. Saint Xenia commemorated her husband for so many decades, firtly staying homeless, sleepless, fasting, enduring the freezing and harsh winters of Russia, secondly wearing the military uniform of her husband and thirdly helping anyone in need in any way she could, even with kind, comforting words. Saint Xenia' s statement that she felt greater pain than the harsh winters of Russia from the indifference and contempt of the world is striking. More about her life can be found here: https://stxenia.ca/about-st-xenia/

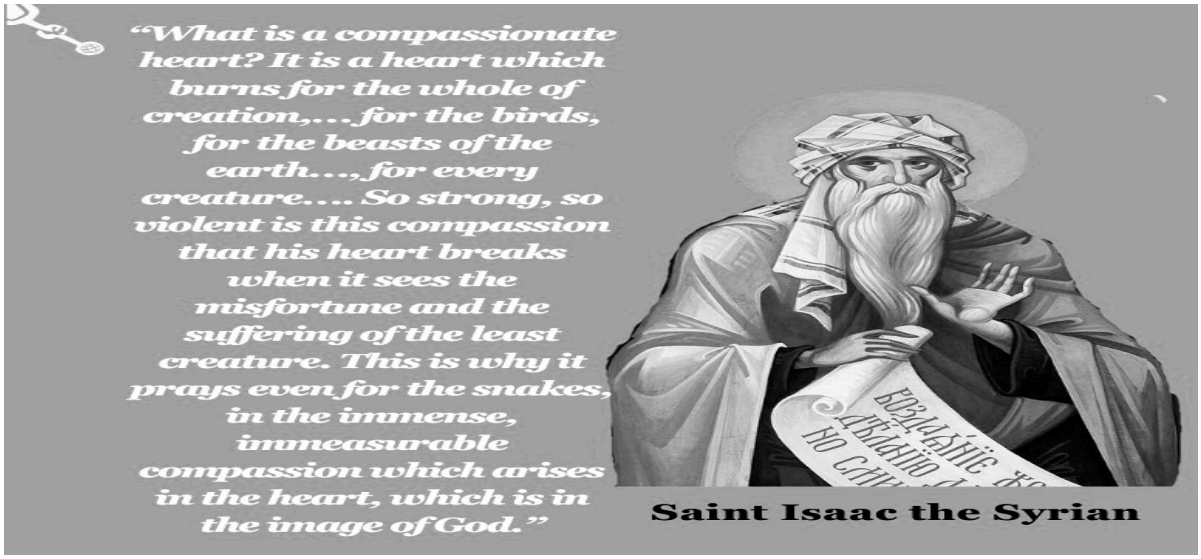
2.3. First subsection- the stage before the wedding(before meeting the prospective husband/wife), the sacrifice of laity. See figure 1.

Because we must not force ourselves to accept things that are not yet within our strengths, so that what God will give us ***(****wife/husband****)*** is not wasted by receiving it quickly. For what we receive easily, we quickly lose, while a thing we acquire with heartache, we keep as a treasure, with great care.

'Saint Isaac the Syrian' ''What is a sacrificial heart? It is a heart that burns for the whole creation,…for ecology, for the wife/husband…(picture 1)'

First subsection	*Free of any relationship*	*Second subsection*	*Out of marriage friendly-pure relationship*	*Third subsection*	*Out of marriage friendly-pure relationship*	*Fourth subsection*	*In-the-marriage relationship*
Preparation and exercise for future acquaintances<engagement <marriage		*friends < friends close to engagament*		*engaged=human promise*		*married=spouses=husband/wife=couple life*	

Figure 1. The chronical development until you get married



Picture 1. Saint Isaac the Syrian and the compassionate heart

'Some scientists argue that in order to achieve whatever (and get married) you have to want it from 30% to 70%.'

'The future spouse has to find his other whole, not his other half (in other words, he/her is the one who has to do spiritual work on himself/herself).'

'' 'I am looking for the perfect woman to be my wife', someone told elder Ephraim of Vatopedi.

'But you are not perfect in the first place', elder Ephraim answered to him. ''

''From the woman you will marry, don't have expectations, don't ask too much.

'Gerondissa Makrina' ''

''The purpose of marriage is the perfection of the two and their following the same path.

'Julia Koudouma lawyer' ''

''If you marry the good girls, who will marry the bad ones?

'Saint Paisios the Athonite' ''

'' 'We get married for love not for need', '+The Metropolitan of Nea Krini and Kalamaria'. Father Stavros Kofinas (psychologist and priest) explains this affirmation in a similar way. He claims that women should get married 'for love and not for material comfort'. One of father's Stavros Kofinas narrow partner was the psychologist and priest, father Filotheos Faros''.

'' 'We get married to share life', '+Metropolitan Paul of Sisanion and Siatista'(Papadakis, 2015)''

2.4.Second subsection- the stage before the wedding[the period from meeting the prospective husband/wife until it is agreed that they will proceed with marriage], the sacrifice of laity

'' Father Konstantinos Stratigopoulos advised a young woman who had just met a young man and she was very excited:

'Remember, he told her, rule one! Don't say right away, I love you. Say I love you, after ten months. At first you can say, I have a good thought with him, then, I have a very good thought... Say I love you, after ten months, so you can see, by then, how much love will be left, for the other person.' ''

''Father Athanasios Mitilineos advises that the necessary and non-negotiable criteria for choosing a spouse are:

'Piety: Otherwise, how will the many and important problems presented in marriage be dealt with?'

'The physical and mental health: And if they are not visible from the beginning, the physical and mental health problems, the prospective spouses should try and work hard so that they can be seen.'

'The emotional match: The emotional match is the rest we feel with the other person. In emotional matching love develops. Emotional matching is not external beauty, wealth or education. Emotional matching is different from piety. Two people can be pious and yet not match. Matching means you have a lot to say with someone you are seeing for the first time. Matching means, like the screw that fits exactly in its right place.'

There are also some other criteria, as Father Athanasios Mitilineos continues, which are important, but not necessary and in which there should be little difference:

' In the property'

' In education'

' In age'

2.5 Third subsection- the stage before the wedding[the period from the promise and agreement for marriage of the prospective spouses or 'engagement', whether or not the date of marriage has been arranged, until their marriage takes place], the sacrifice of laity

Two important thoughts need to be underlined. Firstly, it should be clear for the woman and man in which stage of their meeting they are. Precicely, in the stage of the second subjection the man and the woman are pure friends.

Secondly, at this stage, the agreement is only between people, that is, the prospective spouses. Unlike the next stage, of the marriage, where the agreement is made with God and people, the newlyweds(see picture 4).

The word 'engagement' is written in quotation marks, because the people call it 'engagement'. Precicely, the engagement ceremony, which was initially performed separately from the wedding, is performed in the pronaos(the first part in some churches). Then the couple is led to the main temple. This is how marriage is introduced into the Church and into the future world of God, into His Kingdom.

''One should see his fiance as his sister and both should be very careful and restrained. To do their battle, for God's sake, to be crowned in the end as honorable fighters. This is what the crowns of the Church symbolize. Thus one has the Divine Grace as his/her helper. This test period, the 'engagement', should be short, not last long.

'Saint Paisios the Athonite' ''

''The woman should not waste her love before the wedding because she does not know that the one who says he loves her will become her husband. She has to contain her emotions until the wedding.

After the promise and agreement for marriage the man and the woman have to remain faithful to one another till the wedding day(Zisopoulos, 2017). The Holy Sacrament of Marriage can be delayed if the prospective spouses have until then to prepare a house or obtain a degree.

'+Elder Joseph of Vatopedi' ''

2.6.Fourth subsection, the stage after the wedding and the meaning of the Holy Sacrament of marriage(picture 2). The sacrifice of laity and married priests

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Picture 2. The Holy Sacrament of marriage

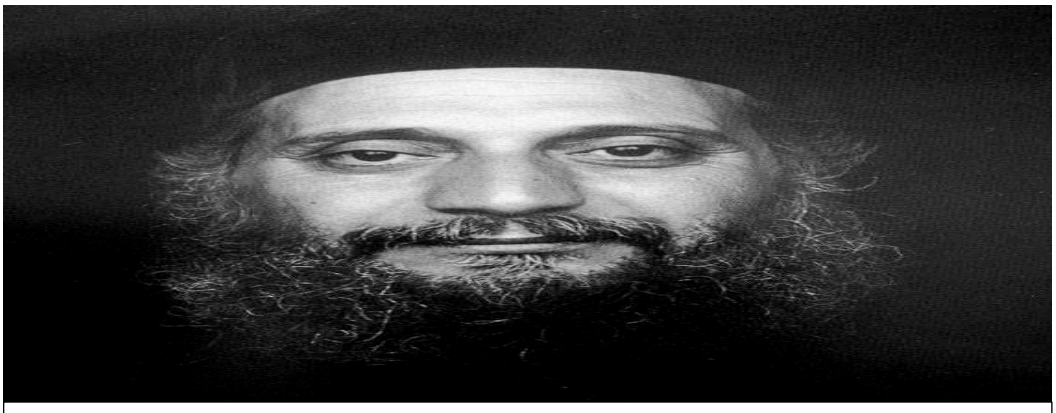
‘‘ ‘**(***for both spouses***)**Show your sacificial love where your daily arena is, in your home, to your husband, to your wife.’

‘**(***for the wife***)**When the man comes home from work tired and talks to you rudely, don’t get angry.

When he curses you, you don’t speak. Show him love, tolerance, patience.’

‘**(***for the husband***)** If your wife burned your food, don’t shout, eat it.

Put some lemon in it to make it tastier and tell her, the food is nice, so she doesn’t get upset that the food was burnt.’



Picture 3. +Elder Emilianos Simonopetritis

‘(*for the husband?*) Let love reign in the house. When you see that your life partner is wronging you, don’t shout that you are right.

It doesn't matter if you are right or wrong. It doesn't matter what is right, but what the other person wants.

Take yourself out, deny yourself, put the other in front. This is death, this is torture.

Love is an imitation of Christ, because

He first loved us.

Therefore, when I love, it means that I have received a gift, I have received grace from God and that I am imitating Christ. Love aims for one (spouse) to be able to give joy to the other. To deprive myself voluntarily, so that the other spouse can have more. To sacrifice myself, so that the other spouse feels comfortable, feels secure in his/her life.'

'+*Abbot Emilianos Simonopetritis(picture 3)' ''*

'' 'A woman said about her husband that he is the best gift given to her by God.'

'A man said about his wife that he married her in the Church and he intends to make her happy.'

'So, if two people get married in such a mood is it ever possible for them to get a divorce?' ''

'With marriage, joy is doubled and sorrow is halved.'

''Conjugal happiness can exist, but one condition is required: 'That the spouses have acquired spiritual property, loving Christ and keeping His commandments. This way they will get to truly love each other and be happy. Otherwise they will be mentally poor, they will not be able to give love and they will have demonic problems, which will make them unhappy.'

'Saint Porfirios Kafsoskalivitis' ''

'But the head of the woman is the man'. This, however, does not mean that the man is the governor of the woman. He is her travel companion, her spiritual guide. After their wedding, the man and the woman aren't anymore two strangers, but they become one. In other words, they will exist as two different persons, but, at the same time, will

Picture 4. Orthodox marriage means that the God, the wife and the husband will collaborate

become one psychosomatic being (1+1=1)! This very important information was told by His Eminence Metropolitan of Siatista, Pavlos, to two newlyweds. That 1+1=1! And the newlywed man said to the Metropolitan. Your Emminence, from what you have told us tonight, what struck me most is that 1+1=1!

The joining hands during the ceremony-the perspective of eternal life(picture 4).

In the Sacrament of Marriage, we notice that the man holds the woman's hand and the priest holds the hands of both of them. This has a huge symbolism: it means that, from that very moment till the Second Coming, the man, together with the woman, chose they will be companions all through the way leading to holiness (joining hands), having Christ as their guide (the priest's hand).).

2.7.Fifth subsection. Saint examples of husbands, the sacrifice of laity and married priests(picture 5).

Picture 5. The real and selfless love of the spouses in the orthodox marriage

‘A man was looking everywhere for a woman to become his wife. He was not so interested in finding a woman with a good reputation, pious. In the end, he proposed to a prostitute. She accepted. In the beginning, she was good with him. But, after a while, she returned to her old habits. Her husband prayed for 15 years so that his wife would be brought back to repentance. Eventually, she repented, let go of her old habits and became an excellent wife.’

‘A future priest was engaged to a girl. One day, this girl was informed by her doctor that she was in the first stage of cancer(Moisis, 2005). So, she said to her fiance: ‘If you want, we can break the engagement’. But the husband said with dignity: ‘If we said we will be together till the end, that is what we will do.’

2.8.Sixth subsection-Saint examples of wives, the sacrifice of laity

‘‘Karahmeti’s wife(Papadiamantis, 2009)::

For this woman, the marriage meant to endure everything till the end, with sacrificial love. For her, the marriage was an indissoluble mystery according to the Gospel, ‘therefore, what God has joined together, let no one separate’.

In other words, God unites the man and the woman through marriage and from two strangers they become one psychosomatic being.

Karahmetis(who was a rich captain of his village) and his wife, Seraino, lived in the island Skiathos during the period of the turkish rule. Karahmeti’s wife, Seraino, suffered from the fact that her husband had married illegally another woman, enough younger than him and fertile.

Seraino asked his husband and his fellow to live in the house as a housekeeper! It is said that she also reconciled the illicit couple after they were arguing! Of course, her relics flow fragrance.

There was a wife who had never blamed her husband in front of the children. The children always saw their father in a good light. For instance, one day, the husband brought an illicit woman into the house. The good wife told the children that the woman is their father's colleague from work. Her husband repented after an illness and apologised to her wife.’’

2.9.Seventh subsection, the relationship between the couple and parents/parents-in-law, the sacrifice of laity and married priests

‘A mother blamed her son in front of her daughter-in-law in order to get along with her.’

‘‘A father who was an active member of the church kept meddling in his son’s wedding. His Eminence Metropolitan Paul of Sisanion and Siatista got aware of it and told the young man: ‘Explain to your father that you got married and from now on you have your own family’. The young man

replies: 'Your Eminence, if I say this to my father, he will die'. The Metropolitan answers: 'My dear child, if your father passes away tonight, where will he go?'. The young man got puzzled and, eventually, decided to go to speak to his father, who, for a couple of days, felt offended, but, in the end, everything went well.''His Eminence Metropolitan Paul of Sisanion and Siatista said that it is wrong for a mother to tell her daughter: 'Be careful so that he will not invade your space'.

His Eminence Paul also gave advice to a couple to put some limits concerning the parents-in-law, to take the door keys so that they cannot enter the house whenever they want.

Conclusion

We would like to emphasize the fact that the Holy Sacrament of marriage is a way of salvation. 'The more you give throughout your marriage life, the more you rest spiritually. But, for being able to give, you have to empty yourself from the pointless and superfluous things just because marriage is a beautiful journey you go on with the person you chose to be your life partner.

Lastly, to say that unfortunately, there were women who told father and psychologist Filotheos Faros that 'it is better to be married and divorced than to be unmarried'. So, nowadays, there is a tendency for spouses to they ask for divorce for trivial reasons and causes, while the only reason for divorce is adultery, as mentioned in the New Testament. And as an athonite monk explained: 'After adultery, you can divorce your spouse, but you will not have a salary (from God). But if you don't divorce him/her, you will have a heavenly salary'. Another time, a girl told father and psychologist Stavros Kofinas: 'I had a group of friends and from that group, I was the only one who wanted to spend my whole life with the man I would get married to'. So, if she gets married a girl who has the attitude-value: 'my husband is the best gift that God gave me' and at the same time her husband has the conviction that: 'I married my wife in the Church and I intend to make her happy', then, with this «double anchor», we believe that it is impossible, for these spouses to ever divorce. Finally, this way, everyone spouse will give all the best, all his/her heart, for the other side, namely the other spouse.

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EXPLORING ATTITUDES AND PERCEPTIONS TOWARDS STUDENT VOICE AS A POTENTIAL TOOL FOR SCHOOL IMPROVEMENT.

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Abstract

Student voice is increasingly recognized as an important tool for school improvement.This research study seeks to explore attitudes towards student voice. The first research question investigates where children's voices should be heard, the barriers to listening, and the benefits of accepting these voices. The second research question focuses on actions that encourage student voice. The study includes a semi-structured interview with a kindergarten teacher, who highlights barriers, strategies, and benefits of incorporating student voice.
There are several barriers that need to be addressed to fully integrate student voice into the educational system.By prioritizing student voice, there is an opportunity for cultural change in the education system.

Words-keys : decision-making, learning environment, achievement, effective schools, constructivism, social learning

1. Introduction

Access to education is an important right of the student for the comprehensive development of his/her personality and abilities, as reflected in Article 29 of Law 2101, Government Gazette 192/02-12-1992. According to Fishe, the basic aim of the educational process is to provide each child with the freedom and means to support him or her in developing the unique talents available in his or her soul and mind. The International Convention on the Rights of the Child on the freedom of expression in any proceedings concerning the child (Articles 12, 13) is in a similar spirit.

Usually, every student, when in the school unit, expresses himself or herself loudly and freely during breaks, while at other times he or she follows the rules indicated by the curriculum, defining his or her behaviour. This situation encounters several difficulties when students come from different cultural backgrounds making it difficult to participate in the learning process due to possible language deficiency or fear of becoming the recipients of mocking comments from their peers (Politou, 2013:191). Therefore, the communication that develops between teacher and student is characterized as formal and based on dialogue that offers little opportunity for the student to express himself/herself freely, to use initiative and to develop synergy with other class members (Germanos, 2003).

2.Main part

2.1 Research question

The main aim of this paper is to explore attitudes and perceptions towards student voice as a potential tool for school improvement. The first research question will capture attitudes regarding the areas where children's 'voices' should be heard, the barriers that make it difficult to listen and the benefits children will gain from accepting these 'voices'. The second research question will address actions that encourage children's 'voices'.

2.2 Literature review

Clarification of the term

Educational research has been studied from a variety of perspectives, ignoring that of those directly involved, namely the students (Meighan, 1978a). The study of student voice initially encountered many difficulties but there have been advocates who have contributed to the institutionalization of the term .

Firstly, the United Nations International Convention on the Rights of the Child (1989) recognises and defines as a fundamental right the right to freedom of expression. At the beginning of the 21stth century, student voice as a concept emerges more powerfully as a factor in enhancing the learning space, as the student enjoys respect as a person and takes a more active role in teaching and learning (Cook-Sather, 2006:1*UNESCO, 1999). The strategies adopted by educational systems are appropriate to enhance student participation with the role of the expert in their own lives and constantly redefine the educational community with the role of the central actor focused on supporting social justice (Gogola & Katsis, 2017:240). Involving every student in the decision-making process can elevate the effectiveness of the school unit in terms of, attitudes, climate, and student achievement (Perry, 2011). Any educational reform cannot be implemented unless it has included the student voice expressing interests, competent ways of learning and opinions from stakeholders (Cook-Sather, 2006).

The delineation of the concept of "student voice" includes all the activities that take place inside and outside the school as a kind of expression of creativity and collaboration in the educational process and learning in general (Toshalis & Nakkula, 2012). According to Rogers (2005), student voice is an active opportunity available to all students to express their views makes decisions regarding the design, implementation and evaluation of their school experiences. A direct consequence of the above is improved achievement as each student understands the value of the lesson they are asked to participate in (PESB, 2009).

Chart 1 : Student Voice Characteristics

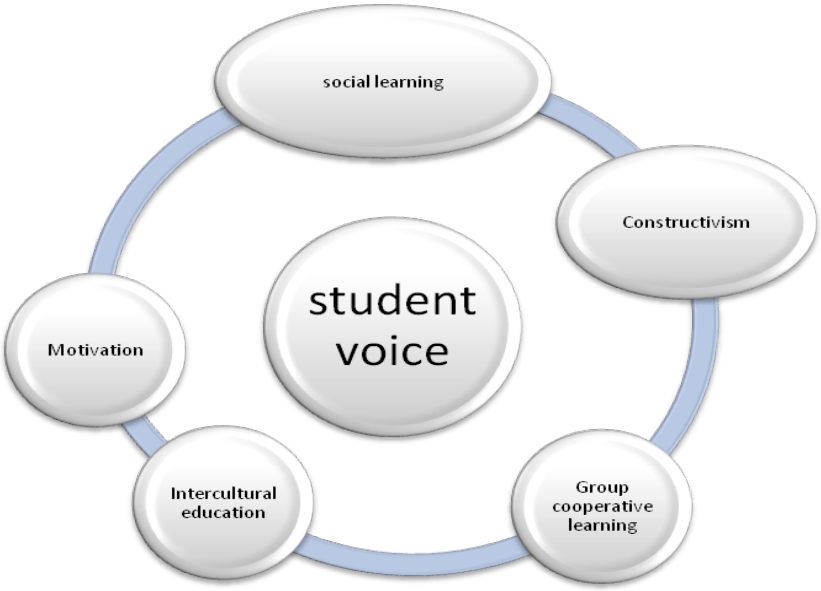

Chart 2:Students'voice is a combination of 5 important principals

Social learning

A key aim of social learning is to connect the educational process and the school unit with the wider society and the real world. Typically, students show a keen interest in exploring the elements that make up the real world and mastering knowledge either individually or in groups with their peers and/or teachers (Melaville, 2006). Thus, school units will be upgraded to learning spaces where all students are engaged in the educational process, making the most of their potential by making them active and productive future citizens.

Social learning has the potential to incorporate the student voice as it treats each student as a co-creator of learning by transforming the role of the teacher into a guide. The promotion of student voice through social learning is achieved through the use of the "project" teaching method, experiential learning and intercultural education.

Constructivism

According to Shuell (1996), student voice can be directly linked to constructivism theory as it focuses on the active participation of the learner in the learning process (p. 743) cited in (Ellot, 2008). The knowledge that the student will gain from the learning process is linked to the socio-cultural environment in which he/she is active and will support the student in interpreting events (Ngussa & Makewa, 2014). Thus, social skills are developed, emotional engagement takes place and an understanding of dispositions and obligations is sought in order to integrate the student voice into the school culture (Gogola & Katsis, 2017).

More specifically, Elliot (2008) urges every teacher to listen to the student's point of view and seek processes that will meet the needs of the student and thus enhance the learning process.

Teamwork

The collaborative method is based on the student voice as both the student and the teacher are together in groups, learning together and interacting constructively. According to (Kakana, 2018), in a collaborative environment, "the student is usually active in collaborative groups, the teacher supports the specific activity by organizing the work. For the smooth functioning of the group, it is advisable to link the school and the community to the organizational structure of the classroom, so that the whole process is encouraged" (p. 17). The student voice is supported by the collaborative group method since it draws on experiences and emotions that flow from each student. An example is the institution of student communities, which is seen as a pedagogical institution and focuses on developing student initiative, fostering dialogue and encouraging participation (Gogola & Katsis, 2017: 241). The issue of democracy in the school unit is identified as important as otherwise it may potentially lead to the devaluation of school life.

Incentives

A key aim of teachers is to ensure the participation and engagement of each student in the learning process in order to achieve the best learning outcomes. This is where the student voice is actively involved as it is the only means of expression and engagement in the learning process (Manefield, 2007:13). At the same time, the use of the student voice is related to each student's motivation by enhancing their self-esteem. However, there are certain factors that affect each student's participation altering the effectiveness of the learning process (Rogers, 2005: 13-14).

Intercultural education

Modern society is characterised by the element of multiculturalism since people of different nationalities coexist in a specific geographical area. Each ethnicity participates in order to form the social scheme that is composed of a series of distinct, closed and homogeneous ethnocultural groups (Govaris , 2011: 55). It is therefore proposed to incorporate the student voice in the learning process where students with immigrant backgrounds are involved in order to ensure equal educational opportunities in the spirit of equality and diversity (Govaris , 2013).

Empowering the value of the student voice is considered important in students with heterogeneous elements as it provides emotional stimulation so that members feel equal to each other (Manefield, 2007). The impetus of motivation can either stimulate the disposition for learning and success, while otherwise it can potentially isolate the student or force them to engage in a perpetual

struggle for school survival. The teacher bears the sole responsibility of encouraging the student to actively participate in the learning process and to ensure equal integration into the classroom community (Toshalis & Nakkula, 2012:3-4). Taking the above into consideration, the role of the student and the teacher can be upgraded according to the facts that characterize the modern society.

Factors of school effectiveness

The survival and prosperity of a modern economy requires the existence of an effective school that will be able to adopt all the changes and developments in order to improve the living standards of its inhabitants. A key factor contributing to the economic development of the economy is the quality of education provided. The changes affecting the international socio-economic and technological environment are directly related to the process related to vocational rehabilitation associated with the acquisition of knowledge and skills (Thomas, 2010). The upgrading of knowledge and skills tends to reduce manual and unskilled work contributing to the improvement of the efficiency of personal work (Bourantas & Papalexandri, 1998:66-70).

The effectiveness of schools was a factor of investigation in order to identify the criteria that contribute to the organisation of the school unit, making it capable of achieving its purpose. According to Edmonds (1989), op. cit. (Therianos, 2006), "students are trainable and school behaviour is identified as critical" (p. 26). Furthermore, Coleman and Jencks (1972) in their research highlight the limited potential of schools in mitigating social inequality, which led to the creation of the "effective school" movement inspired by Ronald Edmond (Thomas, 2010:16). This movement was the active alliance of citizens, educators and researchers who presented the results of their research around the world and mainly involved students from disadvantaged socio-economic backgrounds.

Chart3:Factor s of school effectiveness

In addition to the factors that determine the effectiveness of the school, the European Report on the quality of the school process has been developed and includes 16 indicators covering 4 axes.

The European Quality of School Life Report includes 16 indicators organised around four main pillars. These axes and their corresponding indicators are:

- ***Axis 1: Achievement and learning outcomes***

  Performance in basic skills (reading, maths, science).
  Developing social and civic skills and citizenship competences.
  Adapting to the demands of the labour market.

- ***Axis 2: Quality of services***

  Availability and adequacy of educational infrastructure.
  Ratio of teaching staff to pupils.
  Professional development and training of teachers.
  Student and parental satisfaction with the school process.

- ***Axis 3: Equality and access***

Access to education regardless of socio-economic background.
Participation of students in lifelong learning programmes.
Support for pupils with special educational needs.
Tackling school drop-out and exclusion.

- ***Axis 4: Organization and management***

Effective school leadership and management.
Transparency and accountability in procedures.
Active participation of the school community.
Implement strategies to improve school quality.
Evaluation of the school process.

These indicators are used to measure and compare the quality of school education between different countries and education systems in Europe.

3 . Research procedure

The investigation of attitudes and perceptions regarding student voice as a potential tool for school improvement was a qualitative research. Information responding to the survey was obtained from a teacher working in early childhood education using a semi-structured interview method. The interview was granted in the first ten days of March 2021, and a few days earlier there was the first telephone contact where the teacher was informed about the scope of the research. Upon completion of the interview, results analysis followed (Papanastasiou & Papanastasiou, 2016).

3.1. Means of data collection

The interview that was used as a method for collecting the necessary information is considered semi-structured since it includes closed-ended questions with predetermined answers while at the same time it asks the teacher to answer open-ended questions in order to form a comprehensive perception about the subject of the question. The main aim of the researcher was to create a friendly atmosphere so that the teacher would feel confident to answer the questions clearly and to ensure the validity of the survey. The researcher tried to maintain a neutral attitude during the interview so as not to influence the teacher and took as much time as deemed necessary to ensure that the responses were complete.

For the recording of the interview, the mobile phone device was used which offers clear sound without interruptions so as not to disturb the interview process. Initially, the researcher requested information related to the kindergarten teacher's professional experience in terms of working time in general and in the specific educational unit, as well as how many students her class includes. Subsequently, the research questions were followed by the following:

- the attitude of the kindergarten teacher in expressing the "voice" of the pupils
- the possibility of enjoying any freedom of choice of activity
- the intensity of children's participation
- the areas where it is appropriate to take into account the "voices" of children
- If there are areas of the learning process where children's participation should be intensified
- Any negative consequences created by children's participation
- The interview was followed by an analysis of the results.

3.2 Population

The sample was **se**lected from the researcher's wider professional environment in order toexplore the topic under investigation more effectively. Specifically, a kindergarten teacher was selected who holds a permanent position in the public educational institution, has 17 years of experience in education and is employed in a kindergarten with 12 infants and 5 preschoolers.

4.Results

4.1Analysis of results

The analysis of the questions posed to the kindergarten teacher will outline the reality of teachers' attitudes and perceptions towards the "voice" of students as a potential tool for school improvement.

The *first research question refers to the barriers that make it difficult for teachers to respond to the expression of children's views*. The kindergarten teacher believes that the main reason for this is the attitude of teachers where it is characterized as indifferent and in some cases stems from a lack of information. It is considered by the teachers that the young child has not cultivated the critical faculty to be able to understand all the parameters required to make a decision. Also, young children have not gained enough experience to mature enough to express their views in a wholehearted way, so that their involvement is associated with disruption of the programme.

Every teacher must be consistent with the activities indicated by the curriculum, which undercuts the value of children's intervention, interpreting the teachers' behaviour as indifferent. "*Many times children talk to us but we are absorbed in our own activities, ignoring the importance of what they are telling us, which may relate to their own interests and needs. Addressing this phenomenon is appropriate for any teacher as long as they listen to their voices and intervene effectively*."

According to the kindergarten teacher, ignorance is an important inhibiting factor in responding to the "voice" of children. "*An important factor is the teacher. The way of dealing with children is constant and indicates specific practices more rigid to the modern challenges of the educational process*." Ignorance is linked to static thinking and the application of traditional learning methods that are not in line with the needs of modern education. "*I think the system that prescribes certain behaviour to teachers. Indeed, every teacher prevents children from expressing opinions either intentionally or unknowingly*."

However, apart from teachers' ignorance, it is worth pointing out other difficulties that discourage students from expressing their views, such as learning difficulties. "*Indicatively, some factors that prevent children's voices from being heard such as distraction, learning difficulties and the sensitivities that children exhibit are mentioned*." In addition, several external factors play an important role in discouraging children from expressing their views. "*Apart from the animated element of the school unit, the logistical infrastructure such as the lack of alternative educational materials, the poorly designed space for play and the limited outdoor activities cause a strong dissatisfaction among children is an obstacle to the expression of children's views*". However, the existence of barriers according to the kindergarten teacher should not act as a barrier to the expression of the pupils' 'voice'. "*It is important that children feel free to express what they are thinking whether it is a feeling or a need because it prompts the teacher to be motivated and supportive*."

Regarding the second research question related to the type of actions that will encourage the "voice" of the children, the position of the kindergarten teacher is particularly interesting. The kindergarten teacher's experience prompts her to observe each child's movements and behaviours so that when necessary she can work with targeted intervention. "When a child is unable to follow the instructions of an activity then I offer other alternatives more individualized to meet the needs of that particular child. This offers me the opportunity to be able to control it more fully when the other children are engaged in the activity." Typical ways of successful intervention include discussion in an individual or group context, in a variety of ways such as drawing. "Another typical case was the domestic violence situations experienced by a toddler and reflected in his drawings." "Using the elements of the conversation I had with the child, I initiated a classroom discussion seeking a solution to the problem the student was facing." In general, the teacher must treat each child as an individual. "Each child works at a different pace and in a different way in learning. It is advisable to spend time observing the child during the learning process and to collect information that will shape his/her learning profile."

At the same time, the teacher can offer freedom of choice to each student so that they do not have to change their communication with their peers. "I believe that every child should be able to express his or her opinion on anything that concerns him or her, and the school as a structure should provide this freedom for the child to act. Certainly the school itself does not offer such freedoms, nor does the teacher's employment contract allow for such attitudes." Certainly, freedom of choice is an important element in the development of children while pursuing areas related to care, safety and independence limiting elements of marginalization. "They also need to feel that they can choose without restriction a game or activity to perform. At the same time, they recognise that they are children and want to enjoy the care and safety of the teacher when necessary."

According to the kindergarten teacher, her attitude towards the "voice" of the children can be supportive when the goals set are achievable.

4.2Interpretation of results

Children's freedom of expression during the learning process, according to the kindergarten teacher, is considered particularly important for their development and can offer significant benefits to both children and the learning process (Flutter & Rudduck, 2004). The structure of modern school units has a strictly defined system that teachers have to implement without deviating from the curriculum. Some teachers characterize children as immature to express their opinions on issues concerning them and in many cases their interference creates dysfunctions in the conduct of educational work (Avgitidou, 2104a). Teachers' continuous adherence to the practices of modern pedagogy deprives children of the possibility of freedom of expression and discourages their active involvement in the decision-making process (Ngussa & Makewa, 2014). According to the participation ladder developed by Hart (2011), children's role is characterized as decorative or symbolic.

This particular teacher believes that over the years it is imperative to transform the teaching approach, as there are dysfunctions in the development of teaching work (Govaris, 2013). Several exogenous factors form a feeling of inadequacy which is compensated by training programmes and the adoption of modern educational practices. Also, the teacher believes that the more she allows children to be involved with educational processes, the more responsible and active in engagement they present themselves (Melaville, Berg, & Black, 2006). Motivating children to engage enhances children's self-confidence which provides satisfaction while developing new skills (Gogola & Katsis, 2017).

5.Conclusions

The "voice" of children should be enhanced through specific strategies that allow the teacher to gather information about each child in order to tailor the approach to each child according to his or her needs. The freedom to express opinions has a supportive effect on the learning process, encouraging children to take the initiative and adopt a positive attitude towards school. The way of approaching children is characterised as demanding and requires delicate handling and skills on the part of the teacher. However, the benefits of this approach are multiple for all parties involved.

The "voices" of children can reduce marginalisation by creating the conditions for the creation of "education for all", providing equal rights and opportunities in education. Elements of heterogeneity are acceptable, offering the possibility for all pupils to be actively involved in school life. The adoption of children's 'voice' has a positive impact on the internal and external environment of the school, which leads to the concept of inclusion, enhancing the effectiveness of the school unit.

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THE EVOLVING ROLE OF SOCIAL MEDIA IN MOBILISING COLLECTIVE ACTION: A COMPARATIVE CASE STUDY OF EGYPT (2011) AND LEBANON (2019)

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Abstract

This paper employs a comparative case study methodology to analyse the role of social media in mobilizing collective action during the Egyptian Revolution of 2011 and the Lebanese Protests of 2019. The research investigates how social media platforms were utilised to organize protests, disseminate information, and foster collective identity among protesters. By comparing these two cases, the paper identifies key differences in platform usage, mobilization strategies, and government responses, reflecting the evolving technological and socio-political contexts. The findings contribute to understanding the dynamics of digital activism and its impact on political participation and community formation in the Middle East.

Keywords: Social Media, Political Mobilization, Collective Action, Middle East, Egypt, Lebanon, Comparative Case Study

1.1. Introduction

The 21st century has witnessed a significant transformation in political mobilization, primarily driven by the emergence of social media platforms that have become indispensable for organising collective action. This evolution has its foundations in earlier movements, such as the Zapatista uprising in the 1990s, and is evident in recent global protests. Social media platforms, including Facebook, Twitter, and Instagram, have played a crucial role in facilitating communication, disseminating information, and fostering a sense of community among activists.

Often referred to as "digital activism" or "networked social movements," this phenomenon has significantly transformed the manner in which individuals engage with political issues and challenge established power structures. The Middle East serves as a pivotal region for examining the impact of social media on political mobilization, particularly during critical events such as the Egyptian Revolution of 2011 and the Lebanese Protests of 2019.

In this paper, I will examine the role of social media in two significant movements. My objective is to address an important question: How did social media facilitate the mobilization of collective action during the Egyptian Revolution and the Lebanese Protests? Additionally, what notable similarities and differences can be observed between these two contexts?

This research is critically important for several reasons. It illuminates the evolving dynamics of social media and its role in political mobilization within the Middle East, a region characterised by intricate political landscapes and diverse media environments. Furthermore, it aligns with overarching themes pertaining to collective action, civic engagement, and community formation, examining how social media facilitates the creation of protest networks both online and offline. By conducting a comparative analysis of two distinct cases, each situated within their unique sociocultural and technological frameworks, the study seeks to yield nuanced insights into the transformative dimensions of digital activism and its implications for political change.

To achieve this, a comparative case study approach is used in order to examine the Egyptian Revolution of 2011 and the Lebanese Protests of 2019. These movements were selected for their significance within the Middle Eastern context, as well as their differing social and technological environments. The analysis will utilise a range of public data sources, including social media activity,

news articles, academic research, and reports from NGOs, to comprehensively investigate how social media was instrumental in each instance.

The structure of the paper is outlined as follows: Following this introduction, comes a review on the existing literature on the intersection of social media, political mobilization, and social movements in the Middle East. Subsequent sections will provide detailed case studies of the Egyptian Revolution and the Lebanese Protests, with a particular emphasis on the social media strategies employed in each case. A comparative analysis will then underscore the key similarities and differences between the two movements. Finally, the conclusion will synthesise the main findings and explore their implications for understanding political engagement and community dynamics in our increasingly digital world.

1.2. Literature Review

Manuel Castells' work on "network society" provides a crucial framework for understanding the role of social media in contemporary social movements. He argues that social media platforms enable the formation of "networked social movements," characterised by decentralised organisation, horizontal communication, and the ability to rapidly mobilise large numbers of people (Castells, 1996, Castells, 1997, Castells, 2000, Castells, 2009).

W. Lance Bennett's work on "connective action" further emphasises the role of personalised communication and shared narratives in motivating individuals to participate in collective action. Social media platforms have become powerful tools for disseminating information and shaping public discourse. They allow activists to bypass traditional media outlets and directly communicate with large audiences, setting their own agendas and framing political issues in ways that resonate with their supporters (Bennett, Segerberg, 2012). This can be particularly important in contexts where traditional media is controlled by the state or aligned with dominant political narratives.

The concept of "digital activism" encompasses a wide range of online activities aimed at promoting social or political change. These activities can include online petitions, social media campaigns, hashtag activism, and the use of digital tools for organising protests and other forms of offline action. Social media can act as a bridge between online and offline mobilization, facilitating the transition from online discussions and expressions of support to real-world collective action (Obar, 2014). The Middle East has a long history of social movements, with various forms of collective action challenging established political orders.

In the past, traditional media outlets such as newspapers and television played a significant role in disseminating information and mobilizing support for these movements. However, the rise of satellite television and the internet in the late 20th century began to diversify the media landscape and provide new avenues for political expression (Kazantzidis, Lyristis, 2024). The advent of satellite television channels like Al Jazeera and Al Arabiya, followed by the increasing accessibility of the internet, significantly altered the media landscape in the Middle East. These new media platforms provided alternative sources of information and facilitated cross-border communication, contributing to the growth of political awareness and the emergence of new forms of social activism. Even before the widespread adoption of social media platforms like Facebook and Twitter, online forums and blogs were used by activists in the Middle East to discuss political issues, share information, and organize small-scale protests.

These early forms of online activism laid the groundwork for the more widespread use of social media in later movements. This paper utilises a comparative case study methodology, which allows for a detailed examination of the role of social media in two distinct protest movements. By comparing the Egyptian Revolution of 2011 and the Lebanese Protests of 2019, this research aims to identify key similarities and differences in the use of social media for political mobilization and to understand how the evolving technological and social contexts have shaped the dynamics of digital activism.

2.1. Case Study 1: The Egyptian Revolution (2011)

For three decades, Egypt was ruled by Hosni Mubarak's authoritarian regime, characterised by widespread corruption, economic stagnation, and political repression (Davidson, 2000). The government maintained tight control over the media, suppressed political dissent, and perpetuated a system of patronage that benefited a small elite. These conditions created widespread discontent among the Egyptian population, particularly among young people who faced high unemployment rates and limited opportunities for social and economic mobility (El-Sherif, 2014).

The self-immolation of Mohamed Bouazizi in Tunisia in December 2010, which sparked the Tunisian Revolution, had a profound impact on the Arab world, including Egypt. The success of the Tunisian uprising inspired many Egyptians to take to the streets and demand political change. The death of Khaled Said, a young Egyptian man who was beaten to death by police in June 2010, also became a rallying point for anti-government sentiment, with his image and story widely circulated online.

Social media played a crucial role in organising the Egyptian Revolution. Facebook groups and pages, such as "We Are All Khaled Said" (Alaimo, 2015) and "April 6 Youth Movement" (Sonay, 2017), became central hubs for coordinating protests, disseminating information about protest locations and times, and sharing strategies for confronting security forces. These platforms allowed activists to bypass state-controlled media and reach a large audience directly. Hashtags like #Jan25 – the date of the initial protests (Eipe, 2014) and #Egypt (Eipe, 2014) became rallying cries on Twitter, helping to spread information about the protests quickly and globally. These hashtags also facilitated the formation of online communities of support, connecting Egyptians both within the country and in the diaspora. Online campaigns, often utilising images and videos of police brutality, further mobilised public anger and fueled the protests. Social media played a vital role in fostering a sense of shared identity and purpose among protesters. Online discussions, shared images and videos, and expressions of solidarity created a strong sense of community among those participating in the protests. These online interactions helped to overcome geographical barriers and connect individuals who shared similar grievances and aspirations for political change (Eipe, 2014). Despite its effectiveness, social media faced significant challenges during the Egyptian Revolution. The government attempted to disrupt internet access and monitor online activity, posing significant obstacles to communication and coordination. However, activists found ways to circumvent these restrictions, using proxy servers and other tools to maintain online connectivity. The spread of misinformation and disinformation also posed a challenge, requiring activists to develop strategies for verifying information and countering false narratives.

2.2. Case Study 2: The October Revolution in Lebanon (2019)

Lebanon, a country marked by a complex sectarian political system and a history of political instability, faced a severe economic crisis in 2019. Years of government corruption, mismanagement, and political deadlock had led to a decline in public services, rising unemployment, and a growing national debt. The existing sectarian power-sharing system, designed to maintain political balance among different religious groups, had become a source of political paralysis and inefficiency, fuelling public discontent (Immenkamp, Jongberg, 2022). The immediate trigger for the 2019 protests was the government's announcement of a proposed tax on WhatsApp calls, a widely used communication tool in Lebanon (BBC, 2019). This sparked widespread outrage among the population, who saw it as yet another example of the government's disregard for their economic hardships. The proposed tax acted as a catalyst, igniting long-simmering frustrations over corruption, economic inequality, and the government's failure to address basic needs.

Social media played a multifaceted role in mobilizing the Lebanese protests. WhatsApp, with its strong encryption and group messaging capabilities, became crucial for direct communication and coordination among protesters. It allowed for rapid dissemination of information about protest locations, times, and strategies. An interactive project by The New Humanitarian titled 'WhatsApp, Lebanon?' (2022) explores how everyday conversations on the messaging platform provided a

glimpse into the economic struggles faced by Lebanese citizens during the 2019 protests (The New Humanitarian, 2022). Instagram, with its focus on visual content, was used to share powerful images and videos of the protests, creating a strong visual narrative and attracting wider attention (Ghazi, Walker, 2021). For instance, images of protesters holding Lebanese flags, creative protest signs, and scenes of solidarity quickly went viral, becoming iconic symbols of the Thawra (the arabic word for 'revolution'). Twitter served as a platform for public discourse, allowing for broader discussions about the political and economic situation in Lebanon and facilitating communication with international audiences. For example, Lebanese expatriates used Twitter to amplify the voices of protesters within the country and to raise awareness about the situation in Lebanon among international media and political actors (Siegel, 2022).

Key hashtags like #LebanonProtests, #Lebanon, and #Thawra became central to online discussions and helped to amplify the message of the protests. Specific online campaigns, often using creative visuals and slogans, further mobilised public support and raised awareness about the underlying issues driving the protests. For example, the hashtag #كلن_يعني_كلن(kellon ya'ni kellon, meaning "all of them means all of them") became a central slogan of the protests, expressing the widespread demand for the removal of the entire political elite (France 24, 2019). This hashtag was widely used on social media, further solidifying its role as a unifying message (Siegel, 2022). These hashtags and campaigns helped to create a sense of shared identity and purpose among protesters, connecting individuals from different backgrounds and regions.

Social media played a significant role in fostering a sense of national unity and shared purpose among protesters, transcending traditional sectarian divides. Online discussions and expressions of solidarity created a strong sense of community, connecting individuals who shared similar grievances and aspirations for a better future. For example, social media platforms were used to share stories of interfaith solidarity and cooperation during the protests, challenging the traditional sectarian narratives that had long dominated Lebanese politics (Jabre, 2021). The use of Lebanese national symbols and music in online content further contributed to this sense of national unity (Common Dreams, 2019).

While social media played a crucial role in mobilizing the protests, it also faced certain challenges. Disinformation campaigns, often spread through social media platforms, attempted to discredit the protests and sow discord among protesters. For example, reports indicated the spread of fabricated news stories and manipulated images aimed at portraying protesters as violent or foreign-backed (Harb, 2019). Online harassment and targeted attacks against activists also posed a threat. The rapid spread of information, while generally beneficial, also contributed to the spread of rumours and unverified information, which sometimes created confusion and mistrust. For instance, rumours about impending bank closures or fuel shortages spread rapidly through WhatsApp, causing panic and contributing to economic instability (El-Masri, et. al. 2022).

2.3. Comparative Analysis

Having examined the role of social media in the Egyptian Revolution of 2011 and the Lebanese Protests of 2019, this section will compare and contrast the key findings, highlighting both similarities and differences in how these platforms were utilised for political mobilization.

A key difference between the two cases lies in the dominant social media platforms used. In Egypt in 2011, Facebook and early Twitter were the primary tools for mobilization. Facebook's group functionality was particularly effective for organising protests and disseminating information within closed networks. For example, the "We Are All Khaled Said" Facebook page became a central hub for coordinating protests and sharing information about police brutality (Clarke, Kocak, 2020). In contrast, the Lebanese protests of 2019 saw a more diverse platform usage. While Twitter remained important for public discourse and communication with international audiences, WhatsApp played a crucial role in direct communication and coordination among protesters due to its strong encryption and group messaging capabilities. Instagram, with its emphasis on visual content, also emerged as a powerful tool for creating a visual narrative of the protests. For instance, Lebanese protesters used

Instagram Stories to document real-time events, share powerful images of protest art, and create a sense of shared experience (Al-Rammal, 2022). This shift reflects the evolution of social media platforms and their adoption rates in the region over time.

Despite the differences in platform usage, some similarities can be observed in the mobilization strategies employed in both cases. In both Egypt and Lebanon, hashtags played a crucial role in amplifying the message of the protests and creating a sense of online community. Online campaigns, often utilising powerful images and videos, were also effective in mobilizing public support. For example, in both cases, images and videos of police brutality or government repression were widely shared on social media, sparking outrage and fuelling protests, as written before. However, there were also differences in the way these strategies were implemented. In Egypt, the focus was more on coordinating large-scale protests in central locations like Tahrir Square. In Lebanon, the protests were more decentralised and geographically dispersed, with WhatsApp playing a key role in coordinating local actions and maintaining communication between different protest groups. This difference may be attributed to the different geographical contexts and the existing social networks in each country.

Both the Egyptian and Lebanese governments attempted to control or disrupt online activity during the protests. In Egypt, the government famously shut down internet access in an attempt to stifle communication among protesters. This drastic measure, while temporarily disruptive, ultimately backfired and further fueled public anger (The Guardian, 2011). In Lebanon, while a full internet shutdown was not implemented, there were reports of increased online surveillance and targeted disinformation campaigns aimed at discrediting the protests and sowing discord among protesters. For example, reports surfaced of pro-government accounts spreading false information about the sources of funding for the protests (Selvik, 2021). This difference in government response may be attributed to the evolving technological landscape and the increasing sophistication of online control tactics.

While both the Egyptian Revolution and the Lebanese Protests demonstrated the power of social media to mobilise collective action, their outcomes differed significantly. In Egypt, the protests led to the ousting of Hosni Mubarak, but the subsequent political transition was complex and ultimately resulted in a return to authoritarian rule. In Lebanon, the protests led to the resignation of the government, but deep-seated political and economic problems persisted. While social media played a crucial role in mobilizing the protests in both cases, it is important to acknowledge that other factors, such as the role of traditional political actors, economic conditions, and regional dynamics, also played a significant role in shaping their outcomes. It is important to note that social media is just one factor among many that contribute to social and political change (Harper, Philo, 2013).

In summary, this comparative analysis reveals both similarities and differences in the role of social media in the Egyptian Revolution and the Lebanese Protests. While both cases demonstrate the power of social media to mobilise collective action and foster a sense of shared identity, they also highlight the evolving nature of digital activism and the importance of considering the specific social, political, and technological context in each case. The shift from primarily Facebook and Twitter usage in Egypt to a more diverse platform ecosystem in Lebanon reflects the rapid evolution of social media and its integration into everyday life.

5. Conclusion

This paper examined the role of social media in mobilizing collective action during two significant protest movements in the Middle East: the Egyptian Revolution of 2011 and the Lebanese Protests of 2019. By comparing these two cases, the research sought to understand how social media contributed to mobilization and what key similarities and differences could be observed. The analysis revealed that while social media played a crucial role in both cases, facilitating communication, disseminating information, and fostering a sense of shared identity among protesters, the specific platforms used, mobilization strategies, and government responses varied significantly. The Egyptian case highlighted the early importance of Facebook and Twitter for coordinating large-scale protests,

while the Lebanese case demonstrated the more diverse use of platforms like WhatsApp and Instagram for direct communication, visual storytelling, and broader public discourse.

These findings directly relate to the conference themes of collective action, participation, and community. Social media platforms, as demonstrated in both cases, act as powerful tools for enabling collective action by facilitating communication and coordination among individuals who share common grievances. They also lower the barriers to participation in political discourse and social movements, allowing individuals to express their opinions and engage in collective action regardless of their geographical location or social status. Moreover, social media plays a crucial role in the formation of both online and offline communities of protest, creating a sense of shared identity and purpose that can sustain mobilization efforts over time.

This research has broader implications for understanding the evolving role of social media in political participation in the digital age. It demonstrates the power of these platforms to facilitate collective action, challenge authoritarian regimes, and amplify marginalised voices. However, it also highlights the importance of considering the specific social, political, and technological context in each case. The evolving nature of social media platforms, government responses to online activism, and the diverse ways in which individuals engage with digital technologies all play a crucial role in shaping the dynamics of political mobilization. This research has certain limitations. By focusing on only two case studies, it is difficult to generalise the findings to all protest movements in the Middle East. Future research could expand the comparative analysis to include other cases, such as the protests in Iraq, Sudan, or Algeria. Furthermore, this research relied primarily on publicly available data, which may not capture the full complexity of social media usage during these events. Future research could utilise more in-depth data analysis techniques, such as network analysis or sentiment analysis, to gain a more nuanced understanding of online interactions. Additionally, exploring the role of algorithms and AI in shaping online discourse during protests would be a valuable avenue for future research.

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COMBINING STEM WITH SOCIAL-EMOTIONAL LEARNING FOR COLLABORATIVE AND ENGAGING LEARNING

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Abstract

Although STEM (science, technology, engineering, and mathematics) education frequently emphasizes the significance of acquiring technical knowledge which is relevant to these disciplines, a critical issue is how one can connect it with the aspects of social-emotional learning (SEL). SEL is seen as the process by virtue of which learners gain mastery over emotions, they are able to communicate and share feelings of empathy, maintain the positive relationships with others and be responsible for their behavior. Although SEL might seem a part of a language arts or history classes, in STEM courses there are proper curricular guidelines that a student may need to improve his or her social and emotional capability. Through the study, it is under review how SEL gets incorporated in STEM educational programs and what are the methods of interaction that help to create a learning environment that encourages cooperation and collaboration. Through the literature review method, this research has shown ways of combining SEL and STEM education, and put much emphasis on how such an integration benefits both academic and social-emotional results.

Key words: STEM, SEL, skills

1. Introduction

STEM philosophy began in the 1990s in the United States of America as to promote Science, Technology, Engineering and Mathematics (STEM) in the educational field and to endorse the development of STEM careers (Perales & Aróstegui, 2021). It was the *National Science Foundation* that supported the initiative (Sanders, 2009), and then, it was promoted by the *National Governor's Association,* and was advocated by President Obama with the selection of educators in this field so as to reinforce US curriculum (President Barack Obama, 2013). Meanwhile, other countries followed the framework of STEM education, like Australia, Canada, United Kingdom and Germany, have been pioneers, contributing to the advancement of the four disciplines, producing numbers of graduates in these fields. Asian countries followed and rapidly expanded their STEM curriculums (Oliss, McFaul, & Riddick, 2023).

In STEM education the disciplines of Science, Technology, Engineering and Mathematics are related both in teaching and learning process. In teaching process, the students develop relative skills, like problem-solving, critical thinking, logical thinking and technology literature. As an output, as adults, they pursue careers in the fields of these disciplines, and they are competitive in the global market (Boe, Henriksen, Lyons, & Schreiner, 2011). STEM literacy has been proved important during the last two decades. According to the OECD Learning Framework 2030, apart from the knowledge gained by the 4 disciplines of STEM, students develop cognitive and metacognitive skills , social and emotional capacities and physical and practical skills, like coding and manipulation. In addition, productive disposition, persistence and optimism, curiosity, aesthetic preferences, open mindedness, respect for evidence, commitment to learning are among the attitudes developed in STEM education. Finally, objectivity, cooperation, and responsibility are only some of the values acquired by STEM instruction.

On the other hand, literature review and practice in education have indicated that social, emotional, and cognitive development are all connected and have a significant impact in school performance as well as in life skills (Jones, McGarrah, & Kahn, 2019). Social and emotional learning (SEL) has become a mix of developmental and applied sciences. During the past years, SEL is a key aspect in education in elementary schools, because it promotes the development of skills and

competences, which are essential in life (Jones, Barnes, Bailey, & Doolittle, 2017). Students who own SEL skills improve their relationships with others, excel in studies, and accomplish professional goals and enhanced well-being as mature individuals.

The combination of SEL in STEM education improves pupils' scholastic and personal growth and progress. Both teaching and learning approaches augment the levels of values, attitudes and skills. There is a fundamental interaction between STEM, SEL and 21st-century skills, that prepares pupils for a future where interdisciplinary knowledge and social competences are of utmost importance. Furthermore, the incorporation of SEL in STEM education tend to have positive effects among children with the greatest number of risks and needs, involving students from disadvantaged backgrounds or those who start school lagging behind their peers in academic or behavioral aspects (Jones, Brown, & Aber, 2011).

2. Theoretical Framework

SEL is a mechanism through which students improve their ability to combine thinking, feeling, and behaving to accomplish important life functions. Efficiency in SEL leads to recognize and manage ones emotions, form healthy relationships, define positive aims, meet personal and social needs, and make accountable and moral decisions (Elias et al., 1997; Payton et al., 2000). Basically, schools are community environments and learning is a social process (Zins, Bloodworth, Weissberg, & Walberg, 2007). Children do not learn alone but rather jointly with their teachers, side by side with their peers, and supported by their families. Emotions can assist in their instruction and their final accomplishment in school. Education thrives in a social setting. This fundamental premise is elaborated in the SEL conceptual framework (Zins & Elias, 2007). SEL initiatives concentrate on growing social-emotional competence in the context of a safe, caring, and efficient school and classroom context.

Social and emotional education includes teaching students to be self-aware, socially mindful, competent to make efficient decisions, and qualified in self-management and interpersonal skills for the purpose of enhancing their academic success. The students are required to be aware of themselves and others. They ought to make wise choices. It is essential for them to act ethically and respectfully of others. Moreover, the children are compelled to have awareness of social norms and standards (Zins, et. Al., 2007). Consequently, these competences and mindsets can assist pupils feel motivated to succeed, to have faith in their success, to communicate effectively with instructors, to set academic objectives, to coordinate themselves to achieve these goals, and to tackle challenges.

Before having an overview of how SEL can be integrated into STEM education, it is useful to study substantial repository of research that has been produced, denouncing that concentrating exclusively on STEM disciplines, indicates embracing the neoliberal economic rationality in education, which has caused a decrease in the offering of artistic and humanistic education (Aróstegui, 2019; Burnard, 2010; Dalton, 2016; Istileulova, 2022). Hence, a large amount of students in several countries have been undergoing scientific education at the expense of other human sciences, particularly the artistic. For this reason, the STEAM movement has made its appearance in education, where the A stands for Arts, and plays a key role in the redefinition of school curricula.

In case SEL and STEAM are combined in educational practice, the outcomes can be more than improved in several areas. Kim and Kim (2016) state that the integration of SEL in STEAM education leads students to obtain cognitive abilities in subjects (understanding and using convergent knowledge). They acquire advanced thinking ability, like creativity, problem-solving ability, critical thinking ability, ability to use information, and decision-making ability. The students achieve the ability of contributing to the community (ability to communicate, ability to engage in social relationships, and ability to cooperate), and attaining individual emotional ability like self-respect, positive emotion, consideration, and civil awareness (Perales, & Aróstegui, 2021). Within these details, STEM education is sustained by the SEL elements of self-awareness, self-management, social-awareness, relationship skills and responsible decision-making. The benefits of incorporating

SEL in STEM education are the enhanced academic performance and engagement, improved social skills and emotional well-being, and development of critical thinking and problem-solving skills.

Below, features a schematic connection between SEL and STEM education (Maslyk, 2023). In the left column, skills developed by SEL are displayed, including self-awareness, self-management, relationships, responsible decision-making and social awareness (Panayiotou et al., 2019; Elmi, 2020). Alongside, skills enhanced in STEM are mainly brainstorming, creativity, growth mindset, overcoming obstacles, collaboration and communication, problem-solving, empathy, understanding and design thinking (McDonald, 2016; Tytler, 2020).

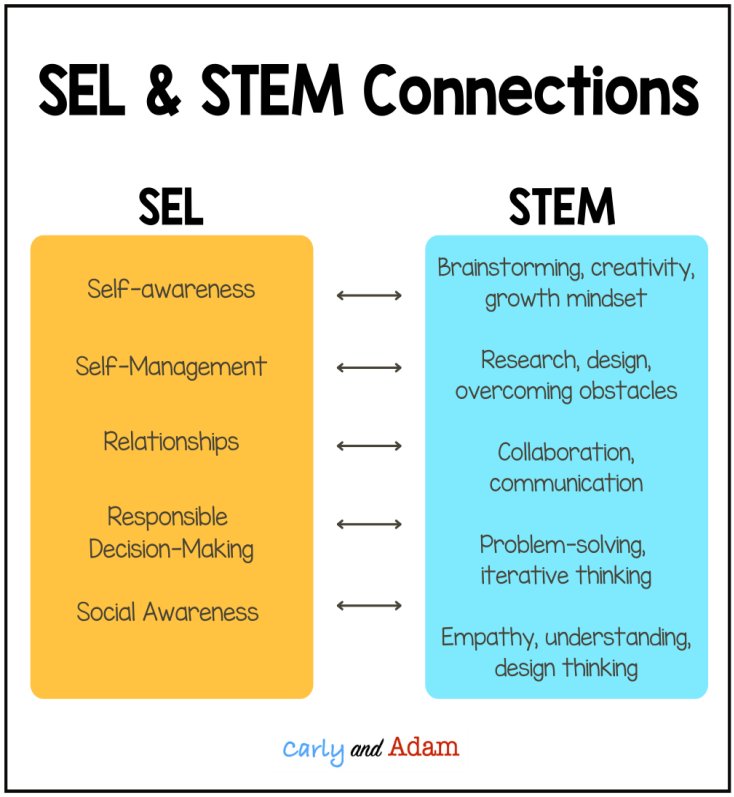

Figure 1. SEL & STEM connections (Maslyk, 2023)

3. Case Studies and Examples

The research of Garner et al. (2017) proved the positive outcomes of infusing emotional principles into early STEM learning. According to the article, STEM education is suitable for teaching understanding and social awareness and other emotion-associated skills. The ratings of the STEAM and social emotional components of the interventions and the feedback of educators and students revealed that integrating the arts and social emotional learning material into science education developed a holistic STEM-related curriculum that exhibits the ability of improving students' engagement and their acknowledgment for science and its implementations. The outcomes also pointed out that this approach was well- established and, generally well-implemented.

In the research of Elmi (2020), SEL strategies assisted the students to develop skills linked to cognitive development. The children were encouraged and motivated to concentrate more, to enhance their relationships, and increase their confidence and improvement. Students' social awareness, like having respect to others, comprehending other perspectives, offering assistance to those who need it were improved significantly. The SEL practices that were in STEM courses had positive outcomes in mineralogy, an Earth science initial training in a four-year university. The results of the paper revealed that educational methods supporting SEL are appropriate for engaging and stimulating learners' multiple intelligences.

For Ozkan and Kettler (2022), the effects of social and emotional development in STEM education on the academic achievements of gifted students were more than encouraging. The children progressed in both social-sensory development and academic performance. A differentiated curriculum in accordance to SEL practices facilitated growth and promoted improvement in students during STEM courses.

According to an action research, Ingram et al. (2021) reported the successful integration of SEL in a science classroom. The impact of the STEM and SEL curriculum intervention in one hundred pupils between 12-14 years old had positive outcomes both in intra- and inter-person skills, as well as in academic performance. The results of the research proved the successful incorporation of SEL in science education context and in diverse academic disciplines, The researchers concluded that it is essential to develop a future interdisciplinary SEL approach for the improvement of both academic and social and emotional growth of students.

By analyzing the relationship between SEL and STEM, Peterson (2018) in his research in early childhood, explored how STEM based curriculum combined with the SEL model can upgrade learning. This study assembled both quantitative (rubric scores) and qualitative data (interviews and observations) and adopted control and experimental groups. Even if the sample was small (n=24 students), the results of the research provided a positive correlation between SEL and STEM learning outcomes. On a daily basis it was clear that students Grew more receptive to thinking critically about the problems presented to them but encountered challenges to do so in a consistent matter. When students were requested to contemplate about an aspect of the problem solving workflow discussed from the previous day, additional time was evidently needed to assist students advance their understanding of this process.

4. Challenges and Solutions

While implementing SEL in STEM education, there are potential challenges. STEM subjects usually give priority in technical skills , but leave limited time and opportunities for the integration of SEL competences, like self-awareness and empathy. Another challenge is the resistance of educators who sometimes show hesitation in adopting SEL practices, because of the fear of detraction from subject specific aims and due to lack of training in SEL approaches. An additional hurdle is the measurement of SEL outcomes. While STEM concepts are easy to quantify, SEL skills are more difficult to measure and the intervention cannot be assessed with ease.

However, there are strategies to overcome the potential challenges of combining STEM and SEL practices. First of all, targeted training sessions for educators provide a solid foundation for the implementation of SEL in STEM framework with the support of interdisciplinary workshops. Collaborative projects encourage communication and teamwork, and enhance SEL practices. SEL-focused conversations at the time of problem-solving activities promote empathy and critical thinking. Moreover, the development of measurable criteria of SEL within STEM assessment, like journals and peer review processes, offer solutions in blending SEL and STEM techniques. Finally, applying technological resources advocate the incorporation of SEL concepts into STEM tasks.

5. Future Directions

An engaging aspect of blending SEL and STEM education is the integration of Arts in STEM (STEAM), an approach that fosters empathy and creativity skills along with STEM subjects. In addition, Artificial Intelligence tools are capable of creating a personalized learning environment, where SEL and STEM tasks coexist harmoniously, with beneficial impacts.

This kind of flexible educational platforms grow students' engagement and devotion. Furthermore, educational directives, such as Project-Based-Learning and Gamification, that involves game-like elements, promote teamwork and resilience and enhance students' reasoning and decision-making competencies. Finally, community-based STEM framework, like teaming up with local agencies to develop STEM initiatives, focus on social topics and encourage mutual understanding skills and responsible citizenship.

6. Conclusion

STEM disciplines demand more than technical competences. They demand collaboration, creativity, communication, self-awareness, and critical thinking—all of which are nurtured through SEL. Social-emotional learning can assist school cultures enhancement and soft skill development with the connection of students' academic efforts with their emotions and feelings.

SEL plays a crucial role in the development of students' fundamental interpersonal skills, allowing them to work efficiently in STEM groups, where communication, problem-solving, and teamwork are indispensable. In addition, SEL educates pupils self-awareness, self-regulation, efficient communication and healthy relationships. Critical thinking and problem-solving skills are improved, and students tackle more effectively with real-world STEM issues. This kind of emotion-centered instruction also assist students deal with STEM projects with a human-centered perspective. This mindset is significant when producing outcomes which have social and environmental effects.

The goal of education is to let the students get ready for success in life. The acknowledgment of the links between SEL and STEM, a more holistic learning framework can be developed. A framework that promotes academic proficiency as well as emotional intelligence, resilience, and interpersonal skills. By Intertwining SEL and STEM in school, students are empowered to Grow into balanced humans who are prepared to progress in both academic and personal field.

By incorporating SEL, supervisors and educators can equip students with the required resources to succeed in their professional and personal lives, eventually producing a more engaged and motivated group of learners. The future workforce requests human resources with not only STEM skills, but also emotional intelligence, empathy and collaboration competences.

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THE SCHOOL PRINCIPAL, CO-CREATOR OF HIS ERA

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Abstract

This study explores the role of the school principal as a transformational leader in the context of a public high school in Greece. In response to societal and technological changes, the principal launched a digital literacy initiative in collaboration with local tech companies. The aim was not only to improve digital competencies among students and teachers, but also to promote a shift in the school's organizational culture. Through a qualitative case study methodology—including document analysis, informal observation, reflective narratives, and semi-structured interviews—this paper demonstrates how the principal's vision, inclusive strategy, and professional development initiatives fostered systemic change. The findings highlight a transition from traditional instructional leadership to a holistic model of transformational leadership that redefined learning culture, pedagogy, and community engagement. The paper concludes that transformational leadership is a viable and impactful approach even within highly centralized and bureaucratic education systems.

Keywords: transformational leadership, digital literacy, educational change, school innovation, qualitative case study

1. Introduction

In the 21st century, school leadership is undergoing a profound transformation. The principal is no longer merely an administrative authority but a visionary agent of change, a strategic collaborator, and a catalyst for educational innovation. As schools grapple with the demands of rapid technological advancement, evolving societal expectations, and complex global challenges, principals must adopt leadership styles that transcend traditional management. Transformational leadership offers such a model—one that inspires, empowers, and mobilizes the school community toward a shared vision of progress.

The study applies a qualitative case study methodology. Primary data were collected from internal documents, meeting observations, and semi-structured interviews with five teachers, three students, and one external partner. The interviews revealed how the leadership style and digital transformation strategy impacted the school's professional culture and pedagogical practices. Teachers described a significant increase in collaboration and reflective practice, while students reported a stronger sense of ownership and engagement in their learning.

The findings underscore the relevance of transformational leadership as a strategic framework for educational reform in centralized and traditionally bureaucratic systems like that of Greece.

2. Main Body

2.1. Theoretical Framework: Transformational Leadership in Education

Transformational leadership, as defined by Leithwood, Jantzi, & Steinbach (2021), involves inspiring and motivating stakeholders toward a shared vision, fostering collaboration, and nurturing innovation. In contrast to instructional leadership, which focuses on academic outcomes, transformational leadership encompasses emotional intelligence, cultural responsiveness, and a long-term strategic mindset. In the Greek context, Kaparou and Bush (2015) highlight how centralized governance constrains school leadership. Yet, even within such frameworks, transformational leaders can catalyze institutional learning and sustainable improvement. They do so by reframing the school's mission, building networks of trust, and strategically using the limited autonomy available.

Mystakidou and Brinia (2022) highlight the application of transformational leadership in Greek secondary schools, particularly in the northern districts of Athens. Their research indicates that while ordinary schools face structural challenges, model schools exemplify how leadership can cultivate an innovative climate.In educational settings, transformational leadership has been linked to higher teacher motivation, improved professional climate, and student achievement (Mansor et al., 2021; Rachmad et al., 2023). Kılınç et al. (2024) argue that principals who foster trust, inclusion, and professional autonomy stimulate innovation in teaching and learning.

In parallel, teacher work motivation also demonstrates a direct positive impact on teacher performance (Mansor, Abdullah & Jamaludin, 2021). This highlights the critical role of intrinsic and extrinsic motivation in shaping effective teaching outcomes. Furthermore, the principal's transformational leadership directly influences teacher motivation. In other words, principals who demonstrate transformational leadership qualities can substantially boost teachers' motivation levels. (Rachmad, Mokan, Badriyyah, Gusliana & Tawil, 2023).

2.2. Case Study Context

The case study method was chosen for its ability to provide a detailed, context-rich, and interpretive account of how educational leadership manifests in practice. Rather than aiming for generalization, this approach seeks to deepen understanding of the mechanisms through which a school principal can drive sustainable, inclusive change within a traditionally centralized educational system. The school serves a diverse student body in an urban area of Northern Greece. Prior to the intervention, teaching practices were textbook-centered and lecture-based, with minimal use of technology. Teachers rarely collaborated outside of formal meetings, and students had little exposure to digital tools or entrepreneurial thinking.

Recognizing these limitations, the principal initiated a long-term program centered around digital transformation. The program focused on three main areas: coding and app development, entrepreneurship and digital marketing, and financial literacy and digital communication. Teachers participated in sustained professional development workshops delivered by external specialists, while students engaged in project-based tasks aligned with real-world applications. The principal's leadership was characterized by strategic collaboration—with external partners, the teaching staff, and the broader school community. Through these alliances, the school gained access to technical knowledge, logistical support, and cutting-edge methodologies. More importantly, the initiative was not a one-off event but a sustained transformation embedded in the school's educational strategy.

The principal's vision must encompass not only academic excellence but also social justice, ensuring that all students feel valued and supported. Another critical pillar of 21st-century educational leadership is the unwavering commitment to inclusion and equity. In an era marked by cultural diversity, economic disparity, and evolving social dynamics, the principal's role transcends academic oversight—it becomes inherently ethical and human-centered. As Savvopoulos, Saiti, and Arar (2022) note, culturally responsive leadership is not optional in multicultural educational contexts—it is imperative. According to the principla's vision and actions, the expected results are summarized in table 1.

Table 1. Leadership Actions and their expected Results

Leadership Action	Expected Result
Partnerships with tech companies	Access to modern tools & expertise
Teacher training sessions	Improved teaching methodologies
Curriculum integration	Sustainable long-term implementation

3. Methodology

3.1 Measurement Tools. Qualitative research.

According to Leithwood & Jantzi (2000) and Kaparou & Bush (2015) by focusing on a single, real-world case, the article highlights how school leadership can become a dynamic force for systemic renewal, offering insights that may inspire similar initiatives in comparable contexts. This research employed a qualitative case study approach, allowing for an in-depth, context-sensitive understanding of school leadership in practice (Yin, 2018). Data were collected from three primary sources:

- Document Analysis: Policy documents, meeting minutes, professional development agendas, program evaluations.
- Observations: Informal observations of leadership interactions, staff meetings, and school events.
- Semi-Structured Interviews: Conducted with 5 teachers, 3 student participants, and 1 external partner. Questions focused on leadership behaviors, cultural shifts, and perceived impact on learning.

Interview transcripts were analyzed thematically using a coding framework derived from the literature on transformational leadership. Common themes included increased collaboration, enhanced agency, strategic alignment, and emotional investment in school change. Given the qualitative nature of this case study, data were collected and analyzed through context-specific instruments aimed at capturing the depth and scope of the school principal's leadership practices and the impact of the digital literacy initiative.

Observational data and anecdotal insights were gathered from school records and reflective narratives of the leadership team, offering rich descriptions of decision-making processes and stakeholder engagement. Patterns observed in the case study were compared with findings in the educational leadership literature, ensuring theoretical alignment and interpretive validity.

3.2 Program Implementation

The program encompassed coding, entrepreneurship, marketing, and economic literacy. Its dual objective was to equip students with market-relevant skills and to initiate a shift in teaching methodologies among staff. Teachers participated in professional development seminars focused on integrating technology into their pedagogical practices. Recognizing the growing disconnect between traditional schooling and the demands of the digital era, he conceptualized and implemented an innovative digital literacy program in close partnership with local technology firms.

4. Results

4.1 Interviews

Interview responses confirmed the presence of transformational leadership behaviors. Students reported greater autonomy and relevance in their learning experiences. Coding projects addressed real community needs—such as developing an app for local traffic information—and marketing projects helped students connect theory to practice.

The professional climate shifted significantly. Teachers described a departure from isolated work to regular peer exchange and joint planning. Professional development was no longer compliance-based but driven by shared inquiry and experimentation.

Student Perspectives: A student expressed, "Our projects weren't just for grades; they were for the community," highlighting the increased relevance and real-world application of their learning. Another student added, "We presented our app to the city council. That made me feel like a real contributor, not just a student," showcasing enhanced engagement and a sense of agency.

Teacher Perspectives: One teacher remarked, "For the first time, I felt like part of a vision—not just implementing directives," emphasizing a newfound sense of ownership and alignment with

the school's broader goals. Another shared, “The principal trusted us. That trust made me feel responsible not just for my class, but for the whole school’s direction,” which reflects the fostering of autonomy and professional confidence. A third educator noted, “Professional development used to be a box-ticking exercise. Now it’s something we request ourselves—it’s meaningful,” indicating a shift towards intrinsic motivation and personalized growth opportunities.

Interview Questions and Insights:

- How has your teaching practice changed since implementing the digital literacy program? Teachers reported integrating more collaborative and real-world projects, emphasizing critical thinking and creativity over rote memorization.
- Can you describe a specific project where you collaborated with other teachers or students? Many recounted interdisciplinary initiatives, such as developing community-focused apps or marketing campaigns, fostering teamwork and practical skills.
- What challenges have you faced during this transition, and how have you addressed them? Challenges included resistance to change and technical difficulties, which were mitigated through ongoing professional development and peer support.
- In what ways do you feel more empowered in your role as a teacher now compared to before? Teachers felt more autonomous in designing curricula and assessing student work, driven by a culture that values innovation.
- How do you perceive the principal's role in fostering a culture of innovation and collaboration? The principal was seen as a visionary leader who trusted staff, encouraged experimentation, and promoted shared inquiry. The implementation of the digital literacy program yielded substantial outcomes across all levels of the school ecosystem.

The qualitative data reflect a clear shift in both attitudes and practices, confirming that the leadership model implemented by the principal effectively catalyzed school-wide transformation. While not quantified statistically, the depth and consistency of these changes indicate strong practical significance. There was the gradual adaptation of the school's strategic plan to align with digital competencies and project-based learning methodologies These results, while not quantified statistically, demonstrate a significant qualitative shift in school ethos, teaching practices, and learning outcomes, validating the principal’s role as a transformative leader.

4.2 Outcomes and Impact

The implementation of the digital literacy program generated transformational outcomes that extended well beyond technical skills—it reshaped the learning culture, professional ethos, and future orientation of the entire school community.

Students emerged from the program with a suite of future-ready competencies, ranging from programming and app development to entrepreneurship and digital communication. These were not abstract skills, but practical, market-relevant tools that broadened their career and academic horizons. The experience enhanced their confidence, digital fluency, and capacity for self-directed learning—qualities essential for thriving in a rapidly evolving global landscape. They, also, reported greater autonomy and relevance in their learning. Coding projects addressed tangible community needs, such as developing an app for local traffic updates, while marketing projects helped connect theoretical knowledge to real-world practice.

Educators adopted modern, student-centered methodologies, incorporating technology not as a supplement, but as an integral part of instruction. The shift to interactive, project-based learning elevated their engagement, revitalized their teaching practice, and fostered a renewed sense of purpose. They became more reflective and adaptive, embracing their roles not just as transmitters of knowledge, but as facilitators of innovation. Perhaps the most profound impact was cultural.

The school environment evolved into a collaborative, forward-thinking ecosystem, where risk-taking, creative problem-solving, and continuous improvement became core values. Traditional boundaries between roles—student, teacher, leader—blurred, replaced by a shared sense of

ownership and mutual growth. This initiative redefined the role of the principal—from procedural manager to ecosystem architect, leading the school through a culture of experimentation, empowerment, and innovation. The initiative was also embedded in the school's broader strategic plan. The principal worked collaboratively with staff to reimagine school vision statements, adapt assessment models, and design interdisciplinary, project-based units grounded in digital competencies. Rather than simply incorporating technology, the school reoriented itself around it, integrating it holistically across teaching and learning (Table 2).

Table 2. Leadership Actions and Outcomes

Leadership Action	Outcome
Collaboration with tech companies	Access to resources and expertise
Professional development for staff	Enhanced teaching quality
Digital curriculum integration	Modernization of school structure and pedagogy

The professional climate experienced a marked transformation. Teachers described moving away from isolated work towards a culture of regular peer exchange, collaborative planning, and shared inquiry. Professional development shifted from compliance-driven activities to opportunities rooted in experimentation and reflective practice. Significant structural changes accompanied these shifts. Curriculum design was decentralized, empowering teachers to co-develop interdisciplinary modules tailored to student interests and community needs. Assessment practices transitioned from traditional memorization to process-oriented rubrics emphasizing creativity, collaboration, and problem-solving.

Overall, these findings illustrate a comprehensive transformation driven by visionary leadership, fostering a dynamic educational environment that values innovation, collaboration, and community engagement. These outcomes closely align with findings by Koutsakas, Karagiannidis, Politis & Karasavvidis (2020) on hybrid MOOCs in Greek secondary education, which revealed that digital learning environments can be powerful enablers of both student autonomy and teacher agency. The case-study confirms that when innovation is embedded strategically and inclusively, its impact is systemic and enduring. Ultimately, the program did not simply prepare participants for the future—it began reshaping what education means in the present. The principal, in such settings, becomes the architect of a forward-looking culture, promoting both student success and teacher empowerment (Table 3).

Table 3. Benefits and skills acquired through the Program

Students	Teachers
Programming	Technology integration
Digital literacy	New teaching methods
Marketing, entrepreneurship	Continuous training

4.3 Challenges and Considerations. The Principal as a Lifelong Learner

Barriers to innovation include limited infrastructure, top-down governance, and resistance to change. Yet, even within a centralized system like Greece's, visionary leadership can cultivate progress. While the benefits are evident, several challenges persist. Resistance to change among staff, limited infrastructure, and rigid centralized educational policies often hinder innovation. Kaparou and Bush (2015) point to the centralized nature of the Greek educational system as a barrier to instructional leadership and school-based decision-making.

Another major obstacle is the centralized governance structure of the Greek educational system. Resistance to change among teaching staff further complicates reform efforts. Many educators, having operated for years within a relatively rigid pedagogical framework, may be hesitant to adopt

new methodologies, integrate technology, or shift from traditional teacher-centered instruction to more student-centered approaches. This reluctance is often fueled by a lack of adequate training and support, as well as fears about increased workload or loss of control in the classroom.

Principals must model lifelong learning to cultivate a growth mindset in their schools—engaging with research, training, and educational networks. To be a true co-creator of their era, the school principal must model lifelong learning. This involves not only keeping up with educational trends but actively engaging in research, professional networking, and reflective practice. Leaders who view themselves as learners foster a similar ethos within their schools, creating a ripple effect that touches all levels of the educational ecosystem.

When school leaders embrace a growth mindset, they help establish a school culture that encourages experimentation, reflection, and collaboration (Savvopoulos, Saiti, & Arar, 2024). Their personal commitment to learning sends a powerful message to teachers and students alike: learning never ends, and improvement is always possible. This modeling creates a ripple effect that fosters a shared ethos of curiosity, resilience, and intellectual humility across the entire school community (Papazoglou & Koutouzis, 2022).

Moreover, in times of uncertainty and transformation—such as the current digital and post-pandemic shifts in education—the principal's ability to adapt, learn, and lead through change becomes even more critical. Lifelong learning is not simply a professional duty; it is a strategic imperative for sustainable leadership in the 21st century.

5. Conclusion

The school principal stands at the nexus of tradition and transformation. By embracing a role that is both strategic and empathetic, innovative and inclusive, the principal can indeed co-create the educational realities of their time. Through digital initiatives, inclusive leadership, and a commitment to continuous development, school leaders can reshape schools into vibrant, adaptive learning communities prepared for the future. Through digital literacy programs, professional development initiatives, and a commitment to equity, they help redefine what it means for a school to be a hub of learning, growth, and empowerment. The transformational principal does not merely implement policy—they shape culture, inspire teams, and foster a shared vision (Sirait, 2021).

Importantly, today's principal recognizes that leadership is not a fixed role but a continuous journey (Leithwood, Jantzi & Steinbach, 2021). They model curiosity, adaptability, and openness to change—qualities essential in preparing both students and staff to thrive in an unpredictable world. Ultimately, the principal who leads with both heart and foresight becomes more than an administrator: they become an architect of transformative education, helping shape not only the future of their school, but of society itself. What made this leadership transformative, however, was not just the partnerships themselves, but the sustainability of the change they enabled. The initiative was not conceived as a temporary project, but as a structural reimagining of the school's approach to education—deeply integrated into its long-term strategy, values, and culture.

6. Limitations and Future Research

While offering valuable insights, this case study's scope is confined to a single school with a limited sample size, which may affect the generalizability of findings. Future research could expand to include multiple schools across various regions to explore broader patterns and contextual influences. Longitudinal studies would be beneficial to assess the sustainability of transformational initiatives and their long-term impact on academic outcomes and teacher retention. Incorporating quantitative methods alongside qualitative approaches could provide a more comprehensive understanding of measurable changes in student achievement and staff development. Additionally, future investigations should consider how transformational leadership interacts with issues of equity and inclusion, especially in diverse school settings, to ensure that reforms benefit all members of the school community equitably.

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ETHICS AND DEONTOLOGY IN THE DIGITAL ERA

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Abstract

In today's inter and hyper connected world, digital technologies such as Artificial Intelligence (AI), big data analytics, apps and bots, webpages, search engines, social media, smart phones, robotics, the Internet of Things, self-driving cars, constitute one of the underlying factors of socio-economic configuration of the world map, introducing a new era of the digital shaping of societies, governments, organizations, public services etc. Hence, this paper argues that there is an exigent need for ethical and deontological boundaries to be placed that determine a principal ethical framework predominantly targeted to issues related to consent, justice, equality, data privacy, autonomy, security, trust, sustainability, accountability, transparency, responsibility, democracy, efficiency and overall conduct in the design, deployment and implementation of digital technologies, products and services.

Key words: Artificial Intelligence, Digital Ethics & Deontology.

1. Introduction

In today's inter and hyper connected world, digital technologies such as Artificial Intelligence (AI), big data analytics, apps and bots, webpages, search engines, social media, smart phones, robotics, the Internet of Things, self-driving cars, constitute one of the underlying factors of socio-economic configuration of the world map, introducing a new era of the digital shaping of societies, governments, organizations, public services etc. (Pastor-Escuredo, 2020: 1-3). Actually, the evolving digital revolution enabled by AI and big data defies imagination; hosts an extensive range of information and services that can be applied to the improvement of societies; disseminates information that is accessible to all; democratizes knowledge; promulgates the virtues inherent in free and open societies (tolerance, inclusion, acceptance, social justice etc.). However, digitization provokes ethical wicked problems in the application of these technologies. Hence, this paper argues that there is an exigent need for ethical and deontological boundaries to be placed that determine a principal ethical framework predominantly targeted to issues related to consent, justice, equality, data privacy, autonomy, security, trust, sustainability, accountability, transparency, responsibility, democracy, efficiency and overall conduct in the design, deployment and implementation of digital technologies, products and services.

2. Digital literacy

While the necessity for all individuals to be literate (i.e. able to read and write) and numerate (i.e. able to understand and work with numbers) has long been acknowledged, multiple other literacies have been put forward. These involve:

- scientific literacy: the ability to engage with science-related issues, such as the scientific method;
- ICT or digital literacy: the ability to employ digital technologies in order to function effectively in a knowledge society;
- financial literacy: the ability to comprehend and apply effectively skills such as personal financial management, budgeting and investing; and
- cultural and civic literacy: the ability to understand, value, analyze and apply knowledge of the humanities (Holmes et al., 2022: 28)

In essence, employing AI entails four components:

- Learning with AI: involves the use of AI-driven tools in teaching and learning, and includes the use of AI to support learners directly (comprising of tools such as intelligent tutoring systems, dialogue-based tutoring systems, exploratory learning environments, automatic writing evaluation, learning network orchestrators, chatbots and AI to support learners with disabilities); the employment of AI to back up administrative systems (such as recruitment, timetabling and learning management); the implementation of AI to reinforce teachers;
- Using AI to learn about learning: is not strictly AI, which indicates automation to a certain extent, but does concern the analysis of the same or similar data to that used by "learning with AI" tools, and applies similar analytical techniques;
- Learning about AI: involves increasing the AI knowledge and skills of learners of all ages (that is, from primary education, through secondary, to tertiary) and their teachers, encompassing the techniques of AI (e.g. ML) and technologies of AI (e.g. natural language processing); and
- Preparing for AI: involves ensuring that all citizens are aware of the possible impacts of AI on their lives, as well as their working environment, in order to comprehend issues such as AI ethics, data biases, surveillance and the potential impact on jobs. In fact, preparing for AI should always be combined with learning about AI (Holmes et al., 2022: 19).

Although only a small number of a total population of learners may want or need to learn about AI in order to become AI designers or developers, it is recommended that all individuals should also be urged, inspired and supported to achieve a certain level of AI literacy. They should have the knowledge, skills and values related to the deployment, implementation and use of AI technologies: "The world's citizens need to understand what the impact of AI might be, what AI can do and what it cannot do, when AI is useful and when its use should be questioned, and how AI might be steered for the public good." (Holmes et al., 2022, p. 28; Miao, Holmes, 2021: 6)

For various reasons, AI literacy might be considered an extension or specialization of ICT or digital literacy and that is how it is almost always addressed by the examples of government-sanctioned AI curricula that UNESCO has revealed in its recent mapping exercise (Holmes et al., 2022: 28-29; Miao, Shiohira, 2022). Indeed, these AI curricula adopt an almost exclusively technological perspective, with AI literacy being conceived as comprising "both Data Literacy, or the ability to understand how AI collects, cleans, manipulates and analyses data, as well as Algorithm Literacy, or the ability to understand how the AI algorithms find patterns and connections in the data" (Holmes et al., 2022: 28-29; Miao, Shiohira, 2022: 11). It is known that AI is distinguished from most digital technologies, since "often they appear to operate autonomously, and can adapt their behavior by learning about the context". On the other hand, AI literacy cannot be confined only to its technological components, but it should be composed of the technological as well as the human dimensions of AI, namely how it works (the techniques and the technologies) and what its impact is on people (on human cognition, privacy, agency) (Holmes et al., 2022: 28-29).

The aim of addressing the human dimension of AI literacy is to enable everyone to learn what it means to live with AI and how to take best advantage of what AI offers, while being protected from any manipulation tactics or coercion on their agency or human dignity. To be more specific, young people should be guided to appreciate how AI, automation and mainly automated decision making, may affect their treatment in society. In other words, users of AI technologies need to understand whether the AI with which they deliberately or not engage has treated them in a fair, just and equitable way. This does not exclude AI providers from their responsibilities, but the onus for mitigating harm should always be on the provider not the user. Instead, it concedes that being aware of AI, going beyond the hype and misinformation, is in the best interests of all (Holmes et.al., 2022: 31-32). Importantly, many of these issues are addressed by the updated European Digital Competence Framework for Citizens (DigComp 2.2, 2022), which centers on peoples' AI competencies. Specifically, in DigComp, five competence areas delineate what the digital competence entails:

- Information and data literacy: To articulate information needs, to track down and retrieve digital data, information and content. To determine the relevance of the source and its content. To store, manage and organize digital data, information and content;
- Communication and collaboration: To interact and collaborate through digital technologies while being acquainted with the cultural and generational diversity. To engage in society through public and private digital services and participatory citizenship. To be in charge of one's digital presence, identity and reputation;
- Digital content creation: To design and edit digital content. To enhance and integrate information and content into an existing body of knowledge while understanding how copyright and licenses are to be applied. To be aware of how to provide comprehensible instructions for a computer system;
- Safety: To safeguard devices, content, personal data and privacy in digital environments. To preserve physical and psychological health and to be acquainted with digital technologies for social well-being and social inclusion. To be conscious of the environmental impact of digital technologies and their application; and
- Problem solving: To diagnose needs and problems and to resolve conceptual problems and problem situations in digital environments. To employ digital tools to innovate processes and products. To stay informed with the digital evolution (DigComp 2.2, 2022:7).

3. Digital ethics and deontology framework

Digital technologies constitute a major form of scientific and technological progress, which can generate considerable social benefits by improving living conditions and health, facilitating justice, creating wealth, bolstering public safety, and mitigating the impact of human activities on the environment and the climate. Intelligent machines are not limited to performing better calculations than human beings; they can also interact with sentient beings, keep them company and take care of them (Abrassart et al., 2018).

According to the ethical guidelines proposed by the European Commission (2022), four key considerations have been identified that underpin the ethical use of AI and data. These are human agency, fairness, humanity and justified choice:

- Human agency relates to an individual's capability to become a competent member of society. A person with agency can determine their life choices and be responsible for their actions. Agency underpins widely used concepts such as autonomy, self-determination and responsibility;
- Fairness relates to everyone being treated fairly in the social organization. Clear processes are required so that all users have equal access to opportunity. These include equity, inclusion, non-discrimination and fair distribution of rights and responsibilities;
- Humanity addresses consideration for the people, their identity, integrity, and dignity. People should consider the well-being, safety, social cohesion, meaningful contact, and respect that is necessary for a meaningful human connection. That connection implies, for example, that we approach people with respect of their intrinsic value and not as a data object or a means-to-an-end. It is at the essence of the human-centric approach to AI; and
- Justified choice relates to the use of knowledge, facts and data to justify necessary or suitable collective choices by multiple stakeholders. It requires transparency and is based on participatory and collaborative models of decision-making as well as explainability (European Commission, 2022:18).

Digital ethics and deontology encompassing principles, guidelines and moral values governs the i. use of technology, data and digital platforms; ii. conduct and responsibilities of individuals, organizations and governments in the digital world. Against this backdrop, the boundaries for Digital Ethics and Deontology should be placed at the following three levels: i. Ethics for the consumer; ii.

Ethics governing the use of the data generated by digital interaction; iii. Ethics for the provider of digital services (Crasto et. al., 2021: 4).

As pointed out in the "Montreal Declaration for Responsible Development of Artificial Intelligence" (2018) the principles of the Declaration depend on the common belief that human beings attempt to grow as social beings endowed with thoughts and beliefs and strive to fulfill their potential by freely exercising their emotional, moral and intellectual capacities. More specifically, the following principles articulated lay the foundation for cultivating social trust toward digital technologies:

- the well-being principle: The development and use of Artificial Intelligence Systems must permit the growth of the well-being of all sentient beings;
- the respect for autonomy principle: Artificial Intelligence Systems must be developed and used while respecting people's autonomy, and with the goal of increasing people's control over their lives and their surroundings;
- the protection of privacy and intimacy principle: Privacy and intimacy must be protected from Artificial Intelligent Systems' intrusion and data acquisition and archiving systems;
- the solidarity principle: The development of Artificial Intelligence Systems must be compatible with maintaining the bonds of solidarity among people and generations;
- the democratic participation principle: Artificial Intelligence Systems must meet intelligibility, justifiability, and accessibility criteria, and must be subjected to democratic scrutiny, debate, and control;
- the equity principle: The development and use of Artificial Intelligence Systems must contribute to the creation of a just and equitable society;
- the diversity inclusion principle: The development and use of Artificial Intelligence Systems must be compatible with maintaining social and cultural diversity and must not restrict the scope of lifestyle choices or personal experiences.
- the prudence principle: Every person involved in AI development must exercise caution by anticipating, as far as possible, the adverse consequences of Artificial Intelligence Systems use and by taking the appropriate measures to avoid them;
- the responsibility principle: The development and use of Artificial Intelligence Systems must not contribute to lessening the responsibility of human beings when decisions must be made; and
- the sustainable development principle: The development and use of Artificial Intelligence Systems must be carried out so as to ensure a strong environmental sustainability of the planet (Abrassart et al., 2018: 8-17).

According to Sullivan and Reiner (2020: 40-41) an autonomous person might never need a device or an app to encourage them to decide what is good or right, wrong or bad for themselves and act on those decisions. A person with no autonomy would rely on others to decide and might never be given the opportunity to decide themselves. In light of the above, such situations are delineated as classic, soft, means, libertarian paternalism and maternalism.

- Classic paternalism: someone intervenes in another person's decision-making process for that person's good;
- Soft paternalism: impedes decision making, but only to confirm that a decision is made autonomously;
- Maternalism: maternalistic decisions interfere with peoples' decision making in ways that are thought to benefit them as well as enhancing their autonomy;
- Means paternalism is akin to coaching in that it just helps users to do things they have identified as valuable; and
- Libertarian paternalism: At the mildest end is nudging or libertarian paternalism, which does not actually restrict choice, but just makes beneficial choices more likely.

4. Conclusion

Conclusively, we are living in a digital era, a time of Alexa and AlphaGo, of Facebook and Fitbit, of Twitter and TikTok. Unique opportunities await, namely smart technologies in the home, the benefit of deliveries by drone, the content of driving to work in an autonomous vehicle. At the same time, ethical and deontological implications regarding these advances arise, for instance security implications associated with bringing smart technology into peoples' lives, physical dangers inherent in having drones crossing the airspace and significant challenges about how autonomous vehicles will react when confronted with ethical dilemmas. Most notably, these queries, dilemmas and digital technologies often pose challenges that require appropriate rules and regulations to avert unexpected issues (Sullivan, Reiner, 2020: 39). Hence, establishing these rules and regulations is a presupposition of ensuring that digital technologies are aligned with ethical values and deontological norms mitigating harmful content, promoting constructive online conduct and fostering inclusivity in digital spaces.

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A CHILD-CENTERED PATH: THE MONTESSORI METHOD AND THE REGGIO EMILIA APPROACH AS INSPIRATION FOR ENGLISH LANGUAGE PEDAGOGY.

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Abstract

This paper explores the integration of progressive pedagogical approaches, specifically the Montessori Method and the Reggio Emilia Approach, into the teaching of English as a Second Language (ESL) for very young learners (ages 3–6) and young learners (ages 6–12). Both methods emphasize child-centered, inquiry-based learning environments that foster creativity, independence, and active engagement, making them ideal frameworks for language acquisition.

The paper outlines practical classroom strategies derived from these approaches, tried and tested activities, as well as projects. It also examines the effectiveness of these practices in fostering not only linguistic competence but also develop practical, social, cognitive, problem-solving and critical thinking skills.

By blending the philosophical foundations of the Montessori Method and the Reggio Emilia approach with the specific needs of ESL learners, this paper presents a progressive model for ELT that prioritizes the holistic development of the child while cultivating a lifelong love for learning. The findings aim to provide educators with innovative tools to create dynamic, learner-centered classrooms for teaching English even beyond the pre-primary level.

Key words: Montessori, ELT, language learning, Reggio Emilia, child-centred

1. Introduction

The field of English Language Teaching (ELT) has seen a growing interest in progressive pedagogical approaches that prioritize student-centered learning, creativity, and experiential engagement. Two methodologies that have gained recognition for their innovative contributions to education are the Reggio Emilia Approach and the Montessori Method. While these approaches originated outside the domain of ELT, their emphasis on exploration, self-directed learning, and multi-sensory engagement makes them particularly relevant for language acquisition. This qualitative research explores the implementation of these methodologies in ELT by examining their application in two distinct student groups: very young learners aged 3-6 years and pre-intermediate teenage students.

The first group consists of children aged 3-6 who participate in weekly English lessons based on a Montessori-inspired curriculum enriched with Reggio Emilia-influenced activities. These lessons integrate thematic vocabulary—such as numbers, colors, wild animals, and fruits—within practical life skills and sensory play. The carefully prepared learning environment plays a crucial role, offering activity stations where children can choose their focus, promoting autonomy and engagement. Additionally, students are encouraged to explore themes from multiple perspectives, a key principle of the Reggio Emilia philosophy.

The second group consists of two groups of pre-intermediate teenage students who were introduced to vocabulary and language structures through a Reggio Emilia-inspired activity centered around paper exploration. By engaging with different textures and properties of paper, students experienced language learning through a hands-on, investigative process that fostered deeper cognitive and sensory connections to the material.

This study presents detailed examples of activities implemented in both age groups, including documentation of student engagement, participation, and response. By analyzing how learners interacted with these methodologies, we aim to provide insights into the effectiveness of integrating Reggio Emilia and Montessori principles into ELT. The findings contribute to the growing discourse on innovative language teaching approaches, offering potential pathways for educators seeking to enhance language acquisition through progressive, student-centered strategies.

2. The Research

2.1 Literature Review

The Reggio Emilia approach, originating in Italy, is a progressive educational philosophy that emphasizes child-centered, experiential learning.

In her article "Values and Principles of the Reggio Emilia Approach," Lella Gandini outlines several core tenets that define this educational philosophy. Firtstly, she talks about the Image of the Child. Children are seen as competent, curious, and full of potential. They possess a natural desire for knowledge and are active participants in their own learning process. Then, she mentions the role of the Environment. The physical space is considered the "third teacher," thoughtfully organized to encourage exploration, communication, and relationships. An inviting and well-structured environment supports independent learning and discovery. Collaboration and Interaction are also important according to Gardini. Collaboration among children, teachers, and parents is fundamental. Moreover, documentation as a Tool is essential in the Reggio Emilia Philosophy. Teachers document children's thoughts, discussions, and activities through various means such as photographs, recordings, and written observations. This practice makes learning visible, aids in assessing development, and informs future educational strategies. Gardini mentions that rather than following a predetermined curriculum, learning projects emerge based on children's interests. Teachers observe and listen to children, facilitating projects that are meaningful and engaging to them. Parental Involvement is of vital importance as well. Parents are viewed as integral partners in the educational process, contributing to and participating in their children's learning experiences. These principles collectively foster an educational environment where children are respected as individuals and encouraged to explore, create, and collaborate.

While traditionally applied in early childhood education in Reggio Emilia schools, its principles have been explored in other contexts.

Research conducted in a mixed-age bilingual setting in Budapest identified aspects of the Reggio Emilia approach that support inclusive education. Through project-based and experience-based learning fostered by an emergent curriculum, children could discover the world at their own pace. Teachers acted as facilitators, supporting independence, cooperation, and peer assistance while emphasizing community-based learning. Diversity was celebrated, allowing each child to connect differently, and the environment was designed to include all children in activities and thinking.

Marton, Kovács, and Czachesz (2022) found that the Reggio Emilia approach effectively fosters inclusive bilingual early childhood education. Their study highlighted the benefits of an emergent curriculum that builds on children's interests, enhancing engagement and motivation. Teachers acted as facilitators, encouraging independence, cooperation, and peer-assisted learning in a diverse environment. The classroom setup played a crucial role in inclusivity, ensuring all children could actively participate. Additionally, storytelling and narrative-sharing supported language development and cultural integration. Overall, the study concluded that the Reggio Emilia approach creates a collaborative, child-centered learning environment that values diversity and promotes holistic development.

In her 2021 meta-ethnographic study, "Understanding the Reggio Emilia-Inspired Literacy Education," Hatice Zeynep İnan examined 24 studies on play-based emergent literacy in Reggio Emilia-inspired preschools. The research revealed that these preschools effectively promote healthy literacy development by integrating cognitive, psychological, ecological, social, and sociocultural

aspects through play. Key findings emphasized the importance of considering children's interests to foster literacy-related play, creating environments rich in accessible materials, and providing adequate time and space for interaction. The study also highlighted the role of adult and peer support in enhancing literacy activities. By embracing multiple forms of expression, often referred to as the "100 Languages," and ensuring that literacy learning is enjoyable, play-based approaches in these settings successfully support early literacy efforts. Overall, the study demonstrated that Reggio Emilia-inspired preschools offer a distinctive and effective approach to literacy instruction compared to traditional methods.

The Montessori method of education has been extensively examined and proven to be beneficial for the holistic development of children. It is well-structured and focuses on the child's interests and wants rather than adhering to the rigid frameworks commonly found in traditional school curricula. The term "Absorbent Mind", coined by Dr. Maria Montessori, refers to children's innate ability to "absorb" their surroundings (Montessori, 2019, p. 21). According to her work, this period is divided into two different stages: the "Unconscious Mind" (ages 0-3) and the "Conscious Mind" (ages 3-6). During the first stage, the child develops rapidly without the active intervention of the adult, "absorbing" their environment subconsciously. Whereas, in the second stage children actively seek new knowledge and build upon what they have learnt during the first stage.

Ivana Cindrić and Matea Klubička (2024) emphasize that while in the Montessori curriculum there are specific sets for the teaching of different subjects, there is no dedicated framework set for the teaching of English language. Despite this, Montessori schools include foreign language teaching in their curricula, using different methods such as L2 corners and dual language teaching (Cindrić & Klubička, 2024, p. 6). In the dual language model, each teacher/adult communicates exclusively in one language (Cindrić & Klubička, 2024, p. 13). Regarding L2 corners, these designated areas within the classroom focus on material and activities specific to the target language.

According to a study conducted by Handayani (2014), there are specific components that are needed when it comes to English Language Teaching (ELT) (Handayani, 2014, p. 12). The research was conducted at the Singapore Piaget Academy International School Solo Baru from September 2012-March 2013, involving four-year-old students from the Play Group II class (Handayani, 2014, p. 10). The findings concluded that for the process of ELT to be successful and fruitful, the teachers should be kind, thoughtful and patient and closely observe their students. Additionally, the materials used in the lessons should be inviting for the students, engaging, age-appropriate and safe. (Handayani, 2014, p. 12). Group learning is particularly beneficial for young children, as it fosters the development of social skills during this sensitive period. Moreover, Handayani supports that it is best for young learners to work in small groups, and play along with their parents (Handayani, 2014, p. 12). The classroom needs to be well-equipped with materials and furniture that fit students' needs and development stages (Handayani, 2014, p.12). Furthermore, it is very important to include repetition as well as it is a key component to learning and teaching very young students (Handayani, 2014, p.12).

In conclusion, the key data that was collected from Handayani's work as well as the work of the various researchers mentioned above, the Montessori method can be effectively implemented in ELT if there is a "prepared" and fitting structure. The criteria outlined in Handayani's study align with Montessori principles concerning the "Prepared Environment" and the role of the adult in learners' lives. Children possess the natural ability to absorb knowledge and information at their own pace, and it is the responsibility of parents and educators, along with the presence of the right physical environment to support and guide them throughout their journey.

2.2 Methodology

The first part of the research was conducted with two groups of teenage learners, all at the pre-intermediate (CEFR A2) level, participating in a structured lesson that incorporated elements of

discovery learning, multimodal engagement, and learner autonomy. The groups were observed in a natural classroom setting where they interacted with materials, engaged in discussions, and collaborated on creative tasks.

To assess the effectiveness of the applied methodologies, various qualitative data collection techniques were employed:

- **Classroom Observations**: A non-intrusive observation approach was used to record student engagement, interaction, and response to activities. Special attention was given to verbal participation, use of target vocabulary, and problem-solving strategies.
- **Documentation and Artifacts**: Student-produced materials, including notes taken during video comprehension tasks, descriptive sentences comparing paper textures to nature, and collages created during the lesson, were collected and analyzed. These artifacts provided insight into students' language use, creativity, and conceptual understanding.
- **Visual Methods**: Students were encouraged to document their learning process through photographs of paper textures and collage work. This method, influenced by the Reggio Emilia approach, allowed learners to visually express their understanding and reinforced multimodal learning.
- **Student Reflections and Verbal Feedback**: Informal discussions and student reflections were recorded to gather insights into their learning experiences. This feedback helped assess their perception of the activities and the impact of hands-on and interactive methods on their language acquisition.

The research lesson plan integrated sensory and exploratory learning approaches, including:

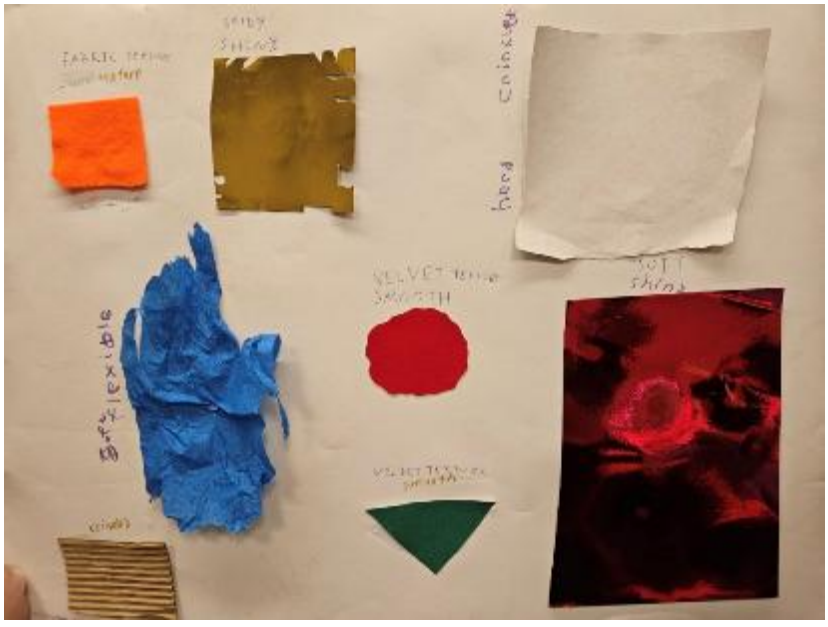
- **Multimedia Integration**: Students watched an educational video on papermaking, responded to comprehension questions, and engaged in discussions that required note-taking and vocabulary expansion.
- **Sensory Exploration**: Activities such as 'Zoom-In' and 'Touch and Describe' encouraged students to analyze and verbalize differences in paper textures, fostering observational skills and descriptive language use.
- **Nature Connection and Language Development**: By matching paper textures with natural materials, students engaged in comparative language exercises that reinforced descriptive and comparative structures in English.
- **Creative Expression**: The final activity involved creating a paper collage, where students labeled textures with adjectives, applying newly learned vocabulary in a tangible format.

The data analysis revealed a high level of student engagement, with learners fully immersed in the activities and exclusively using the target language (L2). An emergent and unexpected outcome was the significant enrichment of vocabulary, as students strived to describe how each texture felt to them. Their varied perspectives resulted in a broader range of descriptive words being used than initially anticipated. This vocabulary expansion occurred naturally through inquiry and exploration rather than direct instruction. Furthermore, in the following session, when students were asked to use the newly acquired words in context, they demonstrated a higher retention rate compared to traditional vocabulary learning methods. This suggests that experiential and inquiry-based learning significantly enhances both immediate vocabulary acquisition and long-term retention.

Photos of the lesson will follow.

Pictures 1 and 2, Touch and Describe

Pictures 3 and 4, Zoom-In



Picture 5, Creative Expression

Picture 6, Creative Expression

Research on the Montessori Method and its integration in ESL Teaching

The second part of the research was solely focused on observing how Very Young Learners (VYL) acquire and explore the English language through Montessori-based materials and activities. Two groups of VYL, aged 1.5 to 3 years and 3 to 6 years, participated in structured lessons comprising various activities, all influenced and based on the principles of the Montessori teaching method.

First Group (1.5 to 3 years)

1. In one of the observed sessions, the aim was to teach students about farm animals. After presenting the vocabulary using flashcards and toy animals, students were asked to match the toy animals with their corresponding flashcards. The teacher narrated the entire experience for them, and some students were able to repeat the words while matching the animals.

Object-to-matching cards/flashcards is a Montessori activity that can be effectively applied in the ELT classroom as well. It supports vocabulary development, as students expand their vocabulary and practise using two distinct materials. Additionally, this activity aims to develop students' early reading skills, as they associate words with their visual representations. Finally, this activity places emphasis on their listening skills, as the students listen to their teacher describing the animals and/or naming them, thus helping them understand and identify the animals being presented and discussed.

2. Threading activities play a vital role in the Montessori classroom. The language aim of one particular session was to teach young students about seasonal fruit and vegetables while revising colours. To achieve this, the teacher designed a threading-inspired Montessori activity, in which they drew and cut out pieces of fruit, glued them onto a cardboard box, and created holes in the shapes.

The teacher presented the activity to the students, demonstrating how to thread pipe cleaners through the holes while practising topic vocabulary. The students engaged in the activity while trying to mimic their teacher's mannerisms and language. The goal of this activity was to reinforce fruit and vegetable vocabulary and to review colours, as students identified the different colours of each item. Additionally, students were able to follow instructions like '*Push the pipe cleaner through the hole'* and '*Use the pink pipe cleaner for the orange'*. Students responded either verbally or by performing the corresponding actions. Older students further extended the activity by colour-matching the pipe cleaners with the fruit and vegetables, which increased their enthusiasm and engagement.

3.Practical life skills are a fundamental trait of the Montessori curriculum. A variety of activities are introduced to VYL with the aim of developing the children's hand muscles, enhancing the coordination of hand-eye communication and fostering the attention to detail. One such activity was incorporated into a lesson plan for this group.

The teacher began by introducing the materials required for the activity-plates, water and sponges- and demonstrated the procedure of washing dishes. In turn, students washed the dishes while their teacher narrated the experience. Throughout the activity, the teacher introduced the words 'clean' and 'dirty', using body language to reinforce their meanings. The students participated with excitement as can be seen in Picture 3 below, initially playing with the water and attempting to repeat the new vocabulary. Then, they worked alongside their teacher to clean the dishes, demonstrating meticulousness and repeating the word 'clean' each time they finished washing a dish. Additionally, students practised following instructions such as "Put your sponge into the bucket and squeeze" and "Did you wash the dish? Is it clean?". Most students responded affirmatively and with enthusiasm. In addition, older students extended this activity as well by counting the number of dishes and describing their texture and colour, using words like 'hard' and 'white'.

It is worth mentioning that all materials used were real and made of thick porcelain, ensuring durability. The items were also appropriately sized for the students, allowing them to grasp and manipulate the objects comfortably.

Picture 1, Object-to-matching cards activity

Picture 2, Threading activity

Picture 3, Washing the Dishes activity

Second Group (3 to 6 years)

1.The Pink Tower is an integral part of Montessori education. It focuses on children's visual discrimination of size and dimension while refining their spatial awareness. In our classes, the Pink Tower was used to reinforce concepts of size and numbers from 1 to 10.

The activity began with the teacher presenting matching cards related to the Pink Tower. The first step involved inviting students to match the cubes with their corresponding cards, as shown in Picture 1 below. The students eagerly took turns placing the blocks on the cards. As they were working, they were asking questions in English and making observations throughout the procedure. For instance, one student remarked, "Miss, it's pink. Why?". They also collaborated when encountering challenges, using simple phrases such as, "This is not big. It's small," and "It's 1, 2, 3, not 1, 2, 4," as they counted the remaining blocks. The teacher assumed a facilitator role, observing and providing guidance when necessary. Following the matching activity, the students proceeded to

build the tower. They participated eagerly, while taking turns and experimenting with different block arrangements each time. Notably, the students demonstrated their ability to work together, effectively communicating in English through simple words and phrases. They addressed the problems that arose as a team, exhibiting teamwork and problem-solving skills. Once the tower was complete, the students took turns counting the blocks, pointing at each one as they counted.

This activity not only reinforced and promoted the concept of size and sequencing, but also encouraged peer communication, cooperative learning and the use of L2 in an English-speaking environment.

2. As previously mentioned, activities that focus on developing students' practical life skills play a crucial role in Montessori education. Below, in Picture 2, you can see the 'Milk Transferring' activity. In this activity, students were encouraged to practise pouring using different containers. This activity was part of a broader lesson plan centered on farm animals and the products made from them.

Students worked with different materials, such as plastic bowls and glasses, practising pouring while counting the number of pours. They also commented on the flavor of milk and how cows produce it. Throughout the activity, students used simple words and phrases like 'It's milk. It's from cows.' They were able to respond to the teacher's direct questions about the colour of milk and the different materials they were using. For example, 'How many glasses of milk do you have?'. In addition to vocabulary related to the activity, action verbs such as 'pour', and 'fill' were also introduced along with descriptive language.

At the end of the activity, students discussed whether the glasses were full or empty. They also answered questions regarding their preferences, such as whether they like milk or not.

Picture 1, The Pink Tower

Picture 2, The Milk Transferring activity

Reflections on Fruit: A Sensory Exploration Through Mirrors, Texture, and Art

This activity, conducted with children aged 4-6, is the third part of a research project observing Reggio Emilia-inspired activities in preschool groups. It encourages active engagement through sensory and artistic exploration, with documentation allowing educators to track and reflect on the children's development throughout the process.

At the beginning of the activity, the children were introduced to various fruits placed in front of mirrors. Initially, the children identified the fruits in Greek, using words like "μήλο" (apple), "λεμόνι" (lemon), and "φράουλα" (strawberry). The teacher encouraged them to also refer to the fruits using their English names. Over the course of the activity, the majority of the children transitioned from identifying the fruits in Greek to confidently using the English names, such as "apple," "lemon," and "strawberry." This shift highlighted the children's growing comfort with English, reflecting their progress in second language acquisition.

The second part of the activity focused on tactile exploration of various textured papers, which the children were invited to touch and describe using words like "rough," "bumpy," "glossy," and "velvety." This sensory experience heightened their awareness of textures and expanded their vocabulary in English. The children were then tasked with matching the textures of the papers to the fruits, making connections between tactile sensations and visual observations. For example, the smooth, glossy paper was matched with the apple, and the rough paper was associated with the strawberry. This step reinforced both their understanding of the world around them and their English language development.

In the final stage, the children were asked to draw the fruits they had been studying using coal, focusing on their shapes and shadows. The mirrors helped the children observe the fruits closely from multiple angles, encouraging deeper exploration of the fruits' forms. Their drawings allowed them to express their creativity and enhance their observational skills. While engaging in this process, the children continued to use both Greek and English to describe their work, further developing their ability to switch between languages.

The teacher's role as a facilitator, asking reflective questions and encouraging exploration, was central to the activity. True to the Reggio Emilia philosophy, the documentation of this

experience provided the educators with valuable insights into each child's progress. By carefully observing how the children transitioned between languages, described their sensory experiences, and expressed their creativity, the teachers were able to track the children's development in real time. This documentation process helped the educators reflect on the children's growth and the effectiveness of the second language acquisition process, ensuring that the learning experience was both meaningful and engaging.

Through this Reggio-inspired project, the children were able to explore, create, and communicate their understanding of the world around them, fostering both cognitive and linguistic growth in an environment that celebrated curiosity, creativity, and the power of documentation.

Reflections on Fruit Documentation

3. Conclusion

In conclusion, this research highlights the significant impact of innovative teaching methods on language acquisition. The first part demonstrated how discovery learning, multimodal engagement, and learner autonomy enhanced teenage learners' vocabulary acquisition, fostering deeper engagement and long-term retention. The second part explored the integration of Montessori-based activities with very young learners, emphasizing vocabulary development through hands-on, sensory-rich experiences. Both groups showed a natural progression in language use, with students actively participating and expanding their vocabulary in context. Finally, the Reggio Emilia-inspired activities illustrated how sensory exploration and creativity, alongside reflective documentation, nurtured both cognitive and linguistic growth in young children. Overall, the findings underscore the effectiveness of interactive, experiential approaches in promoting language development across diverse age groups.

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I TEACH; THEREFORE, I LEAD. THE TEACHER LEADERSHIP FOR TEACHER EVALUATION MODEL

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Abstract

This research delves into teachers' perceptions regarding teacher leadership and evaluation, framed within the principles of distributed leadership and critical pedagogy. Employing a mixed-methods approach, the research gathered data from 372 primary school teachers and headteachers. Based on specific criteria, fifteen volunteers were selected among the respondents to participate in semi-structured interviews. The data analysis combined descriptive and inferential statistics alongside thematic and discourse analysis. The findings provide empirical evidence regarding the importance of teacher leadership and propose a novel evaluation model, the Teacher Leadership for Teacher Evaluation Model, designed to enhance teachers' professional growth and improve school effectiveness. The themes of time, trust and training are linked with teacher leadership and evaluation. This research advocates for an approach that encourages teachers to take ownership of their evaluation, fostering effective educational environments.

Key words: teacher leadership, teacher evaluation, model, critical pedagogy, school effectiveness

1. Introduction

This study employs the Critical Pedagogy model (Freire, 1972; Giroux, 2020), which argues that teachers, as informed and transformative intellectuals, can promote liberating educational practices. Additionally, it incorporates the distributed leadership theory (Spillane, 2006), which supports a collaborative leadership approach that utilises teachers' expertise to create a school vision and implement educational initiatives (Bolden, 2011). Together, these frameworks provide a basis for examining teachers' perspectives on teacher leadership and evaluation.

Teacher evaluation should serve as a meaningful process aimed at fostering engaged citizens and promoting social justice (Giroux, 2018). Teachers can transform evaluations into developmental tools rather than mere bureaucratic measures (OECD, 2009). Active participation in creating an effective evaluation system is essential for enhancing teaching and supporting inclusive education (European Commission, 2018).

In Greece, teacher evaluation has been a controversial topic (Papakonstantinou and Kolympari, 2018:40), with mixed views among teachers mainly due to the lack of formal evaluations (Giotopoulos, 2018). This has led to ongoing debates among stakeholders, with strong opposition from teachers' unions (Matsopoulos et al., 2018; Moustaka, 2018; Patsili, 2021). The most recent attempt to implement an educational evaluation system is the ministerial decision 6603/2021, entitled "Collective planning, internal and external evaluation of school units in terms of their educational work". Research on teachers' perceptions about this recent reform (Ourtzani, 2021) indicated that teachers had a positive attitude regarding internal evaluation. However, they showed reticence related to the processes of the external evaluation. The sceptical stance of the respondents towards external evaluation highlights the lack of trust towards external evaluation bodies, the lack of information on modern forms of evaluation that contribute to educational improvement and the adoption of stereotypical perceptions originating from older practices *(ibid)*.

The prevalent negative attitude among teachers towards self-evaluation and teacher evaluation can be partly attributed to the imposition of reforms without the establishment of prior continuing professional development programs, which are considered essential (Hatzinikolas, 2017). It is important to note that many educational reforms initiated by the Greek state to enhance educational standards and improve effectiveness tend to promote centralised practices and are often implemented

without adequate preparation and organisation for the teaching workforce (Athanasakou, 2022). Teacher evaluation has not been carried out for over 40 years; however, recent reforms have controversially led to its introduction in primary and secondary schools, though only for newly appointed teachers, without the involvement or consultation of educators or their unions (Maggopoulos & Svarna, 2023). It remains to be seen whether this evaluation model will genuinely contribute to school effectiveness or merely serve as a bureaucratic process designed to exert control over teachers and undermine their autonomy (Traianou, 2023).

A more effective approach to evaluating teachers should extend beyond merely defining and assessing teacher quality, which includes strong subject knowledge (Metzler & Woessmann, 2010) and positive teacher-student interpersonal relationships (Rudasill et al., 2010). The evaluation process should also incorporate professional development as a reflection of ongoing self-improvement efforts and enhancement of professional practice (Pelletier, 1995). Moreover, it should consider teachers' capacity to engage in critical dialogue with their students, fostering knowledge and mutual learning (Freire, 1970). This approach underscores the premise that evaluations should be multifaceted, valuing interpersonal relationships and the nurturing of a supportive school community. This holistic perspective emphasises the significance of collaboration, creativity, and continuous professional growth—essential elements for a thriving educational system.

2. Main part

2.1. Methodology

The research utilised an exploratory sequential design (Creswell & Plano Clark, 2018) to investigate a problem without a clear definition. A mixed-methods approach was adopted, gathering data from 372 primary school teachers and headteachers in an urban area of Greece. Fifteen participants were selected for semi-structured interviews to gain deeper insights. Data analysis employed both descriptive and inferential statistics, as well as thematic and discourse analysis, to facilitate a thorough understanding of the results. Purposive sampling was employed to select interviewees who expressed interest, and semi-structured interviews were deemed effective for capturing nuanced meanings and personal narratives (Bogdan & Biklen, 1982; Punch, 2009). Quantitative data were collected and analysed prior to qualitative data, allowing for a comparison of findings to determine convergence or divergence. This cross-analysis, along with comparisons to existing literature, bolstered the validity of the research (Robson & McCartan, 2015). Data was analysed using NVivo V12 and triangulated with questionnaire results and prior research to acknowledge diverse realities and enhance understanding of the research questions (Creswell, 2003; Hartas, 2015).

The research questions were: 1. To what extent do teachers think they are allowed to act as teacher-leaders in their schools?

2. What are the factors affecting teachers' perceptions of teacher leadership and teacher evaluation?

3. Do teachers' perceptions of their leadership roles affect their perceptions of teacher evaluation?

4. What is the optimum teacher evaluation model according to teachers?

2.2. Results of the research

In addressing the initial research question, the quantitative data analysis revealed that the teachers involved in this study see themselves as leaders in their classrooms and in broader leadership capacities outside those environments. This result is consistent with earlier studies by Wenner and Campbell (2017). The qualitative data analysis revealed that most participants view teachers as leaders within and outside the classroom. They appreciate teachers' autonomy in their teaching methods and materials, as well as their active involvement in school activities that aim to enhance student learning. Open communication with the headteacher is also noted as a positive aspect. Twelve

out of fifteen participants describe their school environment as supportive, attributing this to the headteacher's role in empowering teachers and fostering friendly relationships. However, five participants highlighted a lack of time for collaboration as a barrier to a positive working atmosphere. Many believe that an emphasis on professional development is essential for teacher leadership, particularly in areas such as implementing evaluations and valuing the profession. Participants noted that some educational stakeholders do not fully recognise the efforts of Greek teachers. While some parents view teachers positively, others criticise them for perceived shortcomings. Additionally, recognition from colleagues and administrative leaders is often lacking.

Table 1: Variables of Teacher Leadership

Comparison of Means	Mean	Standard deviation	N
Collegiality	28,4	4,5	372
Autonomy	27,9	4,1	372
Participation	27,9	5,1	372
Open Communication	27,7	5,1	372
Positive Environment	27,6	4,7	372
Developmental Focus	27,5	4,4	372
Recognition	26,5	4,9	372

In response to the second research question, the analysis of the quantitative data revealed that the factors of the status of work, age, years of teaching experience and years of teaching in the same school affect teachers` views of teacher leadership. The qualitative research stage indicated that, based on the participants' lived experience, three factors influence teachers' perceptions and approaches to teacher evaluation: Time, Trust, and Training. In this study, the concept of time is fundamental as it hinders teacher evaluation practices and the establishment of a culture of trust, teacher collaboration, and professional development.

Table 2. Factors affecting teacher leadership

	df	F	Sig
Status of work	3	23,2	.000
Age	3	8,9	.000
Years of teaching experience	6	7,2	.000
Years of service in the school	3	2,7	.044

Out of fifteen interview respondents, twelve stated that the construct of trust is connected to teachers' attitudes towards teacher evaluation. In this research, trust is an essential factor determining the successful implementation of teacher evaluation and teachers` involvement in leadership and evaluation practices. According to the respondents, the main reason is their lack of trust in education authorities to create fair and impartial teacher evaluation procedures. The participants' views on teacher evaluation are deeply influenced by their sociocultural context and the history of teacher evaluation in Greece. The participants' views may be influenced by the negative experiences of Greek teachers who adhere to strict directives from education authorities (Nikolaou et al., 2017) and are assessed, even for their political beliefs (Barda & Koutouzis, 2021). Finally, the construct of training is closely associated with teacher evaluation since some participants claim that continuing professional development should replace teacher evaluation. At the same time, most of them emphasise that teacher training is a prerequisite for any form of teacher evaluation.

The third research question to be addressed is whether teachers' perceptions of their leadership roles significantly affect their perceptions of teacher evaluation. The quantitative and qualitative data analysis indicated that the participants` perceptions of teacher leadership are predictive of their

perceptions of teacher evaluation. In particular, the correlation analysis showed a statistically significant correlation between the variable of teacher leadership and teacher evaluation. Respondents who are favourably disposed towards teacher evaluation have a high score on the Teacher Leadership Scale. Likewise, respondents stating that there is no need for teacher evaluation in Greece score lower on the Teacher Evaluation Scale. A statistically significant correlation exists between teachers' perceptions of teacher leadership and their evaluations. These findings are consistent with research about teacher leadership conducted in the US (Ingersoll et al., 2017), suggesting that teacher leaders impact teacher evaluation and teachers` professional development. Concerning the qualitative data, all participants who were favourably disposed towards teacher leadership were equally willing to participate in teacher evaluation procedures and actively engage in the process. In summary, the participants' attitudes towards teacher evaluation reveal a complex interplay of reproducing and resisting political discourse shaped by their roles, experiences, and beliefs about educational leadership and accountability. To conclude, the study revealed that the participants' perspectives towards teacher leadership significantly shape their attitudes towards teacher evaluation, as evidenced in the quantitative and qualitative phases of the research.

In response to the fourth research question about the optimal teacher evaluation model according to teachers, qualitative data analysis indicates that teacher evaluation is necessary for educational improvement. However, it must have a clearly defined purpose and precise criteria to become a formative rather than a punitive procedure. The participants contend that teacher evaluation should enhance educational practices and empower teachers to improve their teaching methods. Participants also stressed the importance of clearly communicating the evaluation criteria before initiating any teacher evaluation procedure. According to their educational ideals, the criteria should encompass instructional skills, knowledge of teaching methods, classroom management and relationships with students, colleagues and parents. Participants also emphasise that teaching is a moral profession, which adds to the complexity of teacher evaluation procedures. They also emphasise the need for pre-evaluation at admission to the teaching profession, ensuring that the most qualified, trained, and motivated teachers are appointed.

Another principle of teacher evaluation is related to the existence of predetermined criteria. These criteria should encompass different aspects of teachers` work, such as class management, digital literacy, interpersonal relationships with students, parents, and colleagues, continuous professional development, professional conduct, and efficiency in administrative tasks. Another principle is associated with selecting the most pertinent teacher evaluators, who should have both internal and external classroom experience. Then, a further principle is linked to the existence of a pre-evaluation stage, which consists of the admission of qualified and motivated candidates to the teaching profession. Furthermore, a teacher evaluation principle addresses the moral aspect of the teaching profession, making it difficult to measure good teaching, thereby adding to the complexity of teacher evaluation. This idea is precisely the sixth principle, namely, to acknowledge the complexity of teacher evaluation procedures.

2.3. Discussion

The quantitative data analysis established that most teachers in this research consider themselves teacher leaders. According to the Teacher Leadership and School Improvement Survey (TLSS) results, participants scored highly, suggesting that teacher leadership is present in their schools. In the qualitative research phase, 12 out of 15 participants (80%) self-identified as teacher leaders. Both the quantitative and qualitative data support teacher leadership in Greek schools.

Participants reported their involvement in the organisation of their schools, indicating a more participatory and distributed model of school leadership where every teacher can contribute to the school's organisation (Spillane, 2006). This concept reflects a distributed leadership system in Greek schools, as opposed to the traditional top-down, bureaucratic approach to school leadership. This distributed leadership system explores the potential for teacher leaders to be involved in organisational matters and teacher evaluation practices. This system could be viewed as a more sustainable approach to leadership, promoting teachers' job satisfaction (Liu et al., 2021).

Participants suggested that implementing teacher evaluation and actively involving teacher leaders in the process could enhance teacher recognition. This perception highlights the notion that teachers cannot provide data about their work and accomplishments, and they are not in a position to demonstrate the quality of their work, as teacher evaluation is non-existent in Greek schools (Matsopoulos et al., 2018). These findings underscore the importance of establishing teacher credibility and enabling them to present evidence of the quality of their work.

According to the qualitative data, the most critical factors affecting teacher evaluation are time, trust, and training. These factors are considered both impediments and contributing elements to the effective implementation of teacher evaluation in Greek schools. All fifteen interview respondents cited the absence of systematic teacher training, insufficient time for implementing teacher evaluations, and a lack of trust in the government or teacher evaluators. These findings align with international research indicating that the absence of teacher training, in the form of initial teacher training or CPD, can have detrimental effects on teachers` workload and morale (Paufler, 2018). They also align with a study in the Greek educational context, indicating the lack of in-service training in Greek schools (Nikolopoulou et al., 2021).

The concept of time is crucial, as participants emphasise the lack of sufficient time for education stakeholders to plan teacher evaluations. Teachers are already burdened with various responsibilities, leaving little room for evaluation procedures. For instance, Law 4692/20 places additional responsibilities on teachers to plan their school's evaluations and set educational goals at the start of each school year (Euthimiou, 2021). This legislation has faced criticism for overburdening teachers with time-consuming reporting requirements (ibid). Furthermore, research indicates that time is a critical factor in teacher evaluation, often leading to increased burdens on teachers, evaluators, and administrators (Rodriguez & Hunter, 2021). A study on teacher evaluation in Greece highlights similar concerns regarding insufficient time to implement evaluation practices effectively (Karagianni, 2020). All participants expressed concerns about implementing teacher evaluations in Greece, highlighting a significant lack of trust in education authorities. This mistrust poses a major obstacle to effective evaluation.

With sufficient time and trust for evaluators and training in Greece, teachers could be empowered to act as teacher leaders, contribute to teacher evaluation practices, and be actively involved in evaluation procedures, sparking further interest and engagement in this research area. Consistent with similar research in this area (Lillejord et al., 2018), most participants refer to teachers' increased professionalism and perceive that they should be treated as responsible and knowledgeable educational stakeholders who should be participating in evaluation procedures.

The research findings suggest the need for a new teacher evaluation model that incorporates the active participation of teachers, promoting a bottom-up approach to educational reform. A key finding is the importance of promoting teacher leaders' involvement in teacher evaluation practices. What should be highlighted is that teacher-leaders are the most knowledgeable agents for teacher evaluation. Hence, the new teacher evaluation model is structured into ten stages to enhance teaching quality.

It begins with a pre-evaluation phase, involving introductory exams and interviews to select the most motivated educators. Next, in-service teachers collaborate to define evaluation criteria and purposes. Newly appointed teachers undergo induction and training on these criteria while reflecting on what to include in their evaluations. They then prepare portfolios for self-evaluation, showcasing their work over the academic year.

In the fifth stage, teachers choose their evaluators, fostering mutual respect. The evaluation tools are selected in the sixth stage, which may include peer observations or portfolio assessments. Evaluators then provide reports on strengths and weaknesses, leading to targeted training in the eighth stage. After completing the training, teachers implement their new skills and conduct self-evaluations. Finally, all stakeholders generate a report to assess the evaluation process, highlighting its strengths and areas for improvement.

3. Conclusions

This research explores the intersection of critical pedagogy and distributed leadership theories, emphasising the roles of teachers as transformative intellectuals and leaders within their educational communities. It investigates teachers' perceptions of teacher evaluation to improve their work and enhance student education quality. The study argues that teacher evaluation can become a liberating practice when driven by teachers themselves, suggesting a new model termed Teacher Leadership for Teacher Evaluation. This model focuses on a bottom-up approach to evaluation, incorporating teachers' input to meet their professional development needs and improve school effectiveness. The findings advocate for recognising teachers as leaders who can collaborate with their colleagues and actively participate in designing evaluation procedures, ultimately fostering a more equitable and democratic educational environment.

This research explores the challenges in-service teachers face amid growing scrutiny of their professionalism and autonomy, particularly in teacher evaluations. It offers a new framework for evaluating teachers that emphasises their perspectives, advocating for teachers to take charge of their evaluation processes as "public intellectuals" engaged with societal issues. By empowering teachers as leaders within their communities, this model promotes a holistic educational vision that prepares students for active participation in a democratic society.

The study highlights how teachers can collaboratively address challenges, fostering a distributed leadership model that encourages innovation and collective decision-making. It redefines teacher leadership as a democratic and participatory process, moving away from the neoliberal view of teachers as compliance-driven policy enforcers. Ultimately, this research positions teachers as transformative agents capable of driving meaningful change in their educational environments, suggesting that promoting teacher leadership in evaluations could lead to enhanced education quality while preserving teachers' autonomy against increasing political pressures. By amplifying teachers' voices and establishing a participatory evaluation system, we can foster an environment where teaching and learning thrive. Further research is recommended to explore the long-term impacts of the proposed Teacher Leadership for Teacher Evaluation Model across various educational settings.

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ARTIFICIAL INTELLIGENCE AS AN EDUCATIONAL TOOL FOR ENGLISH AS A FOREIGN LANGUAGE IN SPECIAL EDUCATION– A TEACHING SCENARIO

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Abstract

Artificial intelligence (AI) can be defined as a system which mimics human intelligence in order to carry out tasks more effectively and efficiently. Among the many fields in which it can be utilized, education is a prominent one as itσ potential benefits can greatly impact the student population. This research focuses on the study of the role of AI as a teaching tool when used in a special education setting. More specifically, a teaching scenario is presented where students with Intellectual Disability (ID) are being taught English as a Foreign Language (EFL) with the employment of AI in the form of an online speaking partner. Students are paired with a virtual online speaking partner and they are assigned to carry out a conversation with it and through their exchange to elicit specific information. Language understanding and language production is practiced and enhanced. The research will outline the theoretical underpinning of the effectiveness of AI, will describe in detail the teaching intervention and its potential educational benefits. Lastly, suggestions will be made as for the use of AI in special education.

Key Words: Artificial Intelligence, English as a Foreign Language, Intellectual Disability

1. Intoduction

In today's globalized society, technology plays a pivotal role in our daily lives, and accessibility takes on new meanings. Traditional obstacles that have affected people with disabilities are now being reevaluated due to the implementation of artificial intelligence (AI). As the years pass by, technology has affected fields such as education. With the advent of AI, teachers are able to consider innovative instruction methods shaping thus a more effective and inclusive educational setting. Given the potential that technology has to enhance students' learning skills, the importance of using AI in education grows exponentially.

Artificial Intelligence refers to the ability of the machine to perform tasks that require human intellect, such as learning, problem solving, pattern recognition, speech recognition, vision, and decision making (Mateu-Sanz et al., 2024). Namely, it allows computers and robots to mimic human thought processing and to adapt to new circumstances without immediate human intervention. It utilizes algorithms and mathematical models to analyze data, learn from data and make decisions. Depending on the type of artificial intelligence, it may focus on specific aspects such as speech recognition or image recognition or it may be more abstract, that is, it achieves human intellect in a more general sense (Agnese et al., 2025).

Artificial intelligence is used in various fields including special education. According to Almufareh et al. (2023), when it is employed in the field of special education for students with intellectual disability, it can provide solutions and it can be an excellent toolkit for the support of students with developmental and intellectual disorders. For example, AI technology can offer personalized teaching tools in the form of applications which adapt to students' level and needs. They

can use visual or oral stimuli to reinforce learning and communication, allowing enhanced comprehension and information processing.

Furthermore, AI can contribute to the improvement of accessibility and support people with intellectual disability in their daily autonomy (Almufareh et al., 2023). Robots and other intelligent devices can help people with developmental disorders to follow their daily activities and boost their social interactions. This technology adapts itself to personalized patterns and provides specific directions, enhancing, thus, their quality of life and their social integration (Wald, 2021).

It is certain that AI opens up new horizons in the field of special education, offering new possibilities for personalized support, enhanced learning and greater autonomy for people with intellectual disability. This type of technology is expected to play a pivotal role in the creation of a more accessible and inclusive learning environment, facilitating people with intellectual disability to fully partake in society (Wald, 2021).

One group of students that could potential greatly benefit from the use of technology are students with Intellectual disability. Intellectual disability is a generalized neurodevelopmental disorder which is characterized by a significantly compromised intellectual ability and functional behavior. More specifically, according to the WHO (1992) intellectual disability is defined as a state of delayed or deficient development of the intellect which entails skill disorder. It is manifested during the developmental stage and affects the whole spectrum of intellect, in other words, the cognitive, linguistic, motor and social skills. People with intellectual disability have a reduced ability to comprehend new or complex information and to learn the application of new skills (Soulis, 2020).

The clinical symptoms of intellectual disability are linked to disorders in speech, perception, cognitive functioning, ability to focus, memory, motor skills and behavior. The clinical manifestation of intellectual disability is mainly the developmental delay and the behavioral deficit in social adaptation and social functionality (Charlson et.al., 2019). According to the psychiatric classification and depending on the degree of delay in the aforementioned, mild intellectual disability refers to people whose intelligence quotient ranges from 50 to 69 and it accounts for 80% of the cases (Williams & Clambers, 2019).

The academic needs of students with ID can indeed pose challenges for teachers. Students with ID often require multiple repetitions and more time to master a skill or concept (Kim et al., 2021). Considering the aforementioned challenges, it comes as no surprise that, as research suggests, the foreign language teaching to students with intellectual disability presents many problems. Foreign language teachers do not always apply effective teaching methodologies and strategies and do not usually employ state of the art technology due to lack of training (Bawa and Osei 2018; Hilalliyati, 2017)

Thus, there is a need to come up with efficient teaching tools that enable the teachers to provide high quality teaching while being able to make the necessary educational adjustments to cater for their students' needs. AI could potentially be such a tool. Thus, the present research aims to present a teaching proposal in order to highlight the potential effectiveness of using AI during the instruction of students with mild intellectual disability in the English as a Foreign Language classroom. The article outlines the implications involved, the expected learning outcomes and benefits and finally discusses the limitations.

2. Teaching proposal

In this part of the paper the teaching proposal is described in detail. The students are four males with ages ranging between 12 and 14 who have mild intellectual disability. Their current level of English is beginner or, according to the Common European Framework of Reference for Languages, an A2 level. The teaching aims are the following:

- Students will be able to better recognize and understand vocabulary related to the theme of 'introducing oneself'.
- Students will be better able to produce this vocabulary, both individually and as a group

- Students will feel more confident carrying out a dialogue in English and their communication skills will improve.

The duration of the lesson is approximately 35 minutes. The duration of the lesson is purposely limited due to the nature of the students' disability which entails a short attention span and difficulty to focus. The materials used are tablets.

First, there is the warm-up stage (5 minutes) during which the teacher introduces the topic, asking warm-up questions in order to activate the students' 'schemata' and trigger their pre-existing knowledge about the topic. The next stage involves the main activity (approximately 20 minutes). The students are told that a new student has been enrolled in their school and it is his first day at school. His name is 'John'. John, the new student, is a virtual character, enabled by Artificial Intelligence, which was created by OpenAI. Students are each given a tablet with which they will carry out a conversation in the form of online chat with the virtual character 'John'. A tablet instead of a computer is used because it is portable and facilitates the user experience. To further enhance engagement a more student-oriented user interface is used with appropriate graphics.

The teacher has written a hypothetical scenario which he fed into the Artificial Intelligence and includes the student's background and the necessary context which the AI will use in order to effectively chat with the real students. The teacher's scenario includes details such as the following: John is a 13-year-old boy from Thessaloniki and has recently moved to Athens due to his parents' job requirements. He is an only child and his parents work in a company which has branched out in other cities so they were forced to relocate. John is not happy with the fact that he had to move and change school. He misses his old friends, his old neighborhood and the activities that he used to do. The family has one pet, a dog named 'Pedro'. Their dog is a friendly and playful German shepherd with which John spends a lot of time. He takes him out for walks, takes him to the vet, gives him a bath and is responsible for providing him with food and fresh water. John likes sports very much and he used to do roller skating and tennis lessons.

The teacher gives the students a list of bullet points about John and instructs the students to ask him questions in order to find out information about him. The bullet points include topics such as John's family members, pets, favorite hobbies, his feelings about having to move to another city. The students come up with questions like "How many siblings do you have?", "What is your favorite pastime?" and so on. The virtual character of 'John' then responds to the students' questions.

There are both receptive and productive skills that are practiced since the dialogue involves students' language comprehension and language production. Students act out a dialogue with John the virtual character in order to elicit specific information. In order to do so, they need to be able to meaningfully communicate by articulating linguistically accurate questions and effectively processing the avatar's responses.

The developments in the AI technology allow for conducting a conversation both in oral and in written form. That means that, depending on the students' level of English, skills and preferences, they can either type the questions in the tablet or say them out loud.

Finally, in the last stage (15 minutes) the teacher asks them to summarize a description of John. The students have to gather and process all the information that they have obtained from the chat and organize them into a coherent text. They can either type it or present it orally using notes. The AI will give feedback either on their text or their oral presentation.

It needs to be mentioned that, regarding the technical aspect, we will use a special chatbot relying on model providers (open AI) with dedicated user interface for the teacher to define the aforementioned scenario and the students to chat and extract information. The feedback that the chatbot will provide to the students regarding their performance, will be based on the metrics defined by the teacher, ultimately, contributing to the establishment of learner autonomy and the promotion of self-paced learning.

3. Assessment and feedback on students' performance

As mentioned before, AI can provide accurate feedback by analyzing the students' texts and evaluating whether they have successfully covered all the points in their description of their new classmate. It an also give them feedback on the level of accuracy of the language used. Among the many challenges that special education teachers may face in the classroom, is the fact that it can be difficult to offer students the attention and time they require. It would be impossible for a teacher to be a speaking partner simultaneously to all their students. Equally impossible would be to provide, simultaneously, immediate feedback. AI can ameliorate this situation by giving the students the opportunity to have a speaking partner at their disposal even outside the school setting to further practice language use.

Moreover, another issue that arises is the fact that AI gives the promise of lifting the social inequalities for students with disability. By providing them with feedback and, thus, giving them a degree of autonomy, students are enabled to extensively practice the foreign language and ultimately acquire the language more effectively. Chhabra et.al (2023), in their research about English instruction using AI in special education, have brought this issue to attention. They emphasize the fact that students with disabilities face discrimination due to their poor performance and have very low enrolment rates in regular schools and instead are placed in special schools. This isolates them from the established education system and instils a feeling of inferiority. AI, they argue, by enhancing their academic performance it can offer them a chance to be able to function effectively in a general education setting.

4. Expected outcomes: academic performance and personalized learning

It is expected that there will be a noticeable difference in the level of communicational skills and vocabulary acquisition over time after practicing speaking with virtual characters through AI. This prediction aligns with the findings of Alsolami (2025) who found that there was a statistically important difference between the control group and the experimental group while examining the effectiveness of AI in improving academic skills.

A similar study has been conducted by Elkot et.al (2025) where they explored the effectiveness of AI to improve English learning among students with mild intellectual disability. Their study revealed that guided conversations with AI significantly improved their English communication skills. It also suggested that AI contributed to improving learning results, such as adaptive feedback, customized learning paths, and interactive communication tactics.

Meanwhile, as research suggests (Kaewsaeng, K., & Worabuttara, 2024), the teachers themselves regard the use of AI technology very useful for the teaching of students with mild intellectual disability so it is predicted that the teacher will feel that AI was a useful tool that enabled him to engage all his students, motivate them and offer them well adapted material.

Indubitably, one of the greatest educational benefits of artificial intelligence is the fact that it can provide a personalized learning opportunity. Personalized learning can be defined as tailoring educational content to meet students' needs. AI provides customized learning and learning materials to meet individuals' specific needs considering their particular strengths and needs (Brown et al., 2020; Chassignol et al., 2018; Vincent-Lancrin & Van der Vlies, 2020). In this way each individual is evaluated according to their knowledge level and interest, thus, learning content accordingly and more effectively. Moreover, AI systems help students to engage with the subject matter at their own pace and guide teachers on how to support students (Vincent-Lancrin & Van der Vlies, 2020). In addition, AI gives students personalized exercises and homework based on their own skills and challenges (Karsenti, 2019). Personalized learning environments not only improve the quality of teaching but also help students with special needs to learn more effectively. It can also offer the opportunity to adapt the educational content to the needs of these students based on their individualized education plans (Chassignol et al., 2018).

5. Conclusion

The present research highlighted the potential of AI as an effective tool for teaching English as a Foreign Language to students with mild intellectual disability. AI can increase learner involvement and productivity, especially in students with intellectual disability. Although there are certainly some limitations, for example the emphasis of the instruction was solely on vocabulary practice and development of communicational skills without examining its effectiveness on grammar instruction, still it is evident that AI can make the lesson more engaging, it can help students stay focused longer and most importantly it can enable the teacher to provide personalized learning properly adapted to suit the students' needs. Research on the field of foreign language instruction would be worth pursuing in order to establish effective teaching methods in the special education setting.

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GOVERNANCE AND SOCIAL INNOVATION: BETWEEN NEW PRACTICES AND OLD MODELS OF LOCAL DEVELOPMENT

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Abstract

Within the framework of local development policies, the formulation and implementation of strategies are entrusted to Local Action Groups (LAGs). These entities are partnerships composed of local public and private actors, recognised by the European Union as representative of the territory's needs and capable of fostering innovative solutions.

Our research analyses social innovation initiatives generated by LAGs, aiming to identify new governance models that involve socially significant institutions, cultural factors, and agencies. Using an exploratory qualitative methodology, we analysed LAGs in Southern Europe (Italy, Spain, Portugal, and Greece). Data collection involved both documentary analysis and semi-structured interviews with key informants. The study investigated twelve projects, with particular attention to the role played by local public institutions in developing and implementing these initiatives.

Key words: LAG, Social Innovation, Governance, Strategies

1. Social innovation and the CLLD approach: an introduction

For several decades, the approach to European development policies has been characterised by a place-based perspective (Barca, McCann & Rodríguez-Pose, 2012). This approach aims to promote long-term development through the design and management of interventions that involve both public and private local actors. Central to this development model is the active participation of diverse actors—both collective and individual—who inhabit the territories. Their initiatives and strategies represent an endogenous potential for fostering virtuous development processes, contributing to the construction of territorial identity and enhancing the impact of local development efforts.

Within this framework, Local Action Groups (LAGs) are encouraged to support innovation, particularly in addressing unmet public needs and generating public value where markets and socio-economic policies have fallen short. Specifically, LAGs are asked to shift their conception of innovation from a linear model—where farmers are seen as passive recipients of codified, externally developed knowledge—to a more dynamic, co-evolutionary process rooted in social networks. This entails promoting and developing new organizational forms that can lead to beneficial social changes within communities (Moulaert & Nussbaumer, 2005).

The emerging literature on social innovation primarily focuses on changes in attitudes, behaviours, or perceptions that foster new forms of collaborative action capable of improving quality of life (Mulgan, 2006). Social innovation is generally defined as “any new and useful solution to a social need or problem that is more effective, efficient, sustainable, or just than existing approaches, and for which the benefits primarily accrue to society as a whole rather than to individuals” (Phills, 2009, p. 10). This concept links proposed solutions—based on experiential knowledge—to the collective dimension of social issues, emphasizing the creation and dissemination of a participatory culture. The emphasis is on developing solutions not only generated by local actors but also centred on the strategic use of local resources. This focus is particularly relevant in shaping productivity growth, highlighting the importance of territorial localization and customization of development strategies.

The local scale and bottom-up nature of participatory processes are thus fundamental to social innovation, as they capture both the specific local factors involved and the social capital invested in these processes. Clear connections emerge between social innovation and the objectives of local development entrusted to LAGs. Indeed, the Community-Led Local Development (CLLD) strategy encourages LAGs to pursue development goals through innovation, enhancement of social capital, and the creation of public-private partnerships. Among these objectives are the promotion of social learning processes, fostering collaboration among local actors to produce goods and services that maximize added value within their territories, and building trust and social capital.

In conclusion, LAGs play a crucial role in fostering and advancing social innovation. Their contributions to rural tourism development, the promotion of natural and cultural heritage, and high-quality local food production are well recognized (Esparcia, 2014). Moreover, many of their projects are valued for their ability to combine local know-how with external knowledge and to create networks that open new opportunities for local communities. LAGs tend to focus not only on short-term economic results but also on building the economic, social, cultural, and institutional capacities necessary for long-term sustainable rural development, essentially the promotion of social innovation.

Given this context, the main challenge for LAGs today is to achieve social innovation through governance models capable of interpreting and guiding territorial development. This involves engaging local communities in a shared program for managing collective issues, fostering inclusive participation, and ensuring sustainable progress.

2. Method

The research analyses the projects implemented by the LAGs of four Mediterranean European countries —Italy, Greece, Spain and Portugal —during the 2014-2022 programming period. These projects were identified through the official database of the European Network for Rural Development, utilizing keywords such as "Innovation," "Generational Renewal," and "Social Inclusion and Local Development," which are key indicators of social innovation as delineated in the literature (Unceta, Castro-Spila, & García Fronti, 2016). To refine the search, the filter corresponding to the funding measure "M19: Leader/CLLD" was applied. Consequently, twelve projects were selected: four in Italy, three in Spain, two in Greece, and three in Portugal.

For each project, objectives, activities, and outcomes were analysed through a two-phase investigative process. The first phase involved a documentary review of publicly available project documentation, including online publications by the respective LAGs, their institutional websites, and the national rural networks within the European rural network. The second phase consisted of in-depth interviews conducted with LAG representatives (directors, presidents, members, and partners) as well as local stakeholders involved in the projects. The majority of these interviews were conducted via Computer-Assisted Web Interviewing (CAWI), with questions structured around key indicators of social innovation, such as the development of local relationships, novel organizational approaches, and participatory decision-making processes.

Subsequently, the analysis focused on the composition of the decision-making bodies within the LAGs, namely their member assemblies. These bodies serve as the primary decision-making entities responsible for formulating policy strategies aligned with the EU's place-based approach, which emphasizes tailored solutions responsive to territorial specificities. The partnership models typically include diverse actors —entrepreneurs, associations, consortia, local authorities —who, through their presence and engagement within the territory, contribute essential cognitive resources to enhance the effectiveness of development policies.

In particular, we focused on the functional profiles linked to the sector of activity in which their organisations operate, to be able to grasp their characterisation with respect to the project.

Given the complexity of the research, particularly due to its transnational scope, many interviews are still. Therefore, the results presented here in primarily derive from the analysis of six projects, predominantly based on documentary evidence.

3. Project analysis

All the analysed projects appear to adopt community development approaches, albeit with varying modalities and levels of intensity, fostering "open environments" characterised by collaboration and knowledge sharing. Throughout different phases of these projects—from initiation to implementation—there is a progressive development of relationships among diverse stakeholders operating within the territory, including both public and private actors such as agricultural entrepreneurs, tourism operators, mayors, and social workers. These initiatives often engage marginalised groups, including the unemployed, youth and women. Notably, these networks predominantly exhibit cooperative and collaborative dynamics, demonstrating the potential for collective learning aimed at enhancing understanding of local issues, as well as identifying and optimally utilising local resources.

The case of the Sicani Gal exemplifies how the outcomes of the “First Things First” project are closely linked to its capacity to foster a genuine bottom-up process that strengthens local communities in need of reclaiming their identity and confidence in development. The project prioritized the involvement of a broad local partnership—including local authorities, tourism and cultural associations, and local businesses—to enhance the Sicani Quality Rural District. An innovative methodology was employed to stimulate a culture of horizontal leadership within the territory, utilizing an experimental, process-oriented, participatory, and co-creative approach. Specifically, a governance process was implemented that emphasised active listening to the local community through a series of meetings aimed at understanding social needs and identifying project beneficiaries. This participatory process successfully promoted innovative cooperation mechanisms by leveraging self-awareness, a sense of territorial belonging, and local identity. Consequently, it facilitated the exchange of specialised

The Gal Media Valle del Tevere is distinguished by the effectiveness of its project titled "Restoration of Small Rural Villages," which aims to enhance the area's attractiveness for both tourists and local residents. This initiative employed a comprehensive participatory approach that encompassed not only mapping local needs but also developing tools to actively involve the community in the formulation of project proposals. In this context, the Local Action Group (LAG) provided financial support, thereby facilitating tangible processes of socio-economic transformation. The evaluation criteria for these proposals included the scope of modernization efforts and the integration of innovative Information and Communication Technologies (ICT), such as improved Internet connectivity and renewable energy systems. Consequently, fourteen actions were selected for funding, including the restoration and renovation of villages and public buildings.

Furthermore, a strong commitment to fostering collaborative processes and networking is evident in initiatives within the Escartons and Waldensian Valleys Gal. Notably, the "Generative Spaces" project exemplifies how the Gal addressed rural depopulation and youth migration through comprehensive territorial engagement. Specifically, the project aimed to develop hybrid, multifunctional spaces within rural areas by leveraging local stakeholders' needs and interests in creating environments conducive to social aggregation. In mountainous regions, these spaces were conceived as vital infrastructure —distinct from urban contexts —to host services that support community retention and promote repopulation of inland areas. These initiatives also sought to stimulate tourism, bolster local enterprises, and support regional workers.

The overarching goal of the Gal was to establish multifunctional spaces dedicated not only to remote digital work and co-working activities but also to fostering social interaction among residents, entrepreneurs, third-sector organizations, and service providers within the territory.

In this context, the Local Action Group (LAG) initiated a participatory planning process involving relevant stakeholders to identify and establish new community spaces. This collaborative approach aimed to jointly define and implement the various phases of the project. Additionally, an engagement process was activated through workshops and meetings to disseminate information about project activities within the local territory.

Conversely, inter-territorial cooperation is central to the "Living Villages" initiative, promoted by the Gal "Centro de Desarrollo de Somontano." The primary objective of this project is to counteract rural depopulation in the Aragon region by testing a methodological framework that supports existing residents and attracts new settlers. This methodology emphasizes active participation from local populations and administrative bodies through a series of awareness-raising, promotional, and informational activities designed to appeal to potential newcomers while also encouraging retention of current residents. A key component of the project involved enhancing the operational capacity of local associations via training in teamwork, strategic planning for new initiatives, identification of potential funding sources, among other skills. This capacity-building effort facilitated the development of actions aimed at promoting social integration, including internships primarily targeted at local youth and women.

Among the participatory measures implemented, the establishment of a "network of voluntary co-workers," comprising approximately one hundred individuals, stands out as particularly significant. This network was instrumental in ensuring the success of the initiative by enabling an integrated action strategy that addressed multiple aspects influencing rural depopulation—such as employment opportunities, housing availability, and internet connectivity—and fostering collaboration with other territories within the region.

The development of inter-territorial networks among public and private stakeholders is also exemplified in the Food Plan of the Biosphere Reserve project "Mariñas Coruñesas e Terras do Mandeo," promoted by Gal Mariñas-Betanzos. The primary objective of this initiative was to enhance the value and market accessibility of local agri-food products through the promotion of short supply chains. To achieve this, the Local Action Group (LAG) implemented a multi-agency partnership program involving diverse actors, including local farmers, agri-food industries, distribution companies, consumer groups, the hospitality sector, research centers, foundations, and public administrations. This initiative resulted in the formulation of "The Food Plan," a comprehensive food system designed to stimulate the production, processing, and consumption of local organic products.

The success of this project was underpinned by the strategic capacity of the LAG to understand local interests, needs, and sensitivities. This understanding facilitated a process of knowledge exchange and capacity building within the territory, leading to modifications in logistics for local distribution. These changes contributed to reducing costs associated with transitioning from conventional to organic production systems.

Furthermore, the "Cowocat_Rural" project, promoted by Gal Consorci Intercomarcal d'Iniciatives Socioeconòmiques, developed a methodology for establishing and supporting a network of coworking spaces. The primary aim was to stimulate job creation and economic activity in rural areas while promoting coworking and teleworking practices. Specifically, the LAG sought to provide professionals with opportunities to work collaboratively within shared spaces without relocating from their rural communities, thereby addressing rural exodus. The implemented interventions are numerous and highly diverse; however, they all fundamentally involve the organization of networks aimed at encouraging coworking space operators to collaboratively develop new initiatives and strategic directions within the project framework.

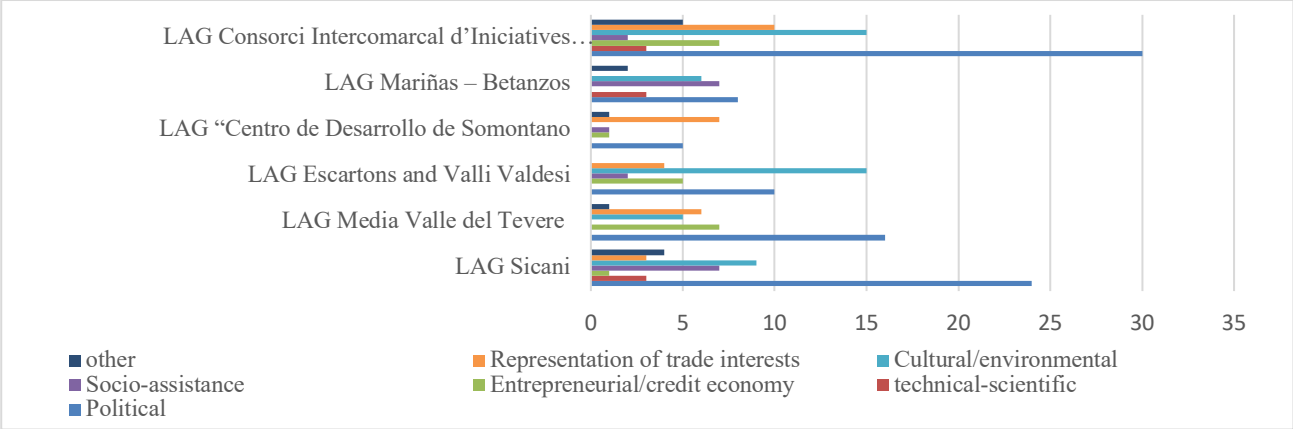
The success of this initiative can be attributed to the value of networking fostered by the Gal, which was effectively cultivated through a series of activities designed to support the creation and dissemination of coworking spaces. As a result, the Coworking Association of Catalonia (Cowocat) was established within the territory with the objective of creating a network of small, localized coworking communities. In collaboration with the Local Action Group (LAG), this association promotes mobility among coworkers across different spaces situated in rural areas of Catalonia, leveraging the collective experiences and best practices of its members.

4. The key role of the LAGs

The analysis of the projects suggests that these local initiatives should be interpreted not only as expressions of community empowerment but also as indicators of the Local Action Groups' (LAGs) capacity to facilitate active participation within the local community in collective decision-making processes. Across all projects, there are evident elements of fostering local relationships, developing innovative organizational structures, and engaging diverse groups—such as youth, women, unemployed individuals, and farmers—who often experience marginalization or exclusion. These groups identify in LAGs key actors responsible for guiding and mediating their involvement. LAGs perform critical functions including intermediary roles, training, and mentorship aimed at catalyzing community engagement to promote rural development.

Consequently, it can be asserted that the various experiences analyzed exemplify LAGs whose effectiveness extends beyond socio-economic strategies to encompass the activation of civic participation and community empowerment processes. These aspects are underpinned by horizontal, networked, voluntary, and collaborative organizational frameworks. In this context, we considered the extensive array of public and private collective actors involved in drafting Local Action Plans. Particular attention was given to examining the formal competencies of their respective organizations to assess their influence on social innovation projects.

An overview of these entities reveals a somewhat heterogeneous landscape (see Graph 1), which tends to cluster around two predominant dimensions: political and economic factors, as well as cultural and environmental considerations.



Graph 1 - Composition of the LAGs

In the majority of cases (e.g., Gal Sicani, Gal Media Valle del Tevere, Gal Mariñas-Betanzos, and the Consorci Intercomarcal d'Iniciatives Socioeconòmiques), there is a predominant presence of actors operating within the political sphere, such as mayors and presidents of public bodies. Based on documentary analysis of the Local Development Strategies (LDS) and associated projects, it appears that local politicians assume a leading role in shaping development criteria and strategic approaches oriented towards social innovation. Specifically, municipal representatives act as project promoters and support community participation throughout the project's development phases, particularly during implementation. They do so by deploying a series of engagement activities —including preliminary meetings, seminars, field surveys, etc. —aimed at establishing extensive networks.

These actors are instrumental in activating new local networks by bringing together private sector entities, third-sector organizations, and often individual citizens. They tend to adopt a collaborative relational style characterized by cooperation. Furthermore, there is a discernible division of labor among stakeholders; although leadership remains with municipal authorities, responsibilities are distributed in an individualized manner that reflects a relatively high level of network stability.

From a governance perspective, the analyzed projects demonstrate participatory processes that go beyond mere consultation with the local community. They actively involve various subjects comprising the LAG Assembly to foster shared understanding of project values and objectives. This approach facilitates a participatory dynamic aimed at aligning diverse interests and promoting collective ownership of development initiatives.

In contrast to the findings documented in the majority of studies on Local Action Groups (LAGs), our cases do not involve political actors who seek to hinder the proliferation of local groups in an attempt to dominate territorial representation. Instead, the political subjects involved appear committed to fostering networks of relations centered on shared objectives.

Furthermore, in the other two LAGs —Gal Escartons e Valli Valdesi and Gal Centro de Desarrollo de Somontano — the active, inclusive, and participatory role of local public entities is clearly evident. However, unlike the previous GALs, the organizational structure shows a slight predominance —though not markedly so —of actors operating within cultural associations, environmental organizations, and trade associations (see Graph 1).

Documentary analysis indicates that their participation in meetings —assessed through meeting frequency and intervention counts —reflects an engagement motivated by a desire to collaborate on development strategies. This suggests that these stakeholders value their contribution to decision-making processes, aiming to leverage their knowledge and skills to support territorial development. Such involvement appears instrumental in fostering territorial identity, facilitating new forms of dialogue and consensus-building, enhancing understanding of shared challenges, and promoting collective pathways toward sustainable solutions.

Furthermore, it is important to highlight that both LAGs exhibit a generally low level of participation by organizations operating within the social and economic sectors. Consequently, their potential influence on policy decision-making appears limited. This phenomenon may be attributable to the presence of specific rules and procedures imposed at a supra-local level, which regulate the timing and modalities of local development policy formulation. Additionally, the waning interest of local stakeholders —particularly those from the productive sectors such as entrepreneurs and artisans —in engaging with LAG policies should not be underestimated. This decline may be driven by shifting economic interests toward international markets, thereby reducing local actors' motivation to participate.

5. First Conclusions

The preliminary findings of this ongoing research suggest a proactive orientation of LAGs towards social innovation initiatives. Specifically, a prominent role emerges in engaging and actively involving the local community in social innovation processes, thereby contributing to the reinforcement of territorial identity and fostering stronger bonds of local belonging that underpin and enhance social capital. This is evident both in the nature of the projects implemented—focused on valorizing local traditions, economy, culture, and history—and in the adoption of integrated strategic approaches primarily aimed at establishing cooperative and collaborative networks.

Furthermore, it is important to highlight that, consistent with the principles of the CLLD approach, the social innovation objectives articulated within these projects—and pursued during their implementation—are derived from an assessment of local community needs and aspirations or from specific emergent issues within the area, which are shared by the involved stakeholders. All projects demonstrate extensive use of participatory tools—such as seminars, community meetings, surveys, and social media channels—applied throughout all phases: from initial startup and planning to execution and monitoring.

This participatory approach facilitates garnering support from the local community, which is essential for the development and sustainability of the projects. Moreover, active community engagement enables the creation of new networks and organizations that, although originating from these initiatives, are capable of operating autonomously and proactively within the territory. In all

analyzed cases, networks, enterprises, and cultural associations established during project implementation remain active within the area.

There is no doubt that our LAGs play a crucial role in the development of projects capable of effectively fostering social change and sustainable development. However, an analysis of the internal composition of these LAGs—specifically from the perspective of their member assemblies—reveals governance dynamics that appear to diverge from the model envisioned by the European Union, which emphasizes the participation of experts and public interest groups in the formulation of policy strategies. In practice, such actors are relatively few in number. Moreover, when present, their representation tends to lack diversity in terms of interests; for instance, research institutions are nearly absent, while organizations dedicated to social inclusion and cultural heritage valorization are scarcely represented.

This situation does not necessarily indicate a dominance of certain interests over others or the existence of power imbalances exercised by specific actors within decision-making processes. Instead, it underscores the extent to which CLLD initiatives fail to leverage the full spectrum of expertise available within the territory. The potential consequence is an increased risk of falling into 'collusive' or opportunistic partnership behaviors, which have been repeatedly highlighted in scientific literature as problematic.

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BRIDGES TO THE WORLD: ANALYSING THE IMPACT OF ERASMUS PROJECTS ON SCHOOL CULTURE AND INTERNATIONALISATION IN GREEK PRIMARY EDUCATION

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Abstract

This study examines the transformative impact of the implementation of Erasmus projects on the school culture and the internationalisation strategy of a specific Greek primary school. It explores the responses of 65 primary school students who actively participated in the activities connected with two Erasmus projects and the responses in semi-structured interviews of three teachers who participated in an Erasmus mobility. It is indicated that all the students were satisfied with their participation in Erasmus projects, and their motivation to study foreign languages increased. Furthermore, their intercultural awareness was enhanced, and they became more prepared to accept diversity. As for the teachers, their interviews revealed that their professional development was greatly advanced due to their participation in the mobility. Overall, despite minor organisational challenges, they expressed their willingness to continue their involvement in European projects to enhance their professional development and increase students' motivation and attainment.

Key words: Erasmus projects, internationalisation, model, intercultural awareness, diversity, professional development.

1. Introduction

The growing interconnectedness of our world has amplified the need for educational systems to prepare students for a diverse and dynamic global environment. In this context, initiatives like the Erasmus programs have emerged as pivotal avenues for fostering international collaboration and intercultural understanding among students and educators (European Commission, 2025). The main objective of the Erasmus+ projects is to facilitate the exchange of experiences between students and teachers from various EU nations, allow them to visit different partner schools, immerse themselves in new cultures, and promote international cooperation (Kugiejko, 2016).

Erasmus+ exchange students seek intercultural experiences, enhance their digital and communication skills, endeavour project-based work, engage in cultural interaction, and improve their foreign language abilities (Yavrutürk & Ilhan, 2022). Research in Greece suggested that students who participate in Erasmus initiatives gain a broader understanding of the world and learn to cooperate and respect diversity, contributing to the prevention of incidents of violence (Benetis, 2023). Another study in Greece with secondary education students highlighted the transformative impact of Erasmus+ programs on education and the significance of cross-cultural interactions, since it indicated that students gained intercultural skills through partnerships with foreign schools (Tresalou, 2024). Their interactions fostered respect for diversity, helping to dispel stereotypes and prejudices (ibid).

Furthermore, developing and executing an Erasmus+ project is crucial for educational institutions as it enhances the teaching staff's professional and personal growth, internationalises educational activities, fosters international collaboration, and drives economic growth through strategic human resource investment (Georgeta et al., 2024). Related research suggested that teachers participating in Erasmus projects enhance their opportunities for professional development (Anvar, 2025; Capelli & Damiani, 2025). Participating teachers in quantitative research in Istanbul indicated that Erasmus+ projects boost their personal, professional, and cultural growth by encouraging collaboration among teachers and students from various backgrounds. They suggested that these projects promote effective educational practices and highlight the importance of multicultural

education in a globalised world (Çimşir, 2024). Moreover, relative research demonstrates that participation in Erasmus programs significantly positively affects secondary teachers' ability to self-organize and exercise agency in curriculum development (Mouraz et al., 2024). They achieve this by tailoring the knowledge and skills gained from their experiences to fit their unique cultural and contextual needs within collaborative communities of practice *(ibid).*

Relative research in Greece indicates that Erasmus+ programs support educators' professional development while enhancing European educational policy and reforming the educational system (Koutsouki, 2024). The Erasmus programs initiative significantly contributes to improving educational quality, with both immediate and lasting benefits for teaching skills. It is also indicated that involvement in European initiatives like Erasmus+ helps enhance inclusive education by offering training opportunities and facilitating the exchange of best practices (Maniatakou & Leventi, 2025). Additionally, research in Greece suggested that participation in European partnerships boosts teachers' self-confidence, professional development, and soft skills, enriching teaching practices and fostering collaboration (Zevgitis, 2024). These initiatives also strengthen community ties but have limited sustainability due to a lack of integration into national policy and a lack of lasting impact *(ibid)*

As the global landscape continues to evolve, understanding the impact of such initiatives becomes crucial for cultivating the skills and competencies necessary for future generations (Papakota & Mouratoglou, 2024). An additional point of research is whether the mobility programs offered through Erasmus+ by the European Commission could play a vital role in enhancing participants' understanding of the EU and promoting internationalisation (Georgoudaki et al., 2025). while addressing information gaps and fostering more significant support for European integration (Akpınar, 2024; Katsara, 2024). A case study investigating three international university-school partnership initiatives (Burden & Kearney, 2023) indicated that the Erasmus programs were instrumental in improving teachers' digital teaching methods, had a positive impact on students' attitudes and enhanced collaborative learning. However, research in Greece has highlighted challenges in implementing these innovative programs, particularly teacher mobility initiatives like Erasmus+, referring to key organisational issues, including stressful travel procedures and the difficulty of securing host schools for teachers as well as the difficulty in using the Erasmus+ dissemination platform (Arampatzi-Paspaliari, 2020; Vryza, 2024).

Hence, this study focuses on a specific Greek primary school located in Athens and examines how implementing two Erasmus projects (KA122 and KA210) during the same academic year, 2023-2024, has influenced its school culture and internationalisation strategy. By exploring the experiences of 65 primary school students and gathering insights from three teachers through semi-structured interviews, this research aims to highlight the transformative effects of these projects. The responses of students participating in hosting European educators in their schools and the semi-structured interviews of three teachers participating in a mobility for training in five different schools in Toledo, Spain, were analysed. The data analysis indicates the impact of the Erasmus experience on teachers' professional development and teaching practices as a result of their participation in the mobility and students` perceptions of their satisfaction with their Erasmus experience.

2. Main part

2.1. Methodology

This study employs a mixed-methods approach, utilising both qualitative and quantitative data collection techniques to achieve a comprehensive understanding of the research problem (Creswell & Plano Clark, 2018). It explores the responses to a questionnaire of 65 primary school students who actively participated in the activities connected with two Erasmus projects implemented in their school and the responses in semi-structured interviews of three teachers who participated in an Erasmus mobility for job-shadowing in the framework of an Erasmus KA122 program as well as the hosting activities for the KA210 program.

Qualitative data were analysed using thematic analysis to identify patterns and themes that emerged from the interviews. Quantitative data were analysed using statistical methods, including descriptive statistics. All participants provided informed consent before participation, and anonymity was maintained throughout the study. The research adheres to ethical guidelines to minimise any potential harm to participants. Potential limitations include sample size, self-reporting biases, and the generalisability of the findings to a broader population. This methodology aims to provide a robust framework for understanding the research questions and generating meaningful insights.

The research questions were the following: 1. What impact did participation in the Erasmus projects have on the students' engagement and learning outcomes? 2. How did the teachers perceive the benefits and challenges of the Erasmus mobilities in enhancing their teaching practices and professional development? 3. In what ways did the projects foster collaboration, internationalisation and intercultural understanding among the students? 4. What specific skills or competencies did students develop as a result of their involvement in the activities? 5. How did the experiences from the Erasmus projects influence the overall school community?

2.2. Results of the research

This study investigates the transformative influence of Erasmus projects within the context of a specific Greek primary school, focusing on the resultant changes in school culture and the broader internationalisation strategy. The research centres on the perceptions of 65 primary school students who engaged actively in various activities associated with two distinct Erasmus projects in the school year 2023-2024, alongside the qualitative insights gathered through semi-structured interviews with three teachers who participated in an Erasmus job-shadowing mobility and diverse educational activities in the framework of Erasmus projects within this period.

The findings revealed important implications for enhancing educational practices, motivating students, and promoting a more inclusive atmosphere within the school community. The findings indicate that all participating students expressed a high level of satisfaction with their involvement in the Erasmus projects. Their engagement not only enhanced their enjoyment of learning but also significantly increased their intrinsic motivation to study foreign languages. The vast majority of the students (N.60, 92%) admitted that their linguistic skills in English and French improved due to their participation in Erasmus activities such as hosting Spanish and French educators in their school.

Furthermore, the students exhibited a marked improvement in intercultural awareness, becoming more adept at embracing and appreciating diversity within their school environment. Most students (N. 59, 90%) reported feeling more prepared to accept cultural differences and embrace diversity due to their involvement in Erasmus projects. This development is crucial in today's globalised world, where cultural competence and linguistic skills are increasingly valuable. Furthermore, all students reported that they would like to participate in Erasmus projects in the future, and most of them (N. 56, 86%) indicated that they perceive Erasmus projects as a great opportunity to increase their knowledge about EU and to achieve internationalisation of their school.

From the educators' perspective, the insights gleaned from the semi-structured interviews highlighted a profound impact on their professional development. The three teachers participating in the mobility had diverse backgrounds and teaching experiences. The participants included a primary school teacher with a master's degree and fifteen years of teaching experience, a Drama teacher with ten years of teaching experience, and a French language teacher with a Ph.D. in Education and twenty-five years of teaching experience. Teachers articulated how their experiences during the Erasmus mobility enriched their pedagogical practices and broadened their professional networks. They reported gains in their teaching methodologies, which now incorporate more innovative and inclusive approaches, fostering a more dynamic and engaging learning atmosphere for their students. The teachers expressed a collective enthusiasm for continued participation in European projects, recognising them as vital avenues for enhancing their professional growth and elevating student motivation and overall academic performance. Despite their diverse background, the three participating teachers reported that they perceived this Erasmus mobility as a milestone in their

careers as educators, and they admitted that this experience increased their motivation to participate in innovative educational programs.

The main emerging themes in their interviews were the motivation to improve as educators as a result of the interaction with their Spanish counterparts and their satisfaction with their participation in this mobility. They also reported that optimal infrastructure and supportive school administration were the main factors enhancing the quality of education in the five hosting schools, and they admitted that these two factors constitute the weaknesses in their school. Finally, they indicated that the only challenges linked to their Erasmus experience were a lack of school administration support and limited financial support due to organisational problems. Overall, they were satisfied with their experience and admitted that they would like to organise and implement more Erasmus projects in the future.

Responding to the first research question, students reported a significant increase in their engagement during lessons related to the Erasmus projects. Many students (N. 60, 92%) expressed their excitement about hands-on activities and collaborative work, which enhanced their motivation to learn. Quantitative data indicated that most students (N.60, 92%) perceived that they had improved their academic performance in subjects linked to the project topics, such as foreign languages.

In response to the second research question, the three participating teachers highlighted several benefits, including professional development and increased cultural awareness. They shared that the exposure to different teaching methods and educational practices from colleagues in the hosting schools in another country enriched their own teaching styles. However, challenges such as logistical difficulties, time constraints and lack of collaboration with their school administration were also noted. The three participating teachers mentioned that the Erasmus experience greatly improved their opportunities for professional development and improvement of their work status.

Concerning the third research question, teachers reported that the projects significantly fostered collaboration among students, with all three teachers noting that their students actively collaborated in hosting Spanish and French educators in their schools, as well as organising presentations for the Turkish and French participants for the learning and training meeting organised in their school in the framework of a KA210 program. According to teachers, these interactions enhanced students' understanding of different cultures and encouraged openness and tolerance. All students reported that their participation in the two projects increased their collaboration with their peers and led to the internationalisation of their schools and intercultural understanding among the students.

Pertaining to the fourth research question, all students reported that they improved various skills, such as communication, teamwork, and problem-solving. According to most research participants (N.60, 92%), they were more confident in speaking English and French. Most participants (N.62, 95%) were also more confident in engaging in discussions with people from other countries. Finally, most participants (N.61, 93%) reported developing critical thinking skills through project-based tasks.

Ultimately, in response to the fifth research question, both teachers and students participating in the study indicated a positive influence on the overall school community. The three teachers indicated that there was an observable increase in community spirit and pride, with more students and teachers showing interest in participating in international projects, thus leading to the internationalisation of their school. Teachers also reported that the experience led to greater parental involvement and support for school initiatives. All students reported that the Erasmus projects positively influenced the overall school community.

Overall, the findings suggest that the Erasmus projects had a substantial positive impact on both students and teachers, promoting engagement, collaboration, teachers` professional development and intercultural understanding within the school.

2.3. Discussion

The findings of this study provide valuable insights into the transformative impact of Erasmus projects on both students and teachers within a Greek primary school. As the research indicates,

participation in Erasmus initiatives not only enhanced the students' educational experiences but also contributed significantly to the professional growth of educators.

One of the most notable outcomes reported by students was a heightened motivation to learn foreign languages. This aligns with existing literature that suggests that exposure to diverse linguistic environments can stimulate interest in language acquisition (Yavrutürk & Ilhan, 2022). By engaging in activities that encourage interaction with people from different cultural backgrounds, students can develop a deeper appreciation for language and its role in communication. This increased motivation is a critical factor in language learning, as it can lead to higher levels of engagement and a more positive attitude toward continuous learning.

Furthermore, improving intercultural awareness among students signifies an essential development in their social and emotional growth. In an increasingly globalised world, the ability to navigate and appreciate cultural diversity is paramount. The experiences gained through Erasmus projects equip students with the skills necessary to engage with an array of perspectives collaboratively, fostering an inclusive atmosphere within the school environment (Benetis, 2023; Zevgitis, 2024). Such competencies are vital not only for academic success but also for personal development in a multicultural society.

From the teachers' perspective, participation in Erasmus mobilities evidently enriched their pedagogical practices. The insights gained through their experiences abroad allowed them to adopt innovative teaching methodologies, which, in turn, fostered a more dynamic learning environment. This aligns with findings from other studies highlighting the significance of Erasmus projects for teachers' professional development opportunities and enhanced educators' instructional practices (Anvar, 2025; Capelli & Damiani, 2025). The enthusiasm expressed by teachers for continued involvement in European projects underscores the importance of institutional support for international initiatives. Such endeavors can facilitate continuous professional learning, crucial for adapting to evolving educational demands.

Additionally, the positive impact of Erasmus projects on the school's internationalisation strategy cannot be overlooked. By prioritising such initiatives, the school enriches its learning community and aligns itself with broader educational objectives that emphasise global citizenship and cultural competence. The study suggests that committed support from the school administration can drive meaningful changes in school culture, ultimately leading to a more inclusive and effective educational environment.

In essence, this study highlights the multifaceted benefits of Erasmus projects, emphasising their role in both student engagement and teacher development. The findings advocate for continued investment in such international collaborations as essential components of contemporary education. As educational institutions strive to equip students for future challenges, embracing programs like Erasmus can promote a holistic approach to learning, enrich educational practices, and cultivate a more interconnected and empathetic society.

Ultimately, further research could explore the long-term effects of participation in Erasmus projects on student outcomes and teacher practices. Additionally, examining the role of varying school contexts within Greece could provide a broader understanding of how different environments may influence the effectiveness of such initiatives. This study serves as a foundational piece for ongoing discourse regarding the significance of international educational collaborations in fostering a more inclusive and dynamic learning landscape.

3. Conclusions

In conclusion, this study underscores the pivotal role of Erasmus projects in advancing educational practices within Greek primary schools. The research contributes to the growing body of literature emphasising the importance of international collaboration in education. It advocates for the sustained implementation of such programs as they enhance educational outcomes and prepare students and teachers alike to thrive in an increasingly interconnected world. Furthermore, the findings suggest that institutional support for internationalisation initiatives can facilitate

transformative changes in school culture, promoting a more inclusive and effective educational experience (Georgoudaki et al., 2025).

The findings of this study illuminate the significant impact of Erasmus projects on the school culture and internationalisation strategy of a Greek primary school. The voices of the 65 participating students speak to a collective sense of satisfaction and increased motivation for learning, particularly in foreign languages. This enhancement in intrinsic motivation is pivotal as it fosters a deeper engagement with educational content, thereby facilitating a more robust learning experience. Notably, students also exhibited a marked improvement in intercultural awareness—a crucial skill in today's diverse and interconnected world (Tresalou, 2024). By embracing and appreciating cultural diversity, these young learners are better equipped to navigate a global society, an essential competency for their future personal and professional lives.

From the educators' perspective, the study provides compelling evidence of how participation in Erasmus mobilities has advanced their professional development. The qualitative insights gathered through semi-structured interviews reveal a transformative journey for the teachers involved, enhancing their pedagogical practices and extending their professional networks. The innovative, inclusive teaching approaches that emerged from their Erasmus experiences not only enriched their instructional methodologies but also fostered a more engaging and dynamic learning atmosphere for their students. This ripple effect demonstrates the multi-faceted benefits of internationalisation initiatives, highlighting the interdependence between teachers' professional growth and student achievement.

Moreover, the study underscores the necessity for ongoing institutional support for Erasmus and similar internationalisation initiatives. Such support can lead to transformative changes within the school culture, promoting an inclusive educational environment that values diversity and collaboration. As educators and students continue to engage with international projects, a cycle of positive reinforcement is established where enhanced teaching methodologies lead to improved student outcomes, which in turn encourage further professional development and collaboration.

In conclusion, this research contributes to the existing literature on the beneficial effects of international projects in education and advocates for sustained investment in such initiatives. By recognising the value of programs like Erasmus, educational stakeholders can foster an environment that champions international collaboration, driving improvements in educational practices. The findings of this study suggest that as the global landscape becomes increasingly interconnected, embracing these opportunities will be essential in preparing students and teachers to thrive in an evolving educational context. Ultimately, the Erasmus projects serve as a powerful catalyst for change, enhancing both the personal growth of individuals and the collective progress of educational institutions.

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STUDENTS' MISCONCEPTIONS ON CLIMATE CHANGE. A LITERATURE REVIEW

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Abstract

Climate Change is one of the most critical scientific, political, and social issues of our era. Public education must play a vital role in addressing this issue effectively.

The challenge with climate change education lies in the fact that primary and secondary school students do not fully understand the processes that cause climate change. As with any subject taught in school, students' misconceptions can significantly hinder their understanding, thus impeding the development of public awareness about this critical phenomenon. Often, such misconceptions are hard to correct.

In this review we have collected studies from all over the world, which have documented school students' misconceptions about the complex problem of climate change. These misconceptions are categorized and analyzed with regard to students' age and origin, along with the time of the study that recorded those misconceptions.

Keywords: climate change, school education, alternative ideas, students' misconceptions

1. Introduction

Climate Change is one of the most critical scientific, political, and social issues of our era. Public education must play a vital role in addressing this issue effectively (Cordero, Todd, & Abellera, 2008). Given that climate change is a complex issue, it requires targeted education to effectively address the problem and raise public awareness. The challenge with climate change education lies in the fact that primary and secondary school students do not fully understand the processes that cause climate change (Sjoblom et al., 2022). As with any subject taught in school, students' preconceptions can significantly hinder their understanding, thus impeding the development of public awareness about this critical phenomenon. Thus, mapping students' misconceptions about climate change is essential, as it will enable educators to address them in their teaching practices and help students build accurate knowledge about ongoing climate change, ultimately fostering engaged and informed future citizens.

In this article, we conduct a literature review to investigate primary and secondary students' misconceptions on climate change, from schools all around the world. These misconceptions are categorized and analyzed with regard to students' age, geographic origin, and the time period during which the studies were conducted.

In the discussion, we explore the most common misconceptions and their relevance to students' age and origin, along with the time of the study that recorded those misconceptions.

This review is guided by the following research questions:

1. What are the main primary and secondary education students' misconceptions regarding climate change? (RQ1)
2. Is there an association between the age and origin of the students regarding their misconceptions on climate change? (RQ1)

2. Main part

2.1. Method

Based on the original guidelines proposed by Kitchenham and Charters (2007), a literature review should comprise the following three: planning, conducting and reporting. For the purposes of the study of student's misconceptions regarding climate change (RQ1 and RQ2, respectively), we performed automatic searches in the following electronic databases: Science Direct, Scopus and Web of Science. We used MS Excel™ to record the information collected. This search was conducted in August 2024, using the following search strings:

"Students"
AND
("primary education" OR "secondary education")
AND
("alternative ideas" OR "preconceptions" OR "misconceptions")
AND
"climate change"

Numerous results were returned, while a backward snowballing approach was further conducted. Afterwards, we conducted our analysis.

The inclusion criteria were applied in three stages:

- In the first stage, we included papers that were written in English and were open-accessed.
- In the second stage, a manual screening with criteria that papers were addressing Environmental or Earth sciences, primary or secondary education students, published in the last 20 years and that ruled out duplicates, narrowed down dramatically our results.
- Finally, in the third stage, our manual screening excluded papers where more than a third of the participants were outside of the age range of 6–18 years. Theoretical studies with no empirical findings were also excluded, narrowing down, even more, our results.

The above-mentioned procedure and the papers that complied with the criteria falling in each stage are presented in Table 1, where we can see that under the standards of the Matrix Method (Garrard, 2020), n=16 papers were selected to be analyzed.

Table 1. Summary of the results after the keyword selection, and manual screening of the results for students' misconceptions on climate change.

Electronic database	**Initial results (stage 1)**	**After the manual screening (stage 2)**	**Finally selected (stage 3)**
Science Direct	254	12	4
Scopus	102	28	10
Web of Science	82	13	2
Total	*438*	*53*	*16*

2.2. Results

2.2.1. Students' main misconceptions about climate change (RQ1)

To answer RQ1 "What are the main primary and secondary education students' misconceptions regarding climate change?" we analyzed 16 papers from the perspective of the major misconceptions found (see Appendix A).

Generally, students tend to conflate climate change and ozone depletion in 7 out of the 16 studies. The ozone layer is referred to in most of these studies as a protective layer that is depleted, causing the intense heating on earth. Chang & Pascua, (2016) go further on to mention that students regard the air-conditioner to be the most popular household electronic device, perceived to contribute most to climate change, because it is believed to emit CFCs that destroy the ozone layer.

Pollution was the second most popular misconception among students in 5 out of the 16 of the studies. Students tend to conflate pollution of air and water with climate change. Sellmann & Bogner (2012) record opinions such as "Environmental pollution causes global climate change" (p.784), while Punter et al., (2011) found that students believe that "Firecrackers" cause air pollution and therefore climate change.

In 3 out of the 16 studies it was found that many students cannot give an adequate definition of climate change. De Rivas et al. (2024) mention that "none of their respondents show an adequate idea of what climate change is, neglecting some of its most important aspects" and that "only one third of the respondents can list causes and consequences of climate change" (p.13), while Punter et al. (2011) found that students casually believe "climate change is that the poles melt" (p.455).

In a study among US students, Shepardson et al., (2014) found that students imagine the climate system in a unidirectional relationship, with no feedback processes and interactions between its multiple components.

Tanzanian and Finnish primary school students regard climate change as the change of weather (Sjoblom et al., 2022), while secondary education students from Singapore think that daily weather is an indicator for climate change (Chang et al., 2018).

The greenhouse effect was also found not to be sufficiently understood among students, in 3 out of the 16 studies. Boyes et al. (2004) in their study found that most students were not aware of the variety of greenhouse gases and their Global Warming Potential. Chang et al. (2018) record in their study that students generally perceive greenhouse gases are harmful and that even oxygen is considered a greenhouse gas, while Myers et al. (2004) mention that students perceive the greenhouse effect as an environmental problem.

Chang & Pascua (2016) also found that students link climate change solely to anthropogenic reasons, with no distinction between the natural and the human-caused greenhouse effect in students' explanations.

One specific study went on to record general misconceptions about the atmosphere itself. Among other students' opinions about the atmosphere, it was found that students think that atmosphere has nothing to do with climate in general (Akbas et al. 2010).

Acid rain and UV solar radiation are also mistakenly coupled with climate change. Students believe that CO_2 – that causes climate change – also produces acid rain (Sellmann & Bogner, 2012). Solar UV rays were regarded as the primary agent for global warming, as recorded in the studies of Chang & Pascua (2016) and Chang et al. (2018). Another study gives a more detailed description of students' difficulty in distinguishing UV and infrared radiation (Österlind, 2005).

Climate change was perceived as coupled with other environmental issues such as tectonic activities and tsunamis (Chang & Pascua, 2015; Chang et al., 2018) and radioactivity (Chang & Pascua, 2015; Chang & Pascua, 2016).

Energy consumption seems to be irrelevant to climate change, whether it is generated from fossil fuel or renewable resources (Merritt et al., 2019). Reducing energy consumption and recycling paper has also nothing to do with climate change, according to the study of Boyes et al. (2004).

Furthermore, two studies recorded more fatalistic students' views on climate change. The general idea, that "we can't do much to cure the problem" (Garg & Lal, 2013), is stated in another way 11 years later, as if family planning cannot reduce greenhouse gas emissions (Tang, 2024).

2.2.2 Students' misconceptions regarding age and origin (RQ2)

To answer RQ2 "Is there any association between the age and origin of the students regarding their misconceptions on climate change?" we categorized and analyzed the 16 papers with regard to students' age and geographic origin (see Appendix A).

Out of the 16 papers, the research samples were generally addressed to secondary education students (14) and the rest (2) were addressed to primary education students aged between 9 and 12 years old (Meritt et al., 2019; Sjoblom et al., 2022).

Regardless of the students' age, misconceptions seem similar. For example, the most common misconception, i.e. that ozone depletion causes climate change, is present in both primary education students aged 11-12 years old (Sjoblom et al. 2022), 12-14 years old (Tang, 2024), 14-18 years old students (Azeiteiro et al, 2018) etc. This is also the case for the second most common misconception, i.e. that pollution in general causes climate change: 11-12 years old students (Sjoblom et al. 2022), 12-16 year olds (Punter et al. 2011) and 14-15 year olds (Chang & Pascua, 2016), all list pollution in general as a cause for climate change.

There is however a more distinct difference between primary and secondary education students: the two studies on primary education students showed more "simplistic" misconceptions, as opposed to secondary education students' misconceptions. For example, Sjoblom et al. (2022) found out that some students list as a cause of climate change the "smoking of tobacco", while Merritt et al. (2019) recorded ideas such as "the coal goes through the combustion chamber into the turbine shaft then into the generator into the transformer then into the power lines into your house" and also that "the turbines spin and it makes heat and the heat makes electricity." (p.1083)

In the following plot, the frequency of major students' misconceptions appearing in studies was related to the students' age. Note that the curves with the biggest area below them relate to the most common misconceptions found. Also note that the "ozone" curve is both the highest (most frequent) and the widest between students' ages, followed by the "pollution" curve.

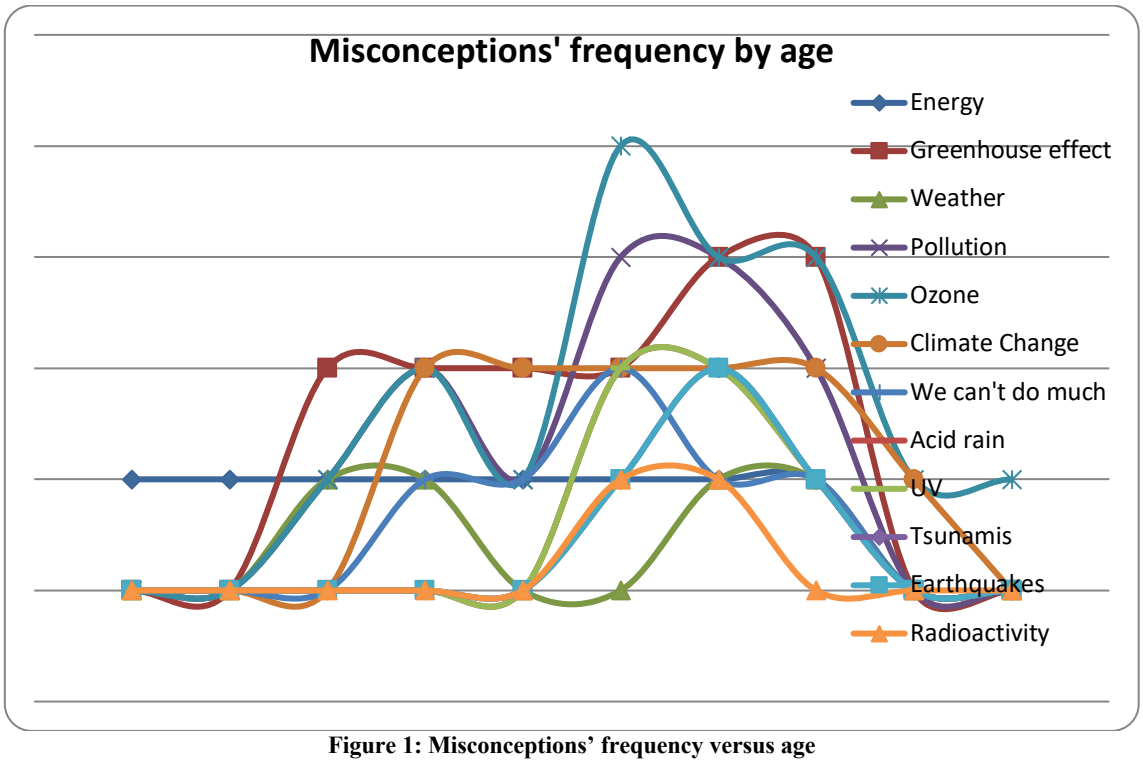

Figure 1: Misconceptions' frequency versus age

Regarding the origin of the students, our studies showed extended diversity. Of the 16 studies, three were conducted in Singapore schools, two in the United Kingdom, two in the US (one in northeastern and southeastern states, one in Midwest), two in Spain (both in Valencia), and one study was conducted with Finnish and Tanzanian students. One study was carried out in each one of the following countries: Turkey, Japan, Portugal, Germany, India and Sweden. Again, the misconceptions recorded were largely similar.

The most common misconception, that "ozone depletion causes climate change", was cited by students in Finland and Tanzania (Sjoblom et al. 2022), in Japanese students (Tang, 2024), in students from Portugal (Azeiteiro et al, 2018), from Germany (Sellmann & Bogner, 2012), from India (Garg & Lal, 2013), and from Singapore (Chang & Pascua, 2016; Chang et al., 2018). The second most common misconception, that "pollution in general causes climate change" is cited by students from Finland and Tanzania (Sjoblom et al. 2022), from Germany (Sellmann & Bogner, 2012), from Singapore (Chang & Pascua, 2016), and from Spain (Punter et al. 2011).

2.3 Discussion

In this literature review, we analyzed 16 studies, with regard to students' age, geographic origin, and the time period during which the studies were conducted. Generalizing the main viewpoints of these studies, we concluded that climate change misconceptions are universally and uniformly largely similar among students. Moreover, students' age does not seem to pose a criterion regarding their misconceptions. This uniform pattern also seems to be present in the time axis, too. We researched studies spanning from 2004-2024; they all show some misconceptions, but most common misconceptions are present without change, throughout the years. For example, the most popular misconception, that "ozone depletion causes climate change" is present in studies carried out from 2013 through 2024, while the second most popular misconception that "pollution in general causes climate change" is mentioned in studies from 2011 up to 2022. This suggests that climate change education has the same challenges universally and diachronically, at all students' ages.

Regarding the most common misconceptions found and the age and origin of the students, we came up with the following results:

Generally, students tend to conflate climate change and ozone depletion in 7 out of the 16 studies, making it the most prevalent misconception identified. This alternative idea is present in both younger (11 year-old) and older (18 year-old) students, from countries all over the world: Finland and Tanzania, Japan, Portugal, Germany, India and Singapore. Maybe that has to do with the fact that ozone depletion as an "atmosphere problem" could be easily conflated with the augmented greenhouse effect that also "happens in the atmosphere".

The second most popular misconception found was that the pollution of air and sea in general causes climate change and was recorded in 5 out of the 16 of the studies. Again, the ages of students with this misconception range from 11 to 16 years old, and from countries such as Germany, Spain, Singapore, Finland and Tanzania.

Many students (aged from 12 up to 17 years old and originating from countries such as Spain and Japan) struggle to adequately define climate change, neglecting important aspects, its causes and consequences.

The greenhouse effect was also found to be insufficiently understood among students (aged between 11 and 16 years old, originating from the UK and Singapore), with some mentioning it as a problem for the environment.

Acid rain and UV solar radiation, however, were mistakenly related to climate change by older students aged 14-16 years old. Those students were from Sweden, Singapore and Germany, indicating again a uniform geographical dispersion of the misconceptions. A possible explanation could again be the conflation of atmospheric processes with the most common culprit of climate change, the augmented greenhouse effect.

Tectonic activities, tsunamis and radioactivity were falsely linked to climate change by older students from Singapore only, aged 14-16 years old (Chang & Pascua, 2015; Chang & Pascua, 2016; Chang et al., 2018). Because the magnitude of these catastrophic phenomena can easily be compared to recent years' damage associated with climate change, it could possibly be a factor for this misunderstanding from older students.

Finally, the results of personal actions regarding the mitigation of climate change seem to be irrelevant for 12-14 year old students from Japan and 14-16 year old students from India: Energy consumption, whether it is generated from fossil fuel or renewable resources, was found to have nothing to do with climate change. Reducing energy consumption and recycling paper was found to be irrelevant to climate change. The more fatalistic students' views, that "we can't do much to cure the problem" (Garg & Lal, 2013), and that our family planning cannot reduce greenhouse gas emissions (Tang, 2024), seem to persist, as these views appear again after 11 years.

3. Conclusions

Generalizing our literature review, we concluded that climate change misconceptions are largely similar and independent of students' age or origin over the last 20 years. There is, however, a slight differentiation from this norm in the two studies with primary education students, showing a little more "simplistic" alternative ideas than those of the secondary education students, and the more "sophisticated" misconceptions regarding UV radiation and acid rain found, only in students older than 14 years.

The uniform pattern of students' misconceptions seems to be present also in the time axis. Major climate change misconceptions seem to show a diachronic trend over time, apart from age or origin of the students. This shows that there is a lot of work to be accomplished through proper and efficient climate change education, throughout the world. An adequate understanding of the causes and processes of climate change, will deem the effect to be less fatalistic, thus motivating the younger generation towards the right direction for climate action.

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Appendix

Appenix A: Study design and analysis of the reviewed papers

Source / Journal	Authors	Title	Publication Year	Population	Ages / level	Misconceptions recorded
Renewable Energy	Eileen G. Merritt, Nicole Bowers & Sara E. Rimm-Kaufman	Making connections: Elementary students' ideas about electricity and energy resources	2019	101 students from Virginia and Massachusetts	9-10y (4th grade)	Energy consumption is irrelevant to climate change. Students of all ages have difficulty distinguishing between renewable and nonrenewable energy resources. "The coal goes through the combustion chamber into the turbine shaft then into the generator into the transformer then into the power lines into your house" and also that "the turbines spin and it makes heat and the heat makes electricity."
Procedia Social and Behavioral Sciences	Yavuz Akbas, Abdulkadir Uzunöz &Ebru Gençtürk	High school 9th grade students' understanding level of conceptions related to atmosphere and misconceptions	2010	100 students from Trabzon	14-15y	General misconceptions about atmosphere, eg "Atmosphere is a layer", "Atmosphere doesn't have the effect on the dawn and the twilight", "atmosphere has not any effect on the climate and air formations", "Climate and weather events are formed with the result of the movements of the Sun and the World"
Journal of Cleaner Production	Pia Sjöblom et al.	Primary school students and climate change—an interview study in Finland and Tanzania	2022	6 finnish + 6 tanzanian students	11-12y	Climate change is the change of weather, because the weather is the day-to-day conditioner around the atmosphere, littering and plastic cause climate change, electrical charges in clouds, and currents in oceans affecting the climate, weather changes cause climate change, pollution of air and water and smoking tobacco as causes of climate change, confused climate change with pollution, people in poorer countries would be more strongly affected by climate change, climate change is also caused by pollution. Degradation of the ozone layer causes climate change, thinning of ozone layer causes climate change
International Research in Geographical and Environmental Education	Kelvin Tang	Assessing conceptions of climate change: an exploratory study among Japanese early adolescents	2024	423 japanese students	12-14y	"Climate change is a result of the ozone layer becoming thinner," , "because of climate change, the water in seas and oceans will NOT expand", family planning cannot reduce greenhouse gas emissions
Handbook of Climate Change Communication	Ulisses M. Azeiteiro et al	Assessing High School Student Perceptions and Comprehension of Climate Change	2018	270 portuguese students	14-18y	Ozone hole is responsible for climate change
15th Global Warming International Conference and Expo, San Francisco	Edward Boyes, Martin Stanisstreet & Bronwen Daniel	High school students' beliefs about the extent to which actions might reduce global warming	2004	582 north west UK students	11-16y	Saving' electricity and recycling paper is irrelevant to climate change, Most children are not aware of the variety of 'greenhouse gases', unaware of Global Warming Potential (GWP) of gases
Climate Change Management	Daniela Sellmann, Franz X. Bogner	Education in Global Climate Change at a Botanical Garden: Students' Perceptions and Inquiry-Based Learning	2012	25 german students	16y; (year 10)	"The ozone hole causes global climate change", "Acid rain is caused by carbon dioxide", "Air pollution causes the greenhouse effect", and "Environmental pollution causes global climate change"
Indian Journal of Public Health Research & Development	Garg A., Lal P.	Perception of Causes, Consequences and Solutions to Global Warming among School Children in Delhi	2013	290 indian (Delhi) students	14-16y	Ozone depletion, we can't do much to cure the problem

Source / Journal	Authors	Title	Publication Year	Population	Ages / level	Misconceptions recorded
Climate 2024	Raquel de Rivas, Amparo Vilches & Olga Mayoral	Secondary School Students' Perceptions and Concerns on Sustainability and Climate Change	2024	944 secondary students from Valencia, Spain	15-17y	None of the respondents show an adequate idea of what Climate Change is, neglecting some of its most important aspects (increase in temperature caused by the increase in GHGs, anthropogenic causes with special emphasis on the burning of fossil fuels, etc.). Only 37.8% gave an approximate response, mentioning some of the key related concepts. Only one third of the respondents can list causes and consequences of Climate Change
International Research in Geographical and Environmental Education	Chew-Hung Chang & Liberty Pascua	Singapore students' misconceptions of climate change	2016	27 secondary students from Singapore	14-15y	The causes of climate change was limited to the belief that recorded changes are solely due to anthropogenic reasons. There was no clear delineation between the natural and the enhanced greenhouse effect in students' explanations.The air-conditioner was the most popular household fixture perceived to contribute most to climate change, because it is believed to emit CFCs that destroy the ozone layer. Pollutants were also deemed responsible for increased warming on Earth. Some indicated that pollutants destroy the ozone layer and cause acid rain. The sun is believed to be the direct source of heat that is kept on Earth and solar radiation in the form of ultraviolet (UV) rays were perceived as the primary agent for global warming. The destruction of the ozone was almost always associated with global warming. Climate change is perceived as coupled with other environmental issues such as tectonic activities, acid rain, radioactivity and pollution. The Ozone layer prevents the heat rays from the sun from actually reaching Earth.
International Journal of Science Education	Pilar Punter, Montserrat Ochando-Pardo & Javier Garcia	Spanish Secondary School Students' Notions on the Causes and Consequences of Climate Change	2011	379 students from Valencia, Spain	12-16y	'Firecrackers' cause air pollution and climate change. 'climate change is that the poles melt, 'polluting' or 'not looking after the planet''. 'not recycling rubbish' causes climate change.
Environmental Education Research	D.P. Shepardson et al.	When the atmosphere warms it rains and ice melts: seventh grade students' conceptions of a climate system	2014	42 students from Midwest (US)	12-13y	Students in this study primarily conceptualized a climate system in a unidirectional, linear, cause and effect relationship, with no feedback processes and did not understand the multiple levels of interactions among the components of the climate system. Moreover, students tend to focus on the immediate effects of changes within a system and fail to consider the indirect effects of the change.
Journal of Geography	Chew-Hung Chang, Liberty Pascua & Frances Ess	Closing the "Hole in the Sky": The Use of Refutation-Oriented Instruction to Correct Students' Climate Change Misconceptions	2018	32 students from Singapore	15-16y	Tsunami and earthquakes are the effects of climate change, long wave radiation from the sun as culprit to global warming, as well as daily weather as indicator for climate change. The ozone layer is referred to as protective layer that is depleted causing the intense heating on earth, the element that absorbs or is depleted by carbon dioxide, or the substance that is heated up. Moreover, greenhouse gases are harmful, shortwave, or ultraviolet radiation are the type of heat that is absorbed, oxygen is a greenhouse gas
Review of International Geographical Education Online (RIGEO)	Chang, C.H., Pascua, L.	'The Hole in the Sky Causes Global Warming': A Case Study of Secondary School Students' Climate Change Alternative Conceptions	2015	54 students from Singapore	14-15y	Unfortunately, such misconceptions are often very hard to correct (Chang and Pascua, 2015). AND they confuse climate change with other environmental problems, such as acid rain, radioactivity, all kinds of pollution, and tsunamis. Chang and Pascua (2015) found that when ninth-grade students described climate change, they could not distinguish the human-caused greenhouse effect from the natural greenhouse effect, which is a prerequisite for life on Earth.
Research in Science & Technological Education	George Myers, Edward Boyes & Martin Stanisstreet	School students' ideas about air pollution: knowledge and attitudes	2004	1082 north west UK students	11-16y	Considering the greenhouse effect an environmental problem
International Journal of Science Education	Karolina Österlind	Concept formation in environmental education: 14-year olds' work on the intensified greenhouse effect and the depletion of the ozone layer	2005	1 classroom of Swedish students	14y	Confusion between UV and infrared radiation and surface temperature. No distinction between UV and infrared radiation and between heat and surface temperature

PROMOTING DEMOCRATIC VALUES IN THE ENGLISH LANGUAGE CLASSROOM

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Abstract

Schools reflect the social and cultural diversity of today's globalized society, bringing together students of different origins and cultural backgrounds. Education, therefore, has a key role in shaping informed citizens with European values and principles, and fostering skills and attitudes that promote the cultivation of a European identity. In this paper, we present a lesson plan based on the Reference Framework of Competences for Democratic Culture, which aims at cultivating both democratic citizenship and basic skills. It was successfully implemented in a primary school in the region of Attica, using the storytelling technique, while focusing on democratic competences, namely valuing human dignity and human rights, respect, civic-mindedness, tolerance of ambiguity, empathy and co-operation skills. The evaluation of the effectiveness of the proposed teaching plan was conducted through a short interview with the class's English teacher, while the students were asked to fill in a self-evaluation sheet after the implementation of the teaching intervention.

Key words: competences for democratic culture, democratic values, English language

1. Introduction

In today's increasingly interconnected and diverse societies, education plays a major role in promoting democratic values, cultural understanding and inclusive identities. Multicultural classrooms, where students from varied ethnic, linguistic and cultural backgrounds coexist, present challenges but even opportunities to educators. Schools are a microcosm of the broader society, where intercultural dialogue, mutual respect and cooperation have to be cultivated, forming the European citizen of tomorrow. The most important tool available for educators is the Reference Framework of Competences for Democratic Culture (RFCDC) developed by the Council of Europe, aiming at promoting competences such as respect to human dignity, openness to cultural otherness and critical understanding (Barrett, 2016; Council of Europe, 2018). Besides that, storytelling is a pedagogical method creating engaging and meaningful learning experiences that foster empathy, social awareness and critical thinking (Povey, 2019; Férez Mora & Coyle, 2023). Through stories students can reflect on identity, equality and cooperation, aspects that promote the cultivation of democratic citizenship. From all the above, it is clear that in today's societies, classrooms are not only spaces of linguistic development but also places where democratic engagement and intercultural learning takes place (Mardell & Kucirkova, 2016). Through democratic education, students can see themselves as active, empathetic participants in a diverse and democratic European society.

2. Theoretical Background

2.1. Reference Framework of Competences for Democratic Culture

Democracy is a concept not only dealing with the way of governance of the different states or the political system of a country, but also includes other characteristics, such as the democratic perceptions and capacities of citizens and students themselves. As a result, stakeholders and educators tried to create a reference framework, a model, so that individuals and societies can develop their own policies towards a more democratic society (Rautiainen, 2019). Thus, the Council of Europe published the Reference framework of competences for democratic culture, which consists of three

main aspects: 1. The Competency Reference Framework for Democratic Citizenship: Volume 1, Concepts and Models (Council of Europe, 2018a), 2) The Competences Reference Framework for Democratic Culture: Volume 2, consisting of the Descriptive Indicators of Competences for Democratic Culture (Council of Europe, 2018b) and 3) The Competences Reference Framework for Democratic Culture: Volume 3, Implementation Guide (Council of Europe, 2018c). These Frameworks can be implemented from pre-school to higher education, adult and vocational education and training, providing a systematic approach to planning the educational process, offering learners the opportunity to develop their democratic competences along with acquiring the language being taught (Council of Europe, 2018a). Its main objective is to defend human rights, the rule of law and democracy through a democratic and holistic educational approach, thus preparing individuals to live and act as energetic citizens of democratic societies (Council of Europe, 2018a).

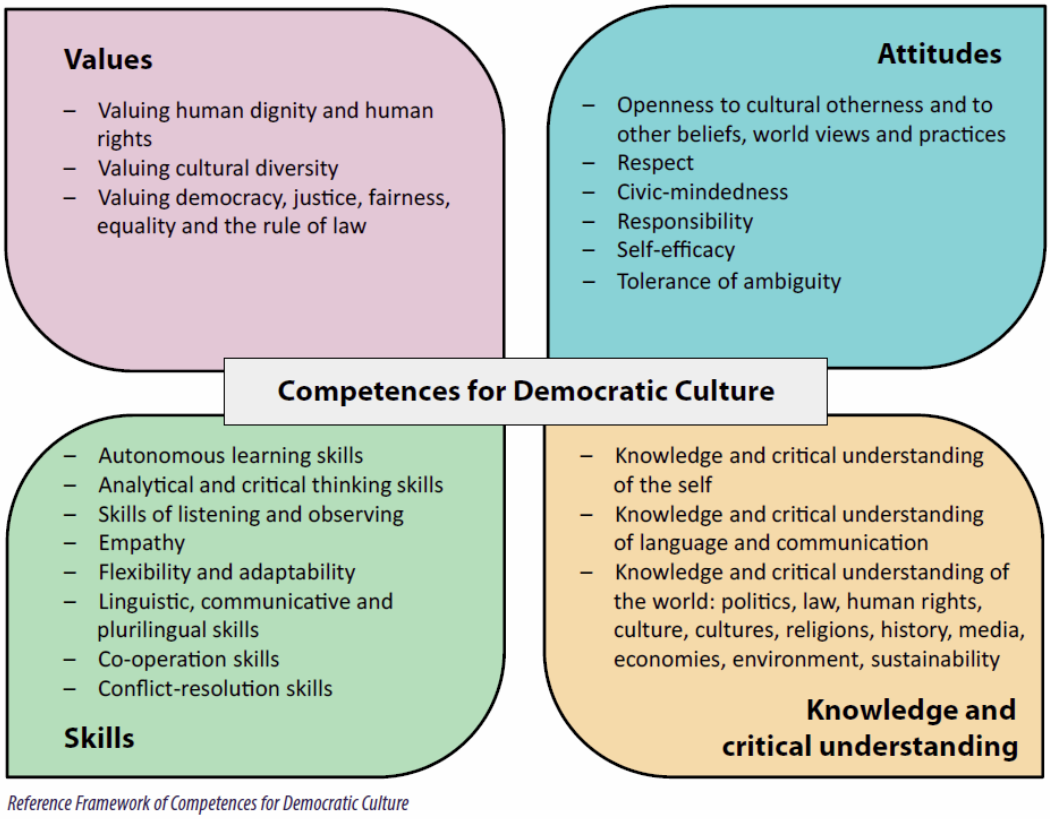

Figure 1. The Butterly Model of the Reference Framework of Competences for Democratic Culture (Council of Europe, 2018)

The Framework is a useful tool for teachers to equip students with the necessary competences to participate in a democratic culture and achieve intercultural dialogue (Barrett, 2020). The term competences refers to specific values, attitudes, skills, knowledge and critical understanding that individuals need to acquire in order to successfully cope with the difficulties, opportunities and demands of contemporary multicultural and democratic societies (Barrett, 2016). The competences for democratic civilization are not so easily developed in isolation but are used flexibly depending on the particular circumstances and the context that arise each time (Council of Europe, 2018c). The Framework has identified 20 competences, which, as shown in Figure 1, fall into four distinct categories: Values, Attitudes, Skills and Knowledge and Critical Understanding. When designing a curriculum, it is considered necessary to create ‘clusters’ (Council of Europe, 2018c, p. 19) so that these competences are linked to the subject matter of each course, even if the lesson itself is not purely related to citizenship education. Each competence is accompanied by certain descriptive indicators of competences for democratic citizenship, which, in turn, are classified into three levels: Basic, Intermediate and Advanced (Council of Europe, 2018b).

2.2. Storytelling in the EFL Classroom: Benefits for Young Learners

It is well known that children are naturally involved in the practice of storytelling from a really young age in their home environment, making storybooks an important part of the teaching process of early English as a Foreign Language (EFL) as well. Povey (2019) emphasizes that storytelling provides meaningful and authentic language input, helping to develop skills like listening, speaking, and early literacy. Through stories, children are exposed to rich language, boosting vocabulary and comprehension while also sparking imagination and emotional growth. Férez Mora and Coyle (2023) take storytelling a step further by proposing a sociocritical and participatory approach. They argue that storytelling is not just a linguistic tool but also a vehicle for encouraging critical thinking and raising awareness about social issues in the EFL classroom.

This perspective reframes storytelling as a form of multimodal literacy—one that connects children not only to language, but also to their own lived experiences and the wider world. Drawing on the multiliteracies framework (Kalantzis & Cope, 2010), Férez Mora and Coyle (2023) suggest that storytelling activities can and should encourage reflection, discussion, and the exploration of values like fairness, identity, and inclusion, showing the potential of storytelling to bridge language learning with personal growth. Techniques such as drama, creative questioning, and role-play help bring stories to life in ways that resonate with learners and connect classroom content to their everyday realities.

In this way, storytelling does much more than support language development—it can also nurture democratic skills in young learners. When stories present themes like equality, diversity, or ethical dilemmas, they prompt students to think critically and empathize with others. These are key components of democratic competence. As Mardell and Kucirkova (2016) explain, storytelling gives children opportunities to share ideas, collaborate, and explore different viewpoints, helping to build a classroom culture where everyone's voice matters. Incorporating such practices into EFL instruction equips students not just with language, but with the tools to engage thoughtfully and respectfully in a democratic society.

3. Methodology

Prior to the implementation of the teaching intervention, a qualitative methodology was adopted, aiming at investigating how democratic competences can be cultivated through storytelling in the EFL classroom. The primary purpose of the research was to examine the effectiveness of a teaching approach grounded in the RFCDC, focusing on how young learners can develop values such as respect, empathy and cooperation through storytelling in language instruction. The objectives were twofold: firstly, to integrate democratic competences into language learning in an engaging way; and secondly, to explore the impact of storytelling on learners' emotional, social and intercultural development. The learning strategies applied were based on social-constructivist principles, with an emphasis on scaffolding, collaboration and reflective thinking. Techniques such as group drawing, role-play, prediction tasks and self-assessment were employed to support the gradual development of both linguistic and democratic competences. Data collection included student self-evaluation forms and an open-ended interview with the class teacher, providing insights into learners' progress and the practical feasibility of the proposed lesson plan.

4. Implementation

The lesson plan was implemented in a public Primary School in the region of Attica in 2022, in a class of 18 students attending the second grade of Primary School. It is based on the principles of storytelling, its duration is 45 minutes and the topics are friendship and empathy. In fact, the lesson is designed around Aesop's myth 'The lion and the mouse', which was presented to the students as a digital book (retrieved from: https://fliphtml5.com/oezua/ffsj). The topic of the story deals with respecting diversity and accepting others' differences. Thus, it corresponds to the students' interests, meaning that they can make correlations and extract meaning in an easier and more relaxing process. The text is an authentic children's story that will bring learners closer to the target language as they

engage with a text created in the cultural context of the native speakers (Scarino and Liddicoat, 2009). The learner's level according to CEFR is Pre-A1, meaning that they can read a picture book using familiar vocabulary and they can understand in outline short texts in illustrated stories, provided the images help them to guess at a lot of the content (Council of Europe, 2020). The delivery of the story was accomplished by reading it aloud to students, which helps them recognize the value of books and facilitates understanding through the use of the visuals included in the pages.

4.1. Lesson Plan

The lesson begins with the Pre-reading stage, where the teacher introduces key vocabulary from the story, namely the lexical items: lion, roar, paw, mouse, nibble, trap, rope, tickle, and laugh, using flashcards projected on the screen. This part lasts 5 minutes and aims at introducing the topic, spark students' interest, activate their background knowledge, and pre-teach important vocabulary.

Moving onto the While-reading stage, which lasts 9 minutes, the teacher narrates the first part of the story (pages 1–10) while using voice modulation to make the storytelling engaging. The teacher asks factual and evaluative questions like "Who is sleeping?", "Why is the lion angry?" and "What does the mouse tell the lion?" to check comprehension and encourage students to retell parts of the story. Students are then asked to predict what will happen next. In the second part of While-reading, also lasting 9 minutes, the teacher continues with the rest of the story (pages 11–23). Students compare their earlier predictions against the story and answer further questions such as "What does the lion say to the mouse? How does that make the mouse feel?" and "What does the mouse do to help the lion?" and "Are the lion and the mouse friends now? ". Afterward, the teacher discusses the meaning of friendship and invites students to share who their friends are and why. The conversation highlights the importance of caring for others, sharing, apologizing, and embracing differences. In the third step of While-reading, which lasts 5 minutes, students are divided into six groups, and each group draws a different scene from the story, namely the lion sleeping, the mouse waking up the lion, the lion raising its paw and the mouse begging for its life, the lion trapped, the mouse nibbling through the ropes and the lion and the mouse being friends. In the next 4-minute step, the class works together to place the drawings in the correct sequence to retell the full story.

In the Post-reading stage, students pair up to role-play two scenes from the story: first, when the mouse begs the lion for its life, and second, when the lion apologizes after being saved, using role-play cards with the dialogue they have to act out (Figure 2). This role-play activity lasts 10 minutes and helps students act out the story, practice language chunks, and improve their social skills. Finally, in the last 3 minutes, students complete a self-assessment form to reflect on their learning and develop their metacognitive and self-awareness skills.

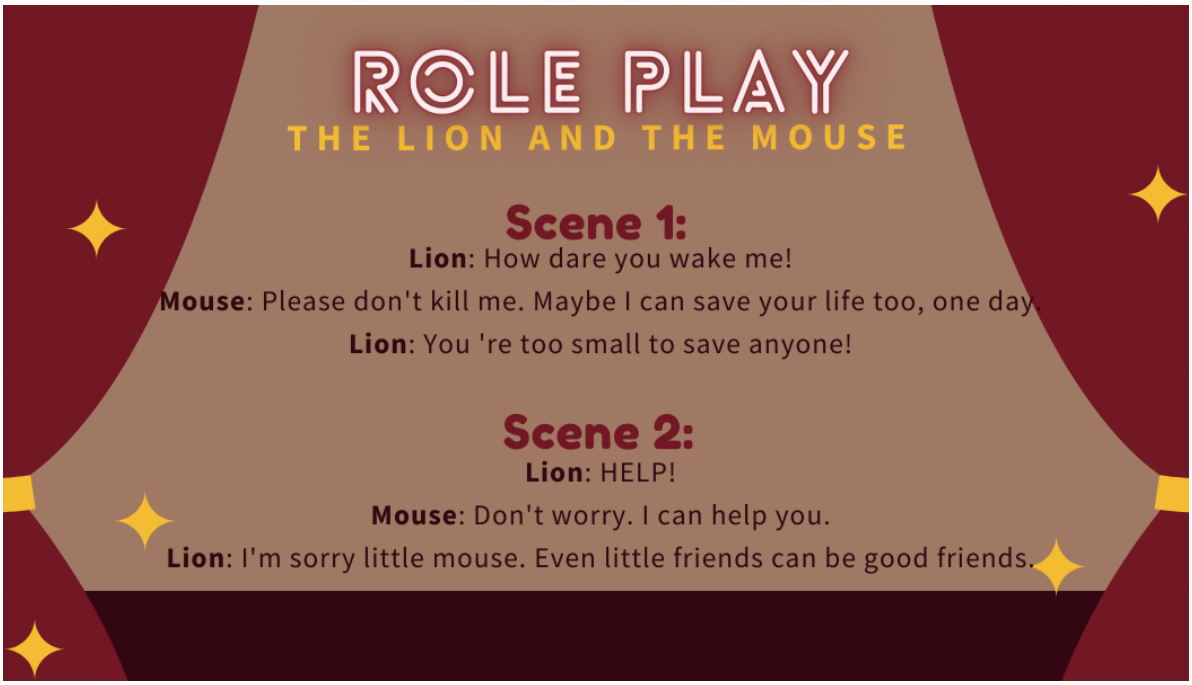

Figure 2. Role-play card

5. Results

5.1. Linguistic Development

The lesson plan combines linguistic development with intercultural awareness through storytelling. Reading literature is a way for students to understand that the target language can be used in an entertaining and creative way, and not just for learning information (Walker, 2013). The lesson plan adopts the division that Hedge (2000) proposes, containing three stages: the Pre-, the While- and the Post-reading stage. This method facilitates students to tackle and comprehend the text in a sequential manner. By breaking the story into stages, the teacher scaffolds the learning procedure, and students are guided to mastering the new language gradually and sequentially. This division enables students to understand the text in the target language more easily, contributing to the concept of scaffolding, as proposed by Vygotsky's social-constructivism theory. Scaffolding is realized in the classroom through questions and answers, discussions, problem-solving tasks and meaningful activities based on students' schemata.

The pre-reading activity introduces key vocabulary through flashcards using the projector of the classroom. Visual multimedia help students recall the new lexical items as well as facilitate reading comprehension. The aim of this activity is to help learners activate schemata and set expectations about the content of the story, arousing their interest in the topic and setting the basis for further work after the reading task is completed. According to Walker (2013), such vocabulary activities activate students' existing cultural knowledge about the topic and establish a reason for reading the text.

During the while-reading stage, the story is presented to the students through the projector, as an electronic book. The predictability of the events, the language as well as the pictures act as guides to help students understand the unknown vocabulary included in the story, as Cameron (2001) suggests. The teacher engages students by narrating the story with the appropriate voice coloring and tempo to help learners follow the storyline and understand the meaning of unfamiliar lexical items. The questions that the teacher asks them in the while-reading stage facilitate reading comprehension and allow students to narrate the story one more time through their answers. Moreover, learners have the opportunity to predict the next part of the story, reflect on their anticipated answers about the characters and the plot, and compare their guesses against the story, method which encourages them to read the text actively (Walker, 2013).

The reproduction activities of the while-reading stage involve temporal sequencing (Cameron, 2001), as students draw different parts of the story in groups, and then they arrange them in the correct chronological order. The reconstruction of the content of the story through drawings develops students' intercultural communicative competence. They create an interactive and communicative environment in the classroom, which is characterized by collaboration, while accelerating bonding among classmates and establishing interpersonal relationships while collaborating to achieve a common goal.

The post-reading activity involves a role-play, in which pupils act out different parts of the story. According to Nation (1989), the adoption of roles positively contributes to the learning goals of a speaking activity and affects the participation of the students. This activity aims at helping consolidate the new knowledge of the story, integrating speaking by repeating chunks of language. In this stage, they develop their linguistic knowledge as they repeat some formulaic language patterns of the story. Moreover, by adopting a role, students know what they are required to do and what others expect from them, which gives a clear purpose to the activity (Nation, 1989).

5.2. Learning Objectives for Competences for Democratic Culture

The proposed lesson plan helps students develop their democratic competences and be sensitized towards respecting diversity. This way it acquires a didactic character and offers food for thought. The learning objectives for competences for democratic culture have been set based on the descriptors of the RFCDC (Council of Europe, 2018a). Firstly, as for the Values that students acquired, they learned through the lesson to value human dignity and human rights, specifically they are able to argue that human rights should always be protected and respected. Through the story, students share feelings of empathy and understanding for others' emotions, which develops their emotional intelligence and intercultural skills. They understand that human rights are universal and apply to everyone without distinctions and that they should respect other people in spite of their external differences. Pupils learn to positively regard others and see them as equal human beings, who share common dignity and have the same human rights and freedoms.

As far as Attitudes are concerned, learners at this level learn respect, meaning that, after the lesson, they are able to express respect for other people as equal human beings, as well as tolerance of ambiguity, since they can suspend judgments about other people temporarily. The teacher initiates a discussion about friendship and points out the bad feelings that arose to the mouse while the lion was making fun of it and explains that no one should treat others in a way that makes them feel dissociated. Students understand that they must not discriminate against people who are perceived 'different' from themselves, and that they should be open to diversity because everyone's rights are equal. The discussion about friendship supports another Attitude, namely civic-mindedness, which is an attitude towards the school community. The lesson requires learners to collaborate with other people for common interest causes, for example creating and sequencing parts of the story, which in turn, fosters a feeling of belonging to and identification with the community (the school class) that the students are part of and promotes mindfulness of their classmates, as they take into serious consideration the effects of their actions on the rest of the class.

One of the Skills acquired through the lesson is empathy, since learners are able to express sympathy for the bad things that they have seen happen to other people. The role-play activity develops learners' empathy since they put themselves in the characters' shoes and share their experiences. As a result, they develop emotional intelligence and cultivate feelings of respect, acceptance, and equality. This way, they realize the importance of friendship and respect for others regardless of their size, strength or abilities. Lastly, the Skill of co-operation is also enhanced, as learners are able to build positive relationships with other people in a group and work to build consensus to achieve group goals. The fact that they have to co-operate with each other to effectively complete the activities promotes constructive communication among them and cultivates positive attitudes free from prejudices.

6. Assessment

6.1. Student Assessment

The assessment of students' knowledge and skills in the particular lesson was achieved through a self-assessment form, using a three-point Lickert scale from “Very Good” to “I still need work”, so that students could tick the box corresponding to their feeling of their experience and knowledge at that specific time (Figure 3). Through self-assessment, students achieve higher academic performance and deeper learning by identifying their own strengths and weaknesses. Furthermore, teachers can identify each student's cognitive level and can improve their instructional strategies to meet the needs and characteristics of students by adapting their teaching practices and methods (Kniffin & Baert, 2015). Additionally, the self-assessment method promotes the development of students' metacognitive strategies as well as their autonomy. Students “learn-how-to-learn” and critically evaluate their knowledge (Siegesmund, 2017). Thus, they become responsible for their own knowledge and gain greater self-awareness and critical thinking skills. Finally, self-assessment is considered a very important component of learning, as self-assessment of learning progress will motivate the learner and accelerate the learning process. Moreover, further learning is only possible after he/she realizes on which aspects he/she is lagging behind and what he/she still needs to learn (Sharma et al., 2016). This way he/she will know where to focus and how to achieve his/her educational goals.

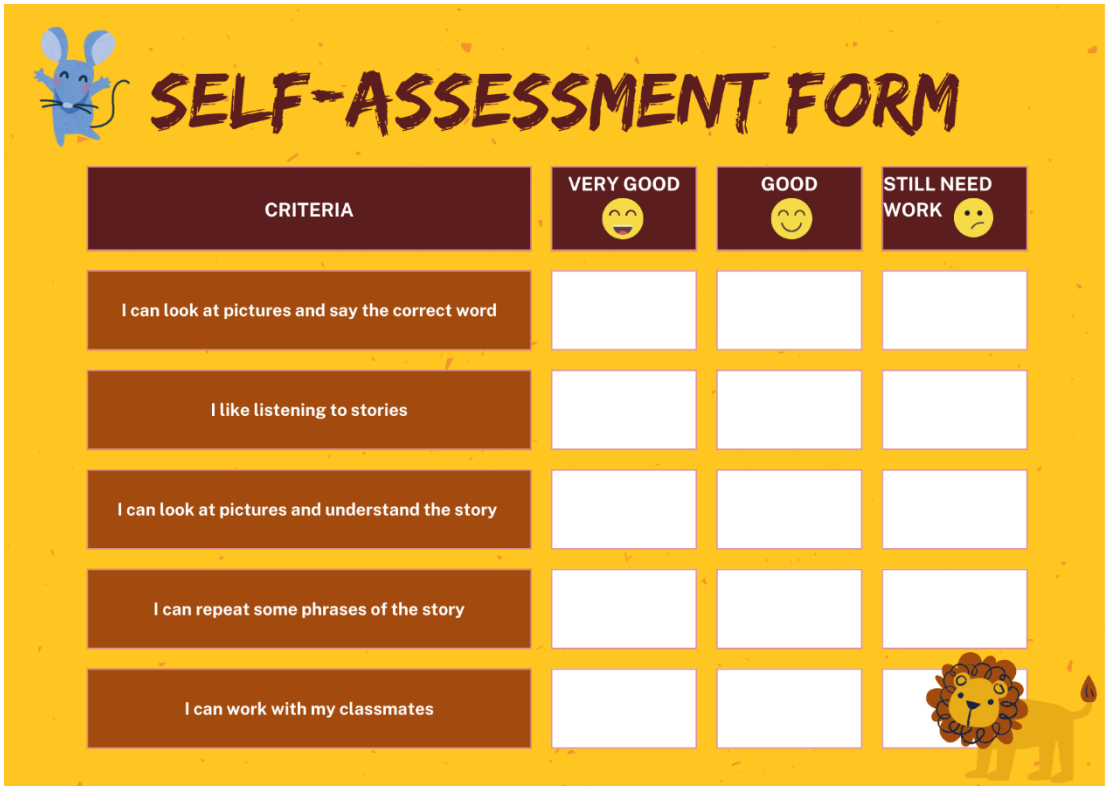

Figure 3. Self-assessment form

6.2. Teacher Assessment

The evaluation of the course was completed with a validity interview through open-ended questions to the English teacher (PE06) of the class. The questions were as follows and are accompanied by indicative responses from the teacher:

- Do you think this lesson helped students understand the value of respecting diversity?
  “The story is perfect for this age group and the role play definitely helped in understanding diversity in an experiential way.”

- Do you think this lesson encouraged teamwork and promoted cooperation among students?
  "Teamwork was promoted through the collaborative activities in the lesson such as role play and putting the story in the right order."
- Do you think the students were enthusiastic and attentive to this lesson?
  "The illustrations and the pre-listening activity excited the students and their attention was sustained due to the good flow of the lesson."
- Do you think this lesson can be easily implemented in a classroom? Did you find any of the required materials (masks, flashcards, etc.) difficult to use?
  "The educational materials are not difficult to use, but it may be difficult to print such a large volume of material on a daily basis since the supplies in Greek schools are limited. The structure of the course was easy to follow and can be implemented in the future even with higher-level students."
- Do you feel that changes or adaptations should be made to this course?
  "It could be split into two lessons in order to teach some grammatical phenomena and ease the memory load of students."

From the responses it was evident that this lesson is suitable for students at this age and language level and can lead to the acquisition of skills for Democratic culture, which was a key objective. Students were actively involved in the learning process and the educational materials used retained their interest throughout the teaching-learning process. In the future, this course could be easily implemented even in higher-level classes with minor adjustments to the objectives and the activities.

7. Conclusion

Promoting democratic values within the English language classroom is essential in today's multicultural and interconnected world. The lesson plan presented in this study fostered key values such as respect for diversity, empathy, civic-mindedness, and cooperation, offering students learning opportunities that go beyond language acquisition and linguistic abilities. In fact, the RFCDC is a powerful tool for developing democratic competences in young learners. The positive feedback from both students and the classroom teacher confirms that the approach was effective in enhancing democratic awareness and creating an inclusive classroom environment. Activities like group drawing, role-playing, and self-assessment not only supported language development but also nurtured critical social and emotional skills. Overall, this study demonstrates that the English language classroom can be a dynamic space for cultivating democratic culture, preparing students to be active, respectful, and empathetic citizens of tomorrow's diverse societies. Future applications of this lesson plan could involve adapting it for different age groups and language proficiency levels, further extending the scope and impact of democratic education in language learning contexts.

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"MYBITMAP" PROJECT: SCHOOL EDUCATIONAL ACTION FOR ACTIVE CITIZENSHIP AND SUSTAINABILITY

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Abstract

During the 2023/2024 academic year, ITES Vitale Giordano in Bitonto (Italy) took part in MyBitMap, a participatory project on sustainable mobility led by local institutions, urban planners, social cooperatives, and environmental groups in Bitonto. The initiative engaged young generations (Alpha, Zoomers, and Millennials) to create Italy's first Community Perception Map focused on sustainable mobility, starting with an analysis of school surroundings. The students developed an interactive urban map to improve space quality, encourage sustainable mobility behaviors, enhance life quality, and foster social inclusion. Class 2ª C AFM reimagined their school neighborhood using tablet apps, redesigning green spaces with recreational facilities, improving lighting and signage for safety, and proposing circular economy ideas like recycling markets. The project involved five schools and over 550 students and was recognized by Puglia Region for innovative citizen engagement in public decision-making.

Key words: participatory planning, European citizenship, sustainable mobility, social inclusion, interactive map.

1. Introduction

Creative communities represent a new participatory perspective within institutional settings, one that connects elements of society, education, and political consultation in an innovative synergy. In such contexts, direct citizen engagement serves as a fundamental driver in developing shared solutions that address contemporary challenges. Within this process, the school assumes a strategic and multifaceted role: it is not only a place of learning but also a laboratory for ideas and social innovation.

Through educational projects that actively promote participation, school institutions foster the development of cross-cutting skills, stimulate critical thinking, and encourage a creative approach to problem solving. Viewed in this light, the school emerges as a bridge between the academic world and local communities, facilitating enhanced interaction among students, teachers, and residents. Activities that integrate art, technology, and the management of public spaces play a significant role in forming informed and proactive citizens, capable of transforming their ideas into concrete actions.

This participatory model, which positions the school at the heart of institutional dialogue, strengthens the sense of belonging and promotes constructive interaction among the various components of society, all with a view towards collective progress.

In an era characterised by increasingly complex and multidimensional challenges within education systems, participatory design processes involving schools and local entities play a pivotal role. These processes are predicated upon active collaboration among educational institutions, local administrations, associations, and citizens with the aim of constructing shared educational pathways that are deeply rooted in local contexts while generating tangible social value.

The involvement of diverse territorial actors in shaping educational strategies not only strengthens the relationship between schools and communities but also fosters a widespread sense of civic responsibility and engagement. The MyBitMap project serves as a concrete example of these collaborative dynamics, highlighting their potential as well as their inherent challenges, with the ultimate goal of establishing a more inclusive, sustainable, and participatory educational framework.

The "Participation Law" (Regional Law No. 28 of 13 July 2017) enacted by the Puglia Region promotes active citizen involvement in addressing key issues pertaining to territorial development

and community welfare. Through participatory processes, individuals are encouraged to engage in constructive dialogue while contributing meaningfully to public decision-making frameworks.

The overarching objective pursued by the Puglia Region is to implement initiatives that respond effectively to community interests by fostering civic engagement through co-designing and shared planning methodologies. Within this legislative framework, MyBitMap was proposed as a tangible example of collaborative dynamics, underscoring both the opportunities and challenges associated with participatory practices, and aiming to contribute towards developing a more inclusive and sustainable educational environment.

2. The genesis of MyBitMap project

2.1 The Participatory Design

The project emerged from a synergistic collaboration involving Puglia Partecipa*,* ConHome Social Cooperative, urban planner Loredana Modugno (the project's creator and designer), Spicchio Verde *c*ooperative, as well as various organisations dedicated to sustainability such as Ambiente è Vita, U-Lab, ACA Art Communication Association, and Legambiente.

Targeting students from primary schools through secondary education within Bitonto's municipalities, including Palombaio and Mariotto, the MyBitMap initiative aimed at creating Italy's first interactive Community Map focused on sustainable mobility. The project commenced with an analysis of home-to-school routes alongside studies of school surroundings across these municipalities.

The initiative sought to:

- Promote behavioural changes towards more sustainable mobility practices;
- Reassess the quality of urban spaces;
- Enhance overall quality of life;
- Foster social inclusion.

The participatory process primarily engaged Generation Alpha, Zoomers, and Millennials to ensure representation across diverse age groups, genders, and interests, emphasising perspectives on issues affecting urban communities such as sustainable mobility, perceptions of public spaces, and overall quality-of-life standards.

Inspired by the UK's Parish Maps experience, where local communities create maps celebrating their territory's cultural significance, the MyBitMap initiative encouraged subjective yet creative representations focused on cultural and emotional connections within local contexts.

2.2 Phases of the MyBitMap Project

Analysis and Context Perception: Sharing Questionnaires.

Each school focused on the spaces within its neighbourhood and the home-to-school routes. During field explorations with teachers and experts, students identified both strengths and weaknesses in the ares surrounding their schools.

A questionnaire was subsequently developed and distributed to all students in Bitonto's schools to gather insights into the current state of their environment, existing problems, as well as the expectations and aspirations of young people. The questionnaire was divided into four sections: accessibility, safety, use of public spaces and activities, and socialisation spaces.

The results highlighted issues across all four sections of the survey.

Figure 1. Students explore the school surroundings

Creating the Community Map Using Google Maps

Students from participating schools used observations gathered during their field explorations to create a map on Google Maps. They placed pins to indicate strengths and weaknesses in their local areas. All maps created by individual schools were then consolidated into a single interactive map. This unified map highlights routes, meeting places, green spaces, services, shops, safety risk areas, and other relevant information.

This thorough and meticulous work not only reflects the often critical realities of these areas but also captures the dreams and needs of today's youth, the citizens of tomorrow.

Figure 2. Students report the results of their observations on a paper map

Designing School Neighbourhoods

In this phase, each school developed a project focused on improving mobility and making the area around their school more welcoming and safer. The outcomes of these studies were incorporated into the general interactive map created with Google Maps alongside contributions from other schools.

Meeting with Local Administrators

In December 2023, regional and municipal administrators met with students. During this event, each school presented multimedia materials showcasing their work. The project designer, architect Loredana Modugno, presented the completed interactive map, demonstrating its features and functionalities.

One particularly moving moment was seeing hundreds of drawings by primary school children depicting a city tailored to their dreams, a city designed for them!

From this point forward, it is up to local authorities to evaluate and develop these proposals, rich with creative ideas and grounded in real needs, to turn them into reality.

2.3 Our Work at ITES Vitale Giordano

Our school, ITES “Vitale Giordano”, is located in the Municipality of Bitonto, in the Province of Bari, within the Region of Apulia. Our region is in southern Italy, in the south-east. Bitonto, together with its hamlets Palombaio and Mariotto, has a population of 58,000 inhabitants. Class 2ª A AFM participated in the project. This group consisted of 19 students aged 16, guided by science teacher Maria Maddalena Bellocchio and two support teachers who collaborated with the entire class. The class is one of 15 "Classroom 3.0" groups in the school. Since the COVID-19 pandemic, our institution has invested significant funding from the Ministry of Education and the EU in purchasing iPads for students in their first two years of high school to use on loan. Teachers have attended training courses on active teaching methodologies to work innovatively with students.

The MyBitMap design work began in September 2023 with participation by the project coordinator teacher and a group of students in activities for SEMS (European Sustainable Mobility Week). At the start of the school year, project designer architect Loredana Modugno conducted three workshops with the class focusing on understanding local territory through needs analysis, developing questionnaires, and conducting field explorations in the neighbourhood surrounding ITES "Vitale Giordano."

The students enthusiastically engaged in these activities, quickly realising that they were key players in this initiative. They felt empowered to express their ideas and creatively sought solutions to problems identified during their explorations. The main issues they encountered included:

- Poor road safety: the school is located in a peripheral area with wide streets lacking signage and adequate lighting where cars often exceed speed limits.
- Unsafe pedestrian routes: the area is sparsely frequented, poorly lit, with few shops, making it unpleasant to walk through, especially in the evening when students return home after extracurricular activities.
- Limited recreational spaces: there are few green areas amidst many grey buildings; benches and other gathering spots for spending time outdoors with classmates are notably absent.
- Inefficient public transport: many “Vitale Giordano” students are commuters who rely on public transport daily but face challenges related to schedules and routes.

During this phase of the project, students reflected, perhaps for the first time, on these numerous issues. They realised that such problems should not be accepted as unchangeable but instead addressed through proactive proposals to local authorities. At the same time, they recognised significant potential within these areas.

This marked the starting point for their project!

The school provided students with various apps installed on their tablets to facilitate their work, including a drawing app that proved invaluable. During neighbourhood explorations, students took numerous photographs focusing particularly on critical aspects requiring improvement.

In class, they also read excerpts from Italo Calvino's “The Invisible Cities”, where through dialogues between Marco Polo and Kublai Khan, imaginary cities are described, reflecting various facets of human nature and urban reality.

Subsequently, during a group meeting, students formulated proposals to make their school’s surroundings more liveable and welcoming for themselves as well as other residents. They reimagined less inviting areas by redesigning them directly onto photographs using their tablets while defining characteristics of what they called a "quality space":

- Accessible places;
- Spaces where people engage in activities;
- Comfortable environments with a positive aesthetic image;
- Convivial areas where people can meet and spend time together.

As a result, photos showing many parked cars and grey buildings were transformed into vibrant environments featuring parks, street libraries, colourful buildings, places where friends could gather to enjoy their free time outdoors.

Drawing inspiration from numerous European parks designed by renowned urban planners, they added elements such as street games, benches, chairs, tables, and speed bumps for cars within redesigned streetscapes and squares. They also envisioned repopulating neighbourhood squares by introducing reuse markets, promoting circular economy practices and encouraging virtuous consumption.

Figure 3,4. On the left, reality. On the right, the creative idea of the students

One key example that inspired students during their research was Copenhagen's Superkilen Park, a case study explored during classroom workshops, which represents an innovative model of urban regeneration. This park transformed a neglected area into an inviting public space by integrating design elements and symbols from diverse cultures. Celebrating neighbourhood diversity while fostering social interaction demonstrated how urban planning projects can enhance community identity while promoting intercultural dialogue.

The culmination of the class's efforts is a video that encapsulates the various phases of their work, which was widely disseminated through our school's social media platforms (Facebook, Instagram).

In May 2024, the students of Class 2ª C experienced another enriching event when we were invited to participate in the “Puglia Partecipa Camp”. This two-day gathering focused on the future of participation, bringing together experts in participation, public administrators, local stakeholders, and individual citizens to discuss the evolution of the concept of participation. During this event, the top five participatory projects from recent years were recognised, and MyBitMap was among them. Our students from Class 2ª C AFM took the stage to receive applause and compliments from the attendees. This moment was a significant emotional highlight for them and for us, who guided them throughout the project.

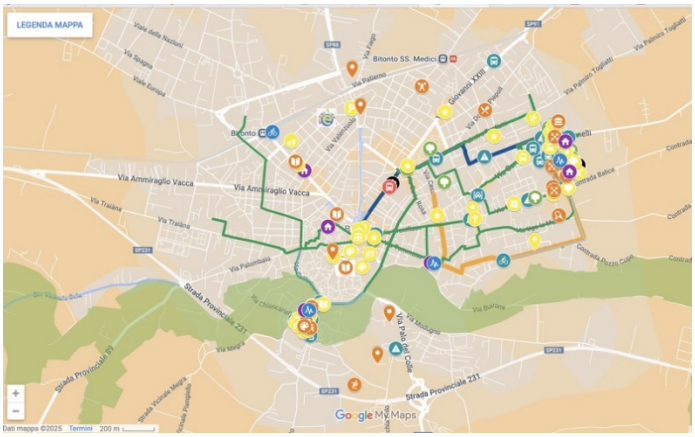

Figure 5. The map

2.4 In the end

Following this experience, we can affirm that the active involvement of students in participatory projects on various aspects of sustainability not only enriches their educational experience but also cultivates and fosters a sense of civic responsibility and environmental stewardship. Through their engagement in these projects, students acquire a practical understanding of the challenges and opportunities in urban planning, enabling them to contribute to the development of more liveable and eco-friendly communities. Additionally, by promoting collaborative problem-solving skills and encouraging innovative thinking, these initiatives lay the groundwork for a new generation of informed citizens and future leaders committed to promoting sustainable development.

Finally, I conclude with a quote from Italo Calvino's "The Invisible Cities", which the students read during workshops and chose to include in their video as emblematic of their work:

"Of a city, you enjoy not its seven or seventy wonders,

but the answer it gives to a question of yours."

These words suggest that the true value of a city lies not in its visible attractions but in its ability to respond to the inner questions of those who live in or visit it. Calvino invites us to consider the city as a mirror reflecting individual desires, fears, and expectations, making the urban experience profoundly personal and subjective. In this way, every city becomes significant not for its architectural or cultural marvels but for how it resonates with the questions and needs of each individual.

2.5 Teachers and students partecipating in the MyBitMap project.

Teachers participating in the "MyBitMap" project: Maria Maddalena Bellocchio (Chemistry and Biology Teacher), Carla Adriani (Special Educational Needs Teacher), Linda Papapicco (Special Educational Needs Teacher). Students of 2nd C AFM: Fabrizio Achille, Aurora Carbone, Vitantonio Carella, Giuseppe Coviello, Gaia D'Onofrio, Sonia D'Onofrio, Mario Di Carne, Michele Elia, Mark Erik Horvath, Emanuele Leone, Nicolò Liso, Nunzia Marinelli, Vittoria Marzella, Asia Minenna, Pasquale Monopoli, Lorenzo Robles, Stefania Sgaramella, Andrea Tatoli, Luca Vilei..

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Link to the map of the project (2024):
https://www.google.com/maps/d/u/0/viewer?mid=1TRJBVI-ztd7iUFLLDuYUb30Z4LDV90Q&ll=40.39373266904706%2C17.28145031002589&z=7
MyBitMap social, Facebook: (2025):
ConHome https://www.facebook.com/conhome2017/
ITES Vitale Giordano https://www.facebook.com/itcbitonto

Websites (2025):
Regione Puglia: https://partecipazione.regione.puglia.it/?locale=it
https://partecipazione.regione.puglia.it/processes/mybitmap
Regione Puglia: https://www.regione.puglia.it
Comune di Bitonto: https://www.comune.bitonto.ba.it/it
ITES “Vitale Giordano”: https://www.itesbitonto.edu.it
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TEACHERS' READINESS REGARDING THE USE OF GENERATIVE ARTIFICIAL INTELLIGENCE

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Abstract

Although Artificial Intelligence has been a subject of research for several decades, in recent years the term has been reappearing and becoming more frequent in the literature, with the release of many large language models. These applications belong to the so-called Generative Artificial Intelligence, an advanced category of emerging technologies that can process and compose large amounts of data to produce new ones. Given the need for psychometrically sound instruments to assess teachers' preparedness, this paper presents the development and validation of a new scale – the Teachers' Readiness for Chatbot Use (TRCU-Scale) – aiming to explore the perceived readiness of primary and secondary school teachers in Greece regarding their integration of generative AI applications, such as chatbots, into their educational practice. The methodology involved the construction of the scale based on the TPACK framework, and the data were collected through an online questionnaire administered to in-service teachers. Exploratory factor analysis confirmed a three-factor structure: Pedagogical and Technological Readiness, Student Guidance and Empowerment, and Ethical Responsibility and Digital Awareness. The results suggest that, overall, teachers demonstrated moderate levels of readiness and that their perceived readiness is associated with factors such as prior experience, familiarity with AI, and training. The findings highlight the importance of targeted professional development programs and the use of validated tools to monitor and enhance teachers' capacity to responsibly integrate generative AI tools into education.

Key words: Readiness Scale, Chatbots, Teachers, Artificial Intelligence, Educational Technology, TPACK

1. Introduction

The use of digital assistants – chatbots in education has increased over the last few years, especially after the release of ChatGPT by OpenAI in 2022 (Deng & Lin, 2022). Chatbots use natural language processing and machine learning algorithms to simulate dialogues in order to personalize learning and support students (Drossinou Korea & Alexopoulos, 2024; Okonkwo & Ade-Ibijola, 2020). The introduction of these technologies has raised both expectations and concerns about their pedagogical role (Dimeli & Kostas, 2025; Fokides & Peristeraki, 2025), highlighting the need to investigate teachers' readiness to use them.

Many studies have focused on teachers' attitudes and self-efficacy toward chatbots. Chocarro et al. (2023) documented positive teacher attitudes, while Bergdahl and Sjoberg (2025) found that prior experience and support enhance self-efficacy. Similarly, Wang et al. (2023) showed that chatbot use in language learning is associated with high levels of readiness, while Son et al. (2024) highlighted the need for further research on prospective teachers. The RAIS tool (Ramazanoglu & Akın, 2024) captures educational readiness for AI applications, including dimensions such as technological self-

efficacy, interaction with learners, and moral awareness, and is distinguished from other tools that focus solely on cognitive or affective aspects of AI.

This study's theoretical background is based on the TPACK model (Mishra & Koehler, 2006), which combines technological, pedagogical, and content knowledge. The effective integration of technology requires the unification of these types of knowledge in accordance with the specific teaching context (Fabian et al., 2024). Factors such as teaching experience, interaction with technological tools, experience of successful use, and the adoption of creative and artistic teaching approaches seem to enhance teachers' readiness (Ayanwale et al., 2022; Çemçem et al., 2024; Bandura, 1997; Mastrothanasis & Kladaki, 2025; Mastrothanasis et al., 2021). Therefore, this study aims to provide a new scale to measure teachers' readiness to utilize AI chatbots, filling an important research gap. The psychometric investigation of the scale is expected to reliably capture the technological, pedagogical, and content dimensions that comprise teachers' ability to utilize such emerging AI technologies in their teaching practice.

2. Methodology

This study aims to develop and psychometrically investigate a new scale measuring teachers' readiness to use chatbots in the school environment, addressing the lack of reliable tools capturing teachers' attitudes and perceptions. It also seeks to clarify the dimensions of educational readiness and create a tool usable in research and practice. The research questions are: 1) What is the underlying factor structure of the scale? 2) What are its psychometric properties in a Greek educational population? 3) Are there statistically significant differences in overall scores based on demographics and technological familiarity?

2.1. Participants and data collection

The research sample (N = 128) was composed using a combination of opportunistic and snowball sampling. It included primary (51%) and secondary (49%) school teachers, from general (79%) and special education (21%), in both public and private schools. Participants were mostly female (87.5%), aged 22–63 years (41.59%), with an average of 12.44 years of teaching experience. In terms of educational level, 56% held a master's degree, 36% a bachelor's degree, 6% a second degree, and 2% a doctorate. The most common specializations were primary school teachers (30%), philologists (24%), and kindergarten teachers (11%).

Data was collected online from 11/1 to 12/31/2024. The questionnaire was created on a digital platform and distributed through targeted invitations, personal contacts, and postings in online teacher communities. Participants were informed about the purpose of the study, as well as the anonymity and confidentiality of their responses. Participation was voluntary, with no reward or pressure.

2.2. Scale Development

The initial conception of the scale was based on the TPACK model (Mishra & Koehler, 2006), which served as a conceptual guide for formulating statements that assess teachers' readiness to use AI, especially chatbots, in educational practice. The statements aimed to capture three aspects: (a) the technological and pedagogical capacity to integrate chatbots, (b) mentoring and empowering students through critical use, and (c) ethical and pedagogical awareness. Initially, 24 Likert-type statements were formulated based on the literature, items from the RAIS scale (Ramazanoglu & Akın, 2024), and the researchers' experience. After review by three experts and relevant revisions, the statements were reduced to 19 and organized to minimize cognitive fatigue.

The final instrument included 19 statements on a five-point Likert scale (1 = strongly disagree, 5 = strongly agree), without a neutral option, to enhance the sensitivity of the instrument. It also included questions on demographics, familiarity with technology, use of AI in teaching, and related training to explore possible relationships with the overall score.

2.3. Analyses

Statistical analyses were conducted using Jamovi (v. 2.3.17). For structural validity, Exploratory Factor Analysis (EFA) was applied. Prior to EFA, data adequacy was assessed via KMO and Bartlett's test. Parallel analysis determined the number of factors, factor extraction was based on the minimum residuals method, and Promax rotation was used due to assumed conceptual interdependence among factors.For reliability, internal consistency was assessed using Cronbach's α and McDonald's ω. Model fit was evaluated through RMSEA, TLI, and χ^2. Uniqueness values were checked to ensure each variable contributed adequately to the factors. Further analyses examined correlations between the mean scale score and participants' demographics (age, teaching experience, gender), as well as variables related to technological familiarity (self-perceived familiarity, frequency of AI use in schools, relevant training). To categorize readiness levels, percentiles were calculated to determine indicative thresholds for characterizing participants' scores.

3. Results

Before applying Exploratory Factor Analysis, sample adequacy was examined. The KMO sample adequacy index was found to be extremely high (0.91), showing that the variables have sufficient correlation to apply factor analysis. In addition, Bartlett's test of sphericity was statistically significant ($\chi^2(171) = 2.088.04$, $p < .001$), further supporting the choice of analysis.

Taking into account the results of the parallel analysis (Horn, 1965), a total of three factors were selected, which explained 64.87% of the covariance of the variables under analysis—a percentage considered satisfactory based on relevant psychometric standards, as values above 50% reflect an adequate interpretation of the data structure (Ayearst & Bagby, 2011; Streiner, 1994).

The results of the exploratory factor analysis revealed that the first factor explained 40.89%, the second factor 11.99%, and the third factor also 11.99% of the total variance. The selection of the three-factor model is supported by both the adequacy of the eigenvalues (SS Loadings: 7.77, 2.28, 2.28, respectively) and the conceptual consistency of the loaded variables. Table 1 presents the loadings per factor, the uniqueness values (u^2), communalities, the partial mean (PM) per statement, and its standard deviation (SD), after Promax rotation.

Table 1: Agent matrix after rotation

Αντικείμενο	Factors			u^2	M	SD
	F1	F2	F3			
Engagement activation	0,94			0,18	2,27	1,32
Mentor for educational use	0,87			0,16	3,78	1,22
Group activities	0,85			0,21	2,3	1,17
Activities with chatbot	0,84			0,31	1,91	1,06
Educational scenarios	0,80			0,31	2,74	1,41
Talent support	0,79			0,27	2,95	1,28
Critical evaluation of chatbot	0,75			0,31	3,09	1,27
Classroom discussion	0,75			0,30	3,31	1,18
Use support	0,72			0,36	2,8	1,26
Chatbot applications	0,70			0,52	2,91	1,4
Chatbot output analysis	0,62			0,52	2,96	1,26
Problem solving	0,61			0,62	2,91	1,37
Programming	0,54			0,72	2,84	1,29
Student talent discovery		0,84		0,20	3,78	1,28
Safe use by students		0,76		0,31	3,93	1,12
Misuse of chatbot		0,75		0,25	3,07	1,29
Ethical behavior			0,84	0,30	2,98	1,22
Personal data protection			0,73	0,39	2,73	1,23
Ethical and pedagogical responsibilities			0,59	0,44	3,36	1,27

The first factor includes 13 variables (loadings: 0.54–0.94) and is labeled "Pedagogical and Technological Readiness in Using Chatbots," capturing teachers' ability to integrate chatbots both technologically and pedagogically. The second factor, "Guiding and Empowering Students through Chatbots," includes 3 variables (loadings: 0.75–0.84) and concerns pedagogical support for creative, safe, and responsible chatbot use. The third factor, "Ethical Responsibility and Digital Consciousness," also includes 3 variables (loadings: 0.59–0.84) and focuses on digital ethics, responsible AI use, and privacy. The structure aligns conceptually with the TPACK model, reflecting technological-pedagogical knowledge, learner-centered guidance, and ethical awareness, reinforcing the tool's validity and suitability.

The correlations between the factors indicated a moderate positive relationship. In particular, pedagogical and technological readiness was positively correlated with student mentoring and empowerment ($r = 0.60$) and with moral responsibility and digital awareness ($r = 0.46$), while the latter two factors also showed a positive correlation between them ($r = 0.44$). These values support the hypothesis that the three dimensions are conceptually linked, without being identical.

The RMSEA index was 0.11 (90% CI: 0.10–0.13) and TLI = 0.85, indicating a satisfactory though not excellent fit, acceptable for exploratory analysis. The significant $\chi^2(117) = 313.66$, $p < 0.001$ was expected due to sensitivity to sample size. Model consistency is supported by high loadings, distinct factors, and conceptual coherence of items.

Regarding the scale's reliability, the results showed excellent levels of internal consistency. For the full scale (19 items), α and ω were both 0.95 (M = 2.98, SD = 0.91). For the first factor, α = 0.95, ω = 0.95 (M = 2.83, SD = 1.01). For the second factor (student guidance and empowerment), α = 0.87, ω = 0.88 (M = 3.04, SD = 1.07). For the third factor (moral responsibility and digital awareness), α = 0.83, ω = 0.84 (M = 3.69, SD = 1.06).

To facilitate the interpretation of overall scores and characterize teachers' readiness to use chatbots, the 25th, 50th (median), and 75th percentiles were calculated: 2.32, 3.03, and 3.70, respectively. These values served as thresholds for readiness levels: scores ≤ 2.32 indicate low readiness, 2.33–3.69 moderate readiness, and ≥ 3.70 high readiness.

To investigate the relationship between participants' characteristics and the overall mean score, we examined correlations with age and years of experience. The correlation with years of experience was negative and statistically significant ($\rho = -0.18$, $p = 0.045$), indicating that increased teaching experience is associated with lower readiness. Age did not show a significant correlation with the mean score ($\rho = -0.08$, $p = .384$), despite its strong correlation with years of experience ($\rho = 0.68$, $p < .001$).

No statistically significant gender differences were found (Mann-Whitney U = 892.50, $p = .983$). The mean score was positively correlated with familiarity with technology ($\rho = 0.54$, $p < 0.001$) and frequency of AI use in teaching ($\rho = 0.77$, $p < 0.001$), with the latter indicating a strong association with perceived readiness.

5. Discussion

The present study aimed to construct and psychometrically investigate a tool evaluating teachers' readiness toward chatbot use. Exploratory Factor Analysis indicated three dimensions: (a) pedagogical and technological readiness, (b) mentoring and empowering students, and (c) moral responsibility and digital awareness, consistent with the TPACK model (Mishra & Koehler, 2006) and Ramazanoglu and Akın's (2024) RAIS scale. Reliability coefficients exceeded the acceptable threshold (0.70), confirming internal consistency. Model fit indices were satisfactory, and statement uniqueness values acceptable. Using parallel analysis and the minimum residuals method with Promax rotation added accuracy.

A statistically significant negative correlation was found between years of teaching experience and readiness, indicating less experienced teachers feel more ready, consistent with previous studies (Çemçem et al., 2024; Howard et al., 2021). Age showed no statistically significant correlation, supporting experience as a more determinant factor (Ertmer & Ottenbreit-Leftwich, 2010). No gender

differences emerged, aligning with meta-analyses (Siddiq & Scherer, 2019). Positive correlations were found with technology familiarity and frequency of AI use, highlighting hands-on engagement's role in enhancing readiness, supported by self-efficacy models (Bandura, 1997; Mastrothanasis & Kladaki, 2025; Mastrothanasis et al., 2021; Tondeur et al., 2017).

The present study presents some limitations. The sampling was based on non-random methods, which limits the generalizability of the findings. Also, the assessment of readiness was based solely on participants' self-reported perceptions, with no objective measurement of actual technological skill or the extent of chatbot integration. Future research may focus on confirming the factorial structure through confirmatory factor analysis in larger samples. In addition, criterion validity can be investigated through observable behaviors or external evaluations. It is suggested that the instrument be used in training programs to measure changes in readiness. Finally, applying the scale cross-culturally would be of interest, to explore the comparative dynamics of readiness in different educational and cultural contexts.

6. Conclusions

The present study developed and psychometrically investigated a valid and reliable scale to evaluate teacher's readiness to use chatbots, based on the TPACK model. The scale captures three dimensions: pedagogical-technological readiness, student mentoring, and moral responsibility. It can be used in research and training contexts to identify needs and design interventions. Scoring is based on an average of 19 statements, with indicative levels: ≤2.32 (low), 2.33-3.69 (moderate), ≥3.70 (high readiness). Low readiness indicates limited familiarity and confidence in integrating chatbots into teaching; moderate readiness reflects basic awareness and willingness to experiment with AI tools; high readiness suggests a well-developed capacity to apply, guide, and reflect on chatbot use with pedagogical and ethical awareness.

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Appendix: Teachers' Readiness for Chatbot Use (TRCU-Scale)

Pedagogical and technological readiness to use chatbots

1. I can learn to use programming languages that allow the creation or customization of chatbots.
2. I can use chatbot applications in my daily teaching practice.
3. I can analyse what chatbots generate and evaluate them in terms of their usefulness.
4. I can solve problems related to chatbots' operation and use in educational practice.
5. I can design small activities or projects using chatbots.
6. I can manage educational scenarios that incorporate the use of chatbots.
7. I can lead classroom discussions on chatbots and their use.
8. I can encourage students to use chatbots as learning aids.

9. I can support students in developing group activities that incorporate chatbots.
10. I can design activities that promote active student engagement using chatbots.
11. I can help students critically evaluate the information provided by a chatbot.
12. I can serve as a mentor for students who want to explore the educational use of chatbots.
13. I am prepared to support my students' talents through creative uses of chatbots.

Guiding and empowering students through chatbots

14. I can help students discover their talents through creative uses of chatbots.
15. I can identify cases of inappropriate or misleading use of chatbots in education.
16. I can ensure that students use chatbots safely and responsibly.

Ethical responsibility and digital awareness

17. I pay attention to privacy when using chatbots in the classroom.
18. I demonstrate responsible and ethical behaviour when using chatbots in the educational process.
19. I am aware of the ethical and pedagogical responsibilities involved in using chatbots in the classroom.

REINFORCING TEENAGE STUDENTS'COMMUNICATIONAL SKILLS AND CRITICAL THINKING THROUGH AI APPS

Lazarou Ioanna
MA in Language Educations for Refugees and Migrants

Abstract

This paper presents a classroom intervention designed to enhance the communicational skills and critical thinking of a 3rd grade group of 15-year-old students in a Modern Greek Language course at an Experimental Low Secondary school in Athens. By using action research and the principles of Critical Pedagogy, Inquiry-based learning, Multiliteracies Digital literacy and Differentiated instruction, it aimed at students' communicational and digital skills but also their critical engagement with AI-generated content and its ethical implications. Malala Yousafzai's Nobel Peace Prize speech was the field to reflect on discrimination and equality, while simulating an interview with her using ChatGPT.

The designed activities focused on including students with learning difficulties and migrant backgrounds in group work. Engagement, linguistic confidence, and digital literacy were enhanced despite reservations on AI's reliability, emotional authenticity, and potential overreliance.

Key words: artificial intelligence in education, inquiry-based learning, critical thinking, communicative skills, digital literacy.

1. Introduction

Integrating Artificial Intelligence (AI) apps in education is a necessity. Apart from traditional academic knowledge, students need to acquire digital and critical literacy skills to become active citizens (UNESCO, n.d., Livingstone et al., 2019). Apart from language education's focus written and oral fluency, cultivating students' ethical reasoning, metacognitive awareness, and ability to navigate diverse modes of communication in digital environments is now demanded (Cope & Kalantzis, 2000, Hager et al., 2019).

This paper attempts to address current needs of for a Modern Greek Language course at an Experimental Low Secondary School in Athens. Within a mixed class of 17 15-year-old students (migrant backgrounds and several present special learning needs), discrimination, equality, and democracy were examined, related to the school textbook unit "We Are All Different, We Are All Equal". Inspired by critical pedagogy (Freire, 2000), the intervention aimed to empower students to reflect critically on societal issues(Coyle et al., 2010). Inquiry-based learning (Dewey, 1938) and multiliteracies framework (Cope & Kalantzis, 2000) supported pupils' engagement with language and social reflection through multiple modes, along with the promotion of multilingualism (Garcia, 2019, Nascimbeni & Vosloo, 2019).

The learning scenario integrated ChatGPT to simulate an interview with Malala Yousafzai, the Nobel Peace Prize laureate and global advocate for girls' education. This approach targeted engagement but also personalised learning, inclusive communication, and the development of digital citizenship (Luckin et al., 2016). ChatGPT enabled students' real-time interaction with content, while practising question formation, direct and indirect speech, elaborated vocabulary, and reflective writing while engaging critically with AI and pondering on its ethical implications. Through scaffolded worksheets, the groups critically reflected on AI's reliability, tone, and ethical implications (Tang & Weyl, 2024).

Methodologically, action research was opted due to its focus on all participants' democratic reflection in praxis (Wood et al., 2018). Pupils' views were shared and valued (Stear, 2015) while leading to new conclusions. The paper explores: 1. how does AI integration reinforce students'

communication, critical thinking and digital literacy and 2. to what extent does it support inclusion and AI ethical awareness in a mainstream classroom?

2. Main Part

2.1. Theoretical Framework

This intervention is based on pedagogical theories that support inclusive, critical, and digitally enriched language learning. Critical pedagogy, interwoven with inquiry-based learning, multiliteracies and multilingualism focused on diverse linguistic and cognitive needs of the mixed class. Also, through digital literacy and ethical AI integration, students enhanced their key competences for life-long learning (European Commission, 2019).

Figure 1. The 8 key competences for life-long learning)

First, Critical Pedagogy (Freire, 2000) considers education as a process of emancipation, thus one must problematise, reflect, and act on the social realities they inhabit. Hence, pupils' voice and creating a secure space for equal participation were primordial, owing to the unit's topics of democracy, discrimination, human rights, and equality. Power structures or discrimination practices were investigated along with social justice issues to boost active citizenhip (Giroux, 2020).

Likewise, inquiry-based learning (Dewey, 1938) focuses on experience, curiosity, and students' initiative and exploration. The lesson scenario was structured and included authentic interview questions, social issues and reflection on AI output problems. In groups, students contributed to meaning and developed autonomy, while connecting language, technology, and society (Justice et al. , 2007).

Moreover, the multiliteracies framework developed by the New London Group (Cope & Kalantzis, 2000) was used. Literacy beyond reading and writing is considered as the ability to interpret and create meaning across diverse modes (linguistic, visual, spatial, gestural, and digital) and cultural context. Students interacted with video, AI-generated texts, concept maps, and collaborative writing, thus in diverse learning styles (visual, verbal and digital) to understand and express ideas or make meaning (Rowsell & Walsh, 2011).

To integrate digital literacy and digital citizenship (Ribble, 2015, Livingstone et al., 2019), ChatGPT was introduced into the classroom, to motivate it but in an ethical and reflective way. AI was assessed for its tone, credibility, and bias, and for any risks of impersonating real people to develop learners' academic and civic ability to navigate digital environments with critical awareness and ethical responsibility (Burr &Floridi, 2020).

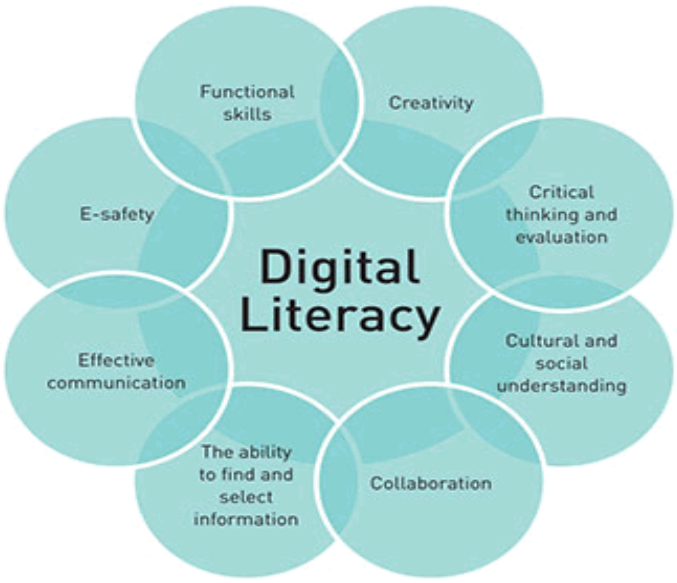

Figure 2. Digital Literacy

Indeed, ChatGPT offers several pedagogical benefits when thoughtfully integrated into the classroom. Real-time low-stakes interaction encourages personalised learning (practice in writing, questioning, and conversational language skills in context) (Holmes et al., 2019). Simulating text genres like interviews matches inquiry-based learning and promotes student autonomy (Luckin et al., 2016), but also digital literacy and ethical awareness (Ribble, 2015).

However, scholars pinpoint pedagogical and ethical limitations like the absence of emotional depth, critical judgment, and human sensitivity (Holmes et al., 2019). Over-reliance on AI may lead to reduced student creativity, superficial understanding, or even misinformation, due to bias or error (Zawacki-Richter et al., 2019) but also lack of originality or risks due to impersonation (Floridi & Cowls, 2019).

Finally, differentiated instruction (Tomlinson, 2001)was also essential for the design, as teaching content, process, assessment and materials were adapted to meet all students' profiles. Supportive tools such as sentence starters, visual aids and group promoted access and confidence (see appendix 1). Similarly, translanguaging thus the acknowledgement of home languages as cognitive and communicational tools (García, 2009), was also adopted.

Features of AI	Features of Chat GPT
Enhanced Engagement and Realism Making the learning experience more immersive through dialogue simulation on topics like discrimination, equality, and education.	**Natural and Coherent Responses** Interactive Role-Playing and Simulation: enables realistic scenario-based learning. **Flow within each session and Memory:** suitable for follow-up questions or reference earlier points **Wide Range of Knowledge** - Access to a generally trustworthy and extensive knowledge base (Li, 2024)
Targeted instruction	**Adaptability and Customisation** suiting different tones, levels of formality, etc (Tawneer &Ismail, 2024) **Critical Thinking Development** by receiving responses, students reflect on the effectiveness of their questions and refine or rephrase them if needed (Nabila et al., 2024)
Safe Practice Environment: non-judgmental space where even hesitant students can experiment with their questions due to the playful and familiar frame	**Multilingual Support** - Valuable for students with diverse linguistic backgrounds, especially those from migrant communities. (Oranga, 2024) **Accessibility & Ease of Integration** - Familiar interface makes it accessible and easy for students to integrate into their learning process. (Al Tamimi et al., 2024)
Real-Time, personalised feedback: addressing individual or group needs (Lee et al., 2023)	

Table 1. AI Important Features

Hence, linguistic development, student agency, ethical reflection, and inclusive participation were cultivated by motivating students to communicate, question, and think efficiently.

2.2. Methodology

This intervention opted pragmatism as a research paradigm for seeking the most suited solutions to the mixed-class everyday issues (Creswell & Cresswell, 2018) and for its dynamic nature (collaboration, reflection, adaptation). Action Research approach aimed to improve both instructional practices and student outcomes (Kemmis & McTaggart, 2005, McNiff, 2013) in a Modern Greek Language course. Cyclical planning, acting, observing, and reflecting helped the teacher respond effectively to the needs of students (List, 2006).

The project took place in a Modern Greek Language course in the 3rd grade of a Lower Secondary Experimental School in Athens. The class consisted of 17 students (8 girls, 10 boys), aged 15, with varied educational and linguistic backgrounds. Among them were two second-generation migrant girls from Albania and the Philippines, and four students with diagnosed learning difficulties. The class was divided in 3 groups of 5 or 6 students, in which the proficient in Greek assisted the rest.

The initial needs assessment (Tomlinson, 2000, Long, 2012) revealed a wide linguistic range (B1 -C1+, CEFR) and low engagement in tasks requiring critical thinking and extended oral or written production. Long-settled second-generation migrant students underperformed in formal writing and long oral texts, despite prior Greek schooling. Native Greek speakers also struggled with academic speech, and advanced communication. These findings highlighted the need to revisit classroom practices around language, identity, and inclusion in a monolingual educational context. Consequently, the design integrated inclusive, digitally and critically oriented strategies to reinforce communication, students' voice, and equitable participation .

So, a 2-period (90') teaching scenario was designed on the textbook unit "We Are All Different, We Are All Equal". It explores topics like discrimination, democracy, and human rights. Differentiation, inquiry-based learning, and multiliteracies were used and participation across varied proficiency levels was fortified with visual aids, sentence starters, and flexible group roles. The use of ChatGPT not only enhanced engagement but reinforced critical digital literacy and ethical reflection.

The two 45-minute sessions included watching Malala Yousafzai's Nobel Peace Prize speech (with Greek subtitles), constructing concept maps of key themes, and participating in group discussions on social justice issues. Students then prepared questions for Malala, which were posed to a ChatGPT-simulated interview. This activity helped in question formation, use of direct and indirect speech, and AI responses' evaluation. The scenario concluded with written reflections and group evaluation of the content's reliability, tone, and ethical implications.

The teacher had a consultive role. Following Freire (2000) one observed how students interacted with digital tools and peers, provided feedback, and continuously adjusted materials and strategies in response to students' emotional and academic needs.

Within this informal, mixed-methods study, both qualitative and informal quantitative data were collected. The data collection tools included: 1. a teacher observation journal noting engagement, participation, and reactions to AI use, 2. student group worksheets and their outputs (including brief reflections and peer-to-peer interviews) assessing students' communicative competence, grammatical accuracy and progress but also their perspectives on digital ethics and social justice, 3.rubrics on ChatGPT responses, used in plenary to assess students' critical thinking and digital literacy and 4. informal interviews after the intervention.These tools provided complementary insights into linguistic development, cognitive engagement, and social inclusion, supporting both formative evaluation and reflective teaching practice.

In all, this Action Research process provided a source of exploration about the integration of AI tools, critical themes, and inclusive strategies in language education. The class focused on human and technological interaction, which improved the learning process (Wood et al., 2018).

The 90-minute intervention (2 consecutive periods) in a Modern Greek Language course aimed to enhance communicational competence, critical thinking, and inclusive participation. Based on the

unit “We Are All Different, We Are All Equal,” it combined social justice themes with linguistic development.

Activity	Description
1. Video Viewing	Students watched Malala Yousafzai's Nobel Peace Prize speech (with Greek subtitles) to introduce key themes.
2. Concept Mapping	Learners collaboratively created concept maps to identify and connect ideas related to democracy, discrimination, and human rights.
3. Group Discussion	Students engaged in structured dialogue about the social issues raised, sharing personal insights and prior knowledge.
4. Question Formation	In small groups, students formulated both main and subordinate questions for an interview with Malala.
5. Simulated Interview with ChatGPT	Using ChatGPT, students conducted a simulated interview, receiving AI-generated answers and reacting in real time.
6. Reflection and Evaluation	Students reflected on the experience, discussed the ethical use of AI, and assessed the reliability and tone of the responses.

Table 2. Activity description

Hence, the main goals are: 1. the acquirement of essential language skills, mainly vocabulary and question formation, in authentic communicative context, 2. raising awareness of discrimination and democratic values through critical reflection and 3. the support of inclusive collaboration and critical use of digital tools in language learning. See analytically below:

Objective	Bloom's Level
Define discrimination and examine its forms, aspects, causes, impacts	Understanding / Analysing
Reflect on the issue in real-life facts	Evaluating
Critically associate the phenomenon with democracy	Analysing / Evaluating
Outline and implement Direct–Indirect Speech	Applying
Form questions and adapt to interview as text genre	Creating / Applying
Gather and integrate related vocabulary	Remembering / Applying
Collaborate and role-play	Applying / Creating
Integrate ICT/digital literacy and assess its efficiency	Applying / Evaluating

Table 3. Lesson objectives

In particular, the first activity included watching Malala Yousafzai’s Nobel Peace Prize speech with Greek subtitles (multimodal authentic and socially meaningful text). Students in groups had to summarise it and name the main topics and the challenges reported with prompts for comprehension and focus attention .

In the second activity, students had to create a concept map using key terms (freedom, equality, responsibility, participation, rights) with their intern connections explained. The activity aimed at vocabulary development and abstract reasoning along with digital literacy. The tool used was an e-class's incorporated application and the map was presented on the interactive board. At the same time, it worked as a formative assessment tool for the teacher to monitor the learners' level of comprehension.

Next, for activity three, a group discussion on democracy was held on how democracy could have resolved the issue reported on video. This task was designed under the prism of critical pedagogy and inquiry-based learning, as students were asked to express their personal and civic views through structured dialogue.

The final activity demanded groups in Phase A to brainstorm on interview questions for Malala (up to five per group) to practise question-formation structures and vocabulary within a real-life situation. It has been preparatory for the next task; Phase B employed the use of ChatGPT to simulate an interview . The set parameter for ChatGPT was to respond from Malala's perspective, based on her speeches and writings. The groups were asked to select their most efficient questions and submit them. Students of migrant background were allowed to submit their question in their L1 and ask chat GPT for the Greek translation. Reflections on the AI responses' tone, relevance, and credibility followed in Phase C as groups checked and assessed the answers given by using a rubric,in plenary (see table 4). Content, Structure, and Language were examined in terms of source reliability/accuracy, relevance/completeness, objectivity, ethicality and clarity and coherence. See the table below:

Criteria	4 - Excellent	3 - Good	2 - Needs Improvement	1 - Unsatisfactory
Source Reliability / Accuracy	Information is accurate, reliable, and well-supported; contains no factual errors.	Information is mostly accurate and reliable; minor factual errors may be present.	Contains some inaccuracies or questionable reliability; needs verification.	Information is largely inaccurate or unreliable; lacks credibility.
Relevance / Completeness	Response fully answers the question; includes all relevant details and depth.	Response answers the question with sufficient relevance; minor gaps in detail or depth.	Response is partially relevant but lacks depth or completeness; some important aspects are missing.	Response is irrelevant or off-topic; lacks sufficient relevance and depth.
Objectivity	Response is neutral and balanced, without bias; presents information fairly.	Response is mostly objective, with slight bias; overall fair representation of information.	Response shows noticeable bias; lacks neutrality in some areas.	Response is heavily biased or subjective; lacks objectivity.
Ethicality	Response adheres to ethical guidelines (e.g., respectful, no misinformation); reflects a positive ethical tone.	Response mostly adheres to ethical guidelines; minor issues with tone or presentation.	Response has ethical issues, such as minor disrespect or unintentional misinformation.	Response fails to adhere to ethical guidelines; contains misinformation or disrespectful content.
Clarity and Coherence	Response is well-organized and flows logically; ideas are clearly connected.	Response is mostly organized and coherent; minor issues with flow or connection between ideas.	Response lacks clear organization; ideas may be confusing or disconnected.	Response is disorganized and difficult to follow; lacks logical flow and coherence.

Table 4. AI Assessment

The teacher provided clarifications and guidance during the procedure. The homework activity asked students to interview their classmates –in pairs- with at least 5 questions on how AI can be ethically and responsibly integrated into learning and the efficiency of its use and report the answers in class.

To ensure scaffolding, sentence starters, vocabulary glossaries, clarification prompts, and model answers were provided. Each member's role was rotated for equal participation and

translanguaging was encouraged to overcome language limitations in accordance with differentiated learning.

2.3. Results

After the implementation, some positive outcomes in all areas of linguistic, cognitive, and social-emotional development appeared. Teacher observation notes, informal student interviews, and group-produced materials showed improvements in engagement, language production, and critical reflection—despite the group's heterogeneity in language proficiency and learning profiles.

Regarding social-emotional development, throughout the intervention, relatively isolated students were more involved and gained confidence. The whole class showed excitement for the virtual conversation with Malala. Video, visuals, and concept mapping helped all students , especially those with lower reading fluency or attention difficulties. Students with migrant backgrounds reported feeling more included and valued, as they used their L1 and therefore contributed more during group tasks. Hence, the sense of classroom community was reinforced**.**

As for linguistic and communicational skills, apparently, students refined question formation, vocabulary use, and awareness of registering. Direct and Indirect Speech has been consolidated through grammatical structures of the context. Learners formed both main and subordinate questions, within an authentic interview. Moreover, all students were exposed to thematic vocabulary related to education, equality, social justice, activism, etc. Both production and comprehension were improved however one should notice that there has been some frustration due to the quantity of the advanced vocabulary added lacking immediate ChatGPT feedback or clarifications. The teacher assisted the procedure though.

Student group worksheets and peer-to-peer interview drafts revealed improved question formation, accuracy in vocabulary use, and better awareness of register. Direct and indirect speech were consolidated through real-life interview simulation. Main and subordinate questions' formation as well as thematic vocabulary related to education, equality, social justice, and activism were boosted. Initial frustration with advanced vocabulary and lack of immediate AI clarification were overcome by the teacher's scaffolding.

Finally, concerning cognitive skills , students developed increased criticality, noted at their assessment of ChatGPT's responses, both in plenary and interviews (see table 5) and rubric-based evaluations (see table 6).

OBJECTIVES	OBSERVATIONS / OUTCOMES	STUDENT QUOTES
Social-Emotional Development	-Increased student participation, especially among previously reserved or isolated students -Improved group dynamics and collaborative effort, particularly among migrant-background learners	*"It was easier since I could use my mother tongue."* *"I felt good as my group listened to me."* *"I was not afraid to speak in front of others."*
Linguistic and Communicational Skills	-Improved question formation and understanding of Direct and Indirect Speech - Enriched vocabulary related to social justice, education, and equality - Greater fluency in academic and thematic language through authentic, interactive tasks	*"Now I can ask better questions that sound more 'serious'."* *"I used more elaborated words."* *"Learning syntax was easier and fun in making real questions."*
Cognitive and Critical Thinking	- Development of critical thinking about AI-generated content (tone, depth, reliability) - Initiation of ethical discussions on AI use and digital citizenship - Some frustration with advanced vocabulary and lack of immediate AI	*"That doesn't sound like Malala."* *"It looked OK at first,but then we found some mistakes in CHAT's response"*

	feedback, mitigated by teacher support	
Digital Literacy & AI Awareness	- Initiation of ethical discussions on AI use and digital citizenship	*"ChatGPT was great help, but it makes mistakes."* *"We had to check again and again and compare to other sources."* *"I cannot use it with blind eyes. Plus, it repeats things."*
Inclusion & Participation	-Enhanced sense of inclusion through L1 use, role assignment, and group responsibility	*"Everyone had their own job in our group – no good or bad students."* *"It was fair. We all asked questions."* *"I felt free to use my mother tongue and the others started asking me words."*

Table 5. Outcomes and related quotes

Credibility, tone, and ethicality of AI-generated content was questioned and limitations such as repetition, shallow reasoning, and impersonation risks were spotted. This reflection led to discussions on digital ethics and the role of human presence. For example, ChatGPT speaking on behalf of a real person caused some stir, showing ethical awareness.

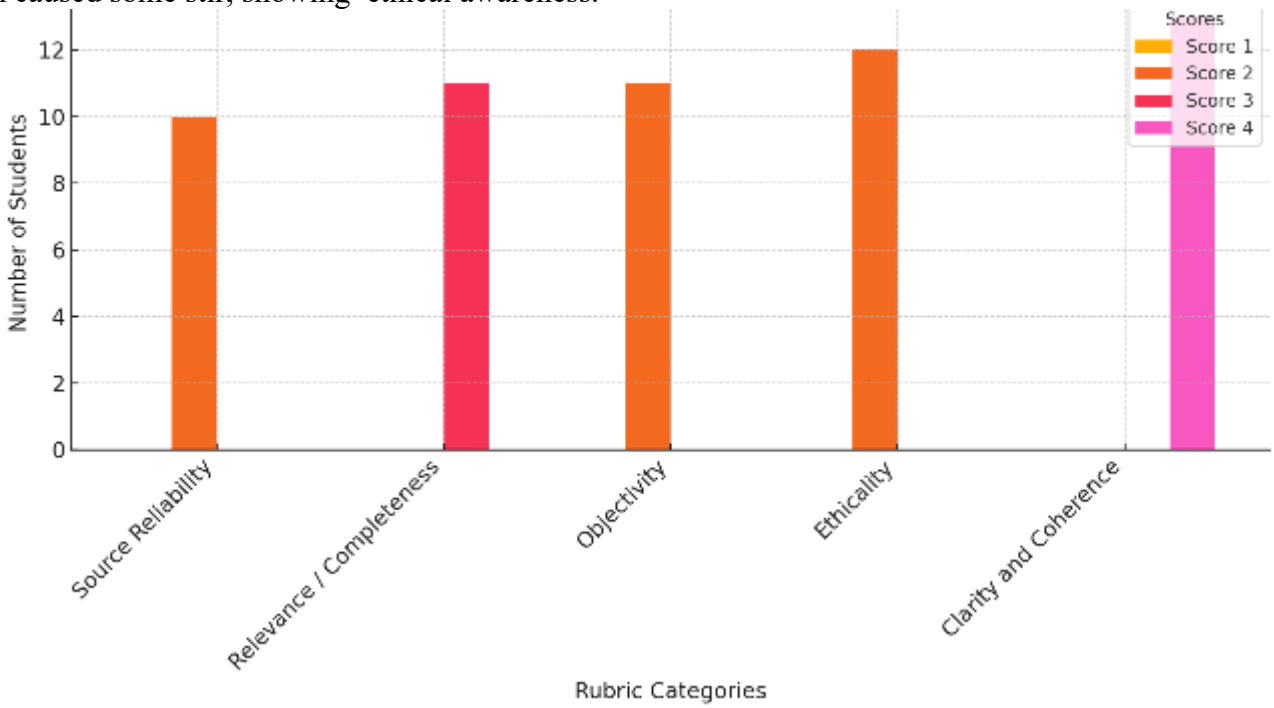

Table 6. Rubric scores

Overall, the intervention reinforced language use, critical thinking, and inclusive participation through a technology-enhanced and socially relevant teaching scenario. Time constraints and the unfamiliar vocabulary were challenges outweighed by all the above mentioned gains.

2.4. Discussion

The findings verify the efficiency of combining critical pedagogy, inquiry-based learning, multiliteracies, and AI integration within a mixed classroom for openness and communication. Based on the students' apparent higher participation, deeper reflection, and improved communicational skills, one can assume that the scenario succeeded in empowering students and boosting their academic skills.

Students' collaboration despite their linguistic backgrounds, participation in concept mapping and reflection on the ethical use of AI verified the above. Differentiated tools and translanguaging supported inclusion and meaningful contribution .

As mentioned before, students started having their own voice and agency but also contributed to the interactive process of knowledge, with their own input, like Freire's (2000) critical pedagogy suggests. Social, real-life issues, like gender-based violence and discrimination or equality and democracy, were embedded in activities to challenge learners linguistically and critically. Thinking about Malala's speech and interviewing her language were connected with life (Kincheloe, 2008).

For example, the student-led evaluation of ChatGPT responses initiated ethical discussions on impersonation and bias. Thus, students dug further than comprehending by reflecting ethically and critically. Moreover, the legitimacy of AI 'speaking for' Malala was questioned, proving the task's success in engaging students with real-world dilemmas.

Furthermore, exploration, problem-solving and knowledge construction through current social challenges were encouraged (Dewey, 1938). Mapping concepts, discussing on them in groups (Barron &Darling-Hammond, 2008) and plenary, using democracy to solve existent problems, created new communicational frameworks and boosted higher-order thinking, especially by assessing ChatGPT's performance. By using the concept maps' vocabulary and interview activities in their reflections, they internalised both language and themes.

Multimodal texts had a positive impact on those with special learning needs or lower Greek proficiency. They helped all students access and successfully comprehend the material (Cope & Kalantzis, 2000, Dale & Tanner, 2012). Especially, using innovative means like ChatGPT addressed a modern language class's needs. Reinforcing students' digital skills and their sense of digital citizenship (Ribble, 2015) was a clear outcome. Learners developed criticality, ethical reflection (Cowls et al., 2019), and practiced decision-making online. Through the AI assessment rubric students had the chance to ponder on tone, objectivity, and reliability of responses.

Along with the above, all learners participated in verbal discussion and written productions either through individual reflection or collaborative work. These processes fulfilled the aims of differentiation and inclusion (Tomlinson 2001, García, 2009). Translanguaging (García, 2009) allowed migrant students to brainstorm ideas in their L1 before producing content, so their confidence and sense of belonging were increase. Even students with initial low engagement participated actively in the ChatGPT simulations, confirming gains in both self-efficacy and peer interaction.

To end with, the intervention underlined the potential of an AI-supported, inquiry-driven, and socially determined path to address both linguistic goals and broader developmental needs. Still, the importance of teacher adaptability, the ethical integration of technology, and the need for student-centred design in fostering inclusive and critically engaged classrooms must also be pinpointed. Future implementations should focus on the reported difficulties, thus pacing adjustments and extra time for vocabulary support.

2.5. Conclusion

This study has demonstrated that integrating AI tools within a pedagogically and ethically designed framework is effective only through inclusive, student-centered language teaching practices. Evidence from classroom observation, student outputs, and reflection tasks indicates that learners enhanced their communicational skills, critical thinking, and digital literacy through structured interaction with AI.

AI emerged inquiry and collaborative dialogue, particularly in activities such as simulated interviews, group discussions, and the evaluation of ChatGPT responses. With teacher's support, students critically examined content credibility , tone and ethics. Learners acquired 21st-century competencies—including questioning, empathy, digital responsibility, and adaptability (Ribble, 2015 Burr & Floridi, 2020, Holmes et al., 2019)—evident in their analysis of AI impersonation and in their reflections on the limitations of technology. Also, the teacher has been a designer, facilitator, and ethical mediator ensuring a safe, differentiated, and multilingual environment with scaffolding tools and translanguaging practices.

In the future, grammar practice, vocabulary enrichment, summarising, poetry analysis, and reading comprehension can be supported by AI. Debates, role reversals, and creative writing could also be enhanced, if grounded in critical pedagogy, digital equity, and learner agency. AI should be a partner, but cannot replace human inter(action).

2.6. Limitations

However several limitations and challenges emerged during the implementation. First, the intervention's brief duration (two consecutive periods) limited the depth in writing and oral production. More language practice and better vocabulary retention for migrant learners is needed.

Second, the heterogeneity of the student group- B1 to C1+ levels, learning difficulties, varied pace- demanded constant differentiation and adaptation of materials for everybody's access and engagement.

Finally, ChatGPT's lack in contextual depth, emotional nuance, or consistency in tone required teacher guidance and structured class discussion. The need for human mediation and pedagogical framing became evident (Leat & Taylor, 2023).

Overall, this project confirms that innovation in education is not about adopting digital tools, but continuously evolving towards a more inclusive, ethically grounded, and critically engaged classroom.

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APPENDIX 1-WORKSHEET IN ENGLISH

Worksheet 4

NAME:
DATE:
CLASS: ...

MODERN GREEK LANGUAGE
"We are all the same, we are all different"

Activity 1 – 10' Malala's Nobel Speech

Watch the video carefully and write a short paragraph (5–6 sentences) that describes the main message.
Video link: https://www.youtube.com/watch?v=cjkWKMB9FcE

What is the main topic of the video?

The main message of the video is that…
Malala talks about the right to…

What is the main challenge or problem presented?

An important problem presented is…

The video made me think that…

Greek Term	English Equivalent	Explanation
Ελευθερία	Freedom	The right of the individual to think and act freely, without oppression.
Δικαιώματα	Rights	Everything a person should have to live with dignity.
Συμμετοχή	Participation	Active involvement in processes, groups, or decision-making.
Ισότητα	Equality	Fair treatment of all people without discrimination.
Ευθύνη	Responsibility	The obligation to take responsibility for our

Greek Term	English Equivalent	Explanation
(Responsibility)		actions.

Activity 2 – 10' Concept Map

Let's create a concept map with key terms from the video. Include **at least 5 concepts** and connect them with lines, describing the relationships.

Example of concepts: Freedom, Rights, Participation, Equality, Responsibility.

Concepts:

- Education
- Freedom
- Inequality
- Dialogue
- Human Rights
- Responsibility

Explain your thoughts:

- ___ is related to ___ because…
- Through ___ we can achieve ___.
- The concept of ___ helps to fight ___.

Activity 3 – 10' Discussion about Democracy

Discuss in groups how democracy is related to the themes in the video. Analyse how democracy **supports or tackles** the challenges presented.

Each group writes one paragraph answering:

How can the concept of democracy help solve the issue mentioned in the video?

- How would Malala's situation be different in a democratic country?
- Who is responsible for making change?

Democracy can help because…
In a democratic society, everyone has…
An example of a democratic solution is…

Activity 4 – 15'

As a group, come up with a series of **questions for Malala (up to 5)**. What would you ask her if she were in our class?

Some prompts:

- What was the most important difficulty when…
- How did you feel when…
- What would you say to other girls who…
- Do you believe that education can…

You may think of your questions in your native language and ask ChatGPT to translate them.

Activity – Home Task

What you need to do:
In pairs, you should conduct a short **interview** with the topic:

"The ethical and responsible use of Artificial Intelligence in the educational process."

1. Write at least five questions to ask your classmate. Questions should be about:

- The capabilities and benefits of AI in schools.
- Possible dangers or limitations.
- Responsible and safe use of AI.

2. Record the answers of your classmate.
3. Present the key points of the interview in class.

APPENDIX 2- WORKSHEET IN GREEK

ΦΥΛΛΟ ΕΡΓΑΣΙΑΣ 4
ΟΝΟΜΑΤΕΠΩΝΥΜΟ:
ΗΜΕΡΟΜΗΝΙΑ:

ΤΜΗΜΑ: Γ…

ΝΕΟΕΛΛΗΝΙΚΗ ΓΛΩΣΣΑ Γ΄ ΓΥΜΝΑΣΙΟΥ

Είμαστε όλοι ίδιοι, είμαστε όλοι διαφορετικοί

Δραστηριότητα 1 **10' Η ομιλία της Μαλάλα στα Νόμπελ**

Δες προσεκτικά το βίντεο και γράψε μία σύντομη παράγραφο 5-6 προτάσεων που περιγράφει το κεντρικό μήνυμα.

https://www.youtube.com/watch?v=cjkWKMB9FcE

Τι θίγει το βίντεο ως βασικό θέμα;

Το βασικό μήνυμα του βίντεο είναι ότι…

Η Μαλάλα μιλάει για το δικαίωμα…

Ποια είναι η κύρια πρόκληση ή το πρόβλημα που παρουσιάζεται;

Ένα σημαντικό πρόβλημα που παρουσιάζεται είναι…

Το βίντεο με έκανε να σκεφτώ ότι…

Λέξη (Greek Term)	English Equivalent	Explanation
Ελευθερία	Freedom	Το δικαίωμα του ατόμου να σκέφτεται και να πράττει χωρίς καταπίεση.
Δικαιώματα	Rights	Όσα πρέπει να έχει κάθε άνθρωπος για να ζει με αξιοπρέπεια.
Συμμετοχή	Participation	Η ενεργή εμπλοκή σε διαδικασίες, ομάδες ή αποφάσεις.
Ισότητα	Equality	Η δίκαιη μεταχείριση όλων χωρίς διακρίσεις.

Ευθύνη	Responsibility	Η υποχρέωση να αναλαμβάνουμε τις συνέπειες των πράξεών μας.

Δραστηριότητα 2 **10' Εννοιολογικός χάρτης**

Ας δημιουργήσουμε έναν εννοιολογικό χάρτη με βασικές έννοιες που

προκύπτουν από το βίντεο. Περιλάβετε τουλάχιστον 5 έννοιες και συνδέστε τις μεταξύ τους με γραμμές, περιγράφοντας τη σχέση που έχουν.

Παράδειγμα εννοιών: Ελευθερία, Δικαιώματα, Συμμετοχή, Ισότητα, Ευθύνη.

Ιδέες

- Εκπαίδευση
- Ελευθερία
- Ανισότητα
- Λιάλογος
- Ανθρώπινα δικαιώματα
- Ευθύνη

Εξηγώ τις σκέψεις μου:

- Η _____ σχετίζεται με την _____ γιατί…
- Μέσω της _____ μπορούμε να πετύχουμε _____.
- Η έννοια της _____ βοηθάει στην καταπολέμηση της _____.

Δραστηριότητα 3 **10' Συζήτηση για τη Δημοκρατία**

Στις ομάδες σας, συζητήστε πώς η δημοκρατία συνδέεται με τα θέματα που παρουσιάζονται στο βίντεο. Αναλύστε πώς η δημοκρατία ενισχύει ή

αντιμετωπίζει τις προκλήσεις που παρουσιάζονται.

Κάθε ομάδα πρέπει να γράψει μία παράγραφο που απαντά την εξής ερώτηση:

- **Πώς η έννοια της δημοκρατίας μπορεί να βοηθήσει στην επίλυση του ζητήματος που θίγεται στο βίντεο;**

Πώς θα ήταν η κατάσταση της Μαλάλα σε μια δημοκρατική χώρα;

Ποιος έχει ευθύνη για αλλαγή;

Η δημοκρατία μπορεί να βοηθήσει γιατί…

Στη δημοκρατική κοινωνία, όλοι έχουν…

Ένα παράδειγμα δημοκρατικής λύσης είναι…

Δραστηριότητα 4 **15'**

Ανά ομάδα, να σκεφτείτε μια σειρά ερωτήσεων για τη Μαλάλα (εως 5). Τι θα τη ρωτούσατε αν την είχαμε στην τάξη;

- Ποια ήταν η μεγαλύτερη δυσκολία όταν…
- Πώς νιώσατε όταν…
- Τι θα λέγατε σε άλλα κορίτσια που…
- Πιστεύετε ότι η εκπαίδευση μπορεί να…

Μπορείς να σκεφτείς τις ερωτήσεις στη μητρική σου γλώσσα και να ζητήσεις από το ChatGPT τη μετάφρασή τους.

Χρησιμοποιώντας την ρουμπρίκα που σας δίνεται, να βαθμολογήσετε το ChatGPT για τις απαντήσεις του.

Δραστηριότητα για το

Τι πρέπει να κάνετε:

Σε ζευγάρια, πρόκειται να διεξάγετε μια σύντομη συνέντευξη μεταξύ σας με θέμα:

«Η ηθική και υπεύθυνη χρήση της Τεχνητής Νοημοσύνης στην εκπαιδευτική διαδικασία»

1. Να συντάξτε τουλάχιστον **πέντε ερωτήσεις** που θα θέσετε στον/στη συμμαθητή/τριά σας. Οι ερωτήσεις πρέπει να αφορούν:
    - Τις δυνατότητες και τα οφέλη της Τεχνητής Νοημοσύνης στο σχολείο.
    - Τους πιθανούς κινδύνους ή περιορισμούς.
    - Τους τρόπους υπεύθυνης και ασφαλούς χρήσης της.
2. Να απαντήσετε και καταγράψτε **τις απαντήσεις του/της συμμαθητή/τριάς σας**.
3. Να **παρουσιάσετε συνοπτικά** τα κύρια σημεία της συνέντευξης στην τάξη.

APPENDIX 3- AI Assessment rubric

Evaluation Rubric

Criterion	Excellent (4)	Good (3)	Fair (2)	Poor (1)
Content	Very relevant, complete and well-supported	Generally relevant, minor omissions	Vague or somewhat off-topic	Off-topic or irrelevant
Structure / Organisation	Clear, logical flow, coherent	Good flow, some minor inconsistencies	Somewhat disorganised, unclear in parts	No clear structure, hard to follow
Language Accuracy	Correct grammar and spelling, rich vocabulary	Few grammatical or vocabulary errors	Multiple errors affecting understanding	Many errors making response unclear
Objectivity	Balanced, no bias, well-supported	Some bias or generalisations	Subjective or generalised	Strongly biased or unsupported
Ethical Awareness	Shows respect and addresses ethical issues	Recognises some ethical issues	Minimal reference to ethics	Ignores or contains offensive content

APPENDIX 4- AI ASSESSMENT RUBRIC

Κριτήριο	Πολύ Καλή (4)	Καλή (3)	Μέτρια (2)	Ανεπαρκής (1)
Περιεχόμενο	Πολύ σχετικό, πλήρες και τεκμηριωμένο	Γενικά σχετικό, με μικρές ελλείψεις	Περιέχει ασάφειες ή αποπροσανατολισμούς	Δεν σχετίζεται με την ερώτηση ή είναι εκτός θέματος
Δομή / Οργάνωση	Σαφής, λογική ροή, συνεκτική	Καλή συνοχή με ήπιες ασυνέπειες	Λίγο αποδιοργανωμένη, δυσνόητη σε κάποια σημεία	Δεν υπάρχει σαφής δομή, δυσκολία κατανόησης
Γλωσσική Ορθότητα	Ορθό συντακτικά και γραμματικά, πλούσιο λεξιλόγιο	Μικρά γραμματικά ή λεξιλογικά λάθη	Πολλαπλά λάθη, που επηρεάζουν την κατανόηση	Πολλές γλωσσικές ανακρίβειες που καθιστούν την απάντηση ασαφή
Αντικειμενικότητα	Ισορροπημένη, χωρίς προκαταλήψεις, τεκμηριωμένη άποψη	Περιστασιακή μεροληψία ή γενίκευση	Υποκειμενική ή γενικευμένη	Στερεοτυπική ή μη τεκμηριωμένη
Ηθική ευαισθησία	Προβάλλει σεβασμό και ηθική προβληματική	Αναγνωρίζει ηθικά ζητήματα	Ελάχιστη αναφορά σε ηθικά ζητήματα	Αγνοεί ηθικές επιπτώσεις ή περιέχει απρεπές περιεχόμενο

ADHERENCE TO MEDITERRANEAN DIET

Mylona Aspasia
1st EPAL Nafpaktou, Teacher PE88.04
Soukou Anthi
2o Esperino EPAL Acharnon, Teacher PE88.01
Mitrik Maros
Gymnázium Cyrila Daxnera, Literature Teacher
Ak Tezgoren Selin
USGGED, English Teacher

Abstract

This study examines adherence to Mediterranean Diet in four Erasmus+ partner organizations with varying socio-cultural and geographical contexts: Greece (Acharnes and Nafpaktos), Slovakia (Vranov nad Topl'ou), and Turkey (Samsun) so as to develop if there are significant differences in food consumption patterns, and if these are influenced by urbanization, cultural traditions, and adherence to Mediterranean diet principles before and after the implementation of an online three module course implemented to eTwinning (ESEP platform) emphasizing the benefits of Mediterranean dietary components for overall health.

In this initial survey 214 students participating in the Erasmus+ project "Mediterranean Diet for Overall Health", 39,3% male and 60,7% female, filled in anonymously the "MedDiet Score questionnaire" and a data analysis was held by using SPSS tool.

The findings underscore the interplay between cultural, economic, and geographical factors in shaping dietary practices, offering valuable insights for public health initiatives promoting sustainable and health-conscious diets. The study highlights the role of urbanization in dietary awareness, with urban populations having greater access to diverse food options and stronger alignment with Mediterranean principles, characterized by elevated olive oil, vegetable, and fruit consumption. In contrast, rural areas (Nafpaktos and Slovakia) show reliance on local staples such as potatoes and full-fat dairy, with Slovakia reflecting minimal integration of Mediterranean elements.

Online course implementation is under progress so as to make more conclusions on the importance of such projects to foster improved nutrition and sustainability.

Key words: Mediterranean Diet, Survey, Erasmus+

1. Introduction

Mediterranean Diet(MD) refers to the shared traits of the many regional and traditional Mediterranean food systems (Truzzi et al., 2020). The Mediterranean Diet emphasizes high olive oil intake, abundant fruits, vegetables, legumes and whole grains, moderate dairy, fish, and wine, and limited red meat and saturated fats (Widmer et al.,2015). MD has been shown in recent medical and epidemiological studies to have the potential to improve modern man's quality of life and lengthen life expectancy (Guasch-Ferré & Willett, 2021). Moreover, it's directly linked to the common climatic and biological factors that characterize the Mediterranean area (Godos et al., 2024). These facts, together with several shared historical experiences, helped to shape some traits that all Mediterranean traditional/local food systems have in common (de Benito et al., 2022). Thus, MD encompasses not only common food systems but also the skills and customs related to food gathering, cooking, and eating (Kushkestani et al.,2024).

MD is linked to collective values through a variety of customs, whether it be at the family table every day or during special occasions related to the stages of human life (Moro & Galletti, 2022). Thus, it serves as the commitment to family relationships, the cornerstone of cultural continuity and identity, placing a strong emphasis on the virtues of friendliness, hospitality, creativity and

intercultural communication. The Mediterranean Diet was the first item to be listed on Greece's National Register of Intangible Cultural Heritage and the first to be listed on the Representative List of the Intangible Cultural Heritage of Humanity in 2013 (Barros & Delgado, 2022).

Intangible Cultural Heritage includes elements such as local traditions, customs, practices, etc which, over time, are in danger of disappearing as they are mainly transmitted orally from generation to generation. The protection of ICH is necessary to enhance human creativity and preserve the cultural identity and history of local communities (Barros & Delgado, 2022). It is also a key priority in the program and actions of the United Nations Educational, Scientific and Cultural Organization (UNESCO), as in 2003 the UNESCO General Assembly adopted the Convention for the Safeguarding of the Intangible Cultural Heritage (Lázaro Ortiz, & Jiménez de Madariaga,2022).

As awareness of the MD's health benefits continues to grow, many studies have investigated how adherence varies by country, age, and sex. While individuals in non-Mediterranean countries are increasingly adopting the MD for its positive impact on health, there is a concerning decline in adherence within several Mediterranean countries (Obeid et al.,2022). Unhealthy eating behaviors are becoming increasingly common among adolescents (Di Nucci et al.,2025). The traditional MedDiet has been replaced in recent years by more global, "Western," or industrial dietary patterns due to factors like globalization, industrialization, the fast-food industry's rapid growth, and advancements in the food industry (Dernini et al., 2017,Guasch-Ferré and Willett, 2021).This transformation has led to the replacement of fresh fruits, vegetables, nuts, legumes, whole grains, and fish with processed, energy-dense foods high in refined carbohydrates, sugars, sugar-sweetened drinks, and unhealthy fats (Vareiro et al., 2009).

Research by García Cabrera et al. (2015) showed low adherence to the MD among children and adolescents in Mediterranean countries across all age groups. Similarly, Rosi et al. (2019) found that adolescents in North America, Europe, and Oceania often fail to meet dietary recommendations for key MD components like fruits, vegetables, legumes, and sodium. In Italy, for instance, adherence to the MD has significantly decreased over time, particularly among younger people, mainly due to a reduction in olive oil consumption (Veronese et al.,2020). Additionally, studies on gender differences in MD adherence have often found that women tend to follow the MD more closely than men, primarily due to lower consumption of red meat and higher intake of fruits and dairy products (Arvaniti et al.,2006).

Therefore, in order to direct population policies and individual choices toward a more plant-based diet that is both healthy for human populations and sustainable for our planet, scientific studies demonstrating the advantages of MD and its components are crucial. Current research has indicated that non-Mediterranean regions could adopt a Mediterranean-type dietary pattern, even though studies based on Mediterranean populations have found a higher and more consistent effect than those conducted in non-Mediterranean countries (Hoffman & Gerber, 2013).

Recognizing that:

- a person's dietary habits are shaped by family, social, and natural environments, while food preferences reflect personality, social needs and cultural background (Medina, 2021).
- the differences that may exist in an individual's familiarity with food may be due to factors such as: available natural resources, the protection of health and the strengthening of their national identity (Barros & Delgado, 2022),
- the eating habits of a people are incorporated into their culture and are transmitted as a cultural element, signaling social, religious or other ideological attachments (Medina, 2021),
- dietary habits, through human communication and the exchange of knowledge and experiences, are inherited along with other cultural habits (Medina, 2021),
- the declining trends in adherence to the MD in Mediterranean countries may indicate that it is important to promote MD adherence, even in countries where it originated due to its numerous health virtues in preventing several diseases,

- Public health policies and nutrition guidelines promoting the MedDiet or other healthy plant-based diets and lifestyles at different levels (schools, universities,primary care centers) should be key to preventing chronic disease nationally and internationally.

we decided to build a strategic partnership under Erasmus+ project, entitled "Mediterranean Diet for Overall Health", indirectly pursuing to promote the adoption of the MD and its characteristics to food availability and country-specific and culturally appropriate variations. Moreover, recognizing that food systems are a major contributor to poor public health and environmental degradation and that coordinated global efforts are required to transform nutrition and food production we aimed to ensure that these students, as future Food and Beverage Technologists, acquire the competencies and skills necessary to actively contribute to sustainable solutions.

A starting point for MD adherence promotion is to identify the level of adherence in the general population, as well as in specific subgroups (age and sex groups), which can provide valuable input for national nutrition policies of Mediterranean countries. Thus, we included in our activities a study that examines adherence to MD in four Erasmus+ partner organizations with varying socio-cultural and geographical contexts: Greece (Acharnes and Nafpaktos), Slovakia (Vranov nad Topl'ou) and Turkey (Samsun) so as to develop if there are significant differences in food consumption patterns and if these are influenced by urbanization, cultural traditions and adherence to MD principles before and after the implementation of an online three module course implemented to eTwinning (ESEP platform) emphasizing the benefits of Mediterranean dietary components for overall health.

2. Main Part

2.1. The purpose of quantitative research - Sample

The initial survey presented in this paper was held at the beginning of the implementation of our Erasmus+ VET project "Mediterranean Diet for Overall Health" which aimed to the development of an online course consisted by 3 modules and regarding Climate Change and Food systems, Overall Health and Nutrition, and Mediterranean Diet as a healthy pattern for Environment and Humans. Through this study we aimed to investigate the students' adherence to the MD prior to the implementation of the developed course. Another one is currently held to develop the possible differences after the course implementation.

214 students participating in the project, filled in anonymously the "MedDiet Score questionnaire" and a data analysis was held by using SPSS tool, aimed to provide answers to the following research questions:

1. What is the commitment of the participants to the Mediterranean Diet?

2. What are the differences between the participants in terms of gender, age and country of origin?

For VET students, it could also help explain how their knowledge of food and nutrition (attitudes), peer influence (subjective norms), and confidence in making healthy food choices (perceived behavioral control) affect their dietary habits.

The MEDdiet Score questionnaire was used. Participation of students was voluntary, anonymous, and confidential. It was completed in the presence of the researcher during one teaching hour, with a brief explanation of the study provided. Students were instructed to answer honestly, independently and without leaving any questions blank.

The statistical processing includes descriptive and inductive statistical analysis of logistic regression and tests (parametric and non-parametric). The statistical package SPSS version 27 for Windows was used as a statistical analysis tool to perform the following analyses:

- Descriptive statistics
- Independent samples t-test
- One-way ANOVA
- Pearson correlation
- Linear regression

The primary dependent variable was the total MD Score, representing adherence to the Mediterranean dietary pattern. Independent variables included gender (Male/Female), age (in years), and country of origin (categorical).

2.2. Questionnaire Description

The MD Score assesses weekly food consumption from nine food groups (cereals, potatoes, fruits, vegetables, legumes, fish, red meat and meat products, poultry, full-fat dairy products, olive oil and alcohol). To calculate the dietary score, a score from 0 to 5 is assigned to each food group depending on the frequency of consumption based on the guidelines of the MD Pyramid (Figure 1). The total MD Score ranges from 0 to 55 points and the higher it is, the greater the adherence to the traditional MD, while the lower it is, the greater the adoption of the Western diet.

By assessing adherence to the MD, the survey can guide interventions aimed at improving dietary habits in individuals or communities, potentially reducing the risk of chronic diseases associated with poor diet quality (Panagiotakos et al.,2006).

How often do you consume:	Frequency of consumption (servings/week or otherwise stated)					
All cereals (bread, pasta, rice, etc.)	Never	1-6	7-12	13-18	19-31	> 32
	0	1	2	3	4	5
Potatoes	Never	1-4	5-8	9-12	13-18	> 18
	0	1	2	3	4	5
Fruits	Never	1-4	5-8	9-15	16-21	> 22
	0	1	2	3	4	5
Vegetables	Never	1-6	7-12	13-20	21-32	> 33
	0	1	2	3	4	5
Legumes	Never	< 1	1-2	3-4	5-6	> 6
	0	1	2	3	4	5
Fish	Never	< 1	1-2	3-4	5-6	> 6
	0	1	2	3	4	5
Red Meat Products	≤ 1	2-3	4-5	6-7	9-10	> 10
	5	4	3	2	1	0
Poultry	≤ 3	4-5	5-6	7-8	9-10	> 10
	5	4	3	2	1	0
Full fat dairy products (cheese, yogurt, milk)	≤ 10	11-15	16-20	21-28	29-30	> 30
	5	4	3	2	1	0
Use of Olive Oil (times/week)	Never	Rare	< 1	1-3	3-5	Daily
	0	1	2	3	4	5
Alcohol (ml/day)	0	< 300	400	500	600	> 700
	5	4	3	2	1	0

Figure 1. MedDiet Score

2.3. Results

Figure 2 shows the descriptive statistics for the entire sample as well as for the consumption of the various food groups listed in the MedDiet questionnaire based on the responses of the entire sample but also for the Total MedDiet score.

The sample was consisted by 44 students from the coordinating school 2o Esperino EPAL Acharnon (Greece), 51 students from the 1st EPAL Nafpaktou (Greece), 67 students from the Gymnasium Cyrilla Daxnera (Slovakia) and 52 members of USGGED (Turkey). There was a 39,3% male and 60,7% female, with the majority of participants in the age of 15-18 years old, although there were 1,9% 19-25 y.o., 2,8% 25-35 y.o, 6,1% 35-45 y.o., 9,8% 45-55 y.o. and 4,2% >55 years old.

Country

	N	%
Greece (Acharnes)	44	20.6%
Greece(Nafpaktos)	51	23.8%
Slovakia	67	31.3%
Turkey	52	24.3%

Gender

	N	%
Male	84	39.3%
Female	130	60.7%

Age

	N	%
15	51	23.8%
16	40	18.7%
17	51	23.8%
18	19	8.9%
19-25	4	1.9%
25-35	6	2.8%
35-45	13	6.1%
45-55	21	9.8%
>55	9	4.2%

1. WholeGrains

	N	%
never	8	3.7%
1-6	73	34.1%
7-12	75	35.0%
13-18	39	18.2%
19-31	14	6.5%
>32	5	2.3%

2. Potatoes

		N	%
never		14	6.5%
1-4		98	45.8%
5-8		57	26.6%
9-12		25	11.7%
13-18		15	7.0%
>18		2	0.9%
Missing	System	3	1.4%

3. FruitsJuices

	N	%
never	11	5.1%
1-4	59	27.6%
5-8	61	28.5%
9-15	49	22.9%
16-21	19	8.9%
>22	15	7.0%

4. Vegetables

	N	%
never	15	7.0%
1-6	65	30.4%
7-12	60	28.0%
13-20	44	20.6%
21-32	22	10.3%
>33	8	3.7%

5. Legumes

	N	%
never	19	8.9%
<1	45	21.0%
1-2	83	38.8%
3-4	45	21.0%
5-6	15	7.0%
>6	7	3.3%

6. Fish

	N	%
never	46	21.5%
<1	63	29.4%
1-2	60	28.0%
3-4	33	15.4%
5-6	7	3.3%
>6	5	2.3%

7. Meat

	N	%
>10	5	2.3%
8-10	23	10.7%
6-7	40	18.7%
4-5	46	21.5%
2-3	71	33.2%
<1	29	13.6%

8. Poultry

		N	%
>10		5	2.3%
9-10		14	6.5%
7-8		28	13.1%
5-6		30	14.0%
4-5		54	25.2%
<3		78	36.4%
Missing	System	5	2.3%

9. Dairy

	N	%
>30	3	1.4%
21-28	3	1.4%
2	14	6.5%
16-20	25	11.7%
11-15	59	27.6%
<10	110	51.4%

10. Olive oil

	N	%
never	13	6.1%
rarely	49	22.9%
<1	15	7.0%
1-3	36	16.8%
3-5	15	7.0%
daily	86	40.2%

11. Alcohol

	N	%
>700	7	3.3%
600	8	3.7%
500	9	4.2%
400	10	4.7%
300	23	10.7%
<300	157	73.4%

Descriptive Statistics total meddietscore

N	Minimum	Maximum	Mean
206	16.00	44.00	30.1505

Valid N (listwise) 206

Figure 2. Descriptive Statistics

Consumption varied significantly across countries:

- Slovakians and Greeks (Acharnes) consumed more Whole Grains. Women in Greece (Nafpaktos,Acharnes) reported slightly higher consumption, but the differences were not statistically significant.
- 72.4% consumed less than the suggested in potatoes with Slovakia and Greece (Nafpaktos) showing reliance on their consumption. Women tend to consume less.
- Greeks consumed more fruits and vegetables, with the adolescents from Nafpaktos to consume even more than the adults in Acharnes. Consumption varied significantly across genders with females having a higher intake.
- Turkey had the highest scores in legumes' consumption. Consumption varied significantly across genders with females having a higher intake.
- The majority of Slovakian students didn't consume fish while Nafpaktos consumed more than all partners. Men had a higher intake of fish compared to women, reflecting traditional dietary patterns, but these differences did not reach strong statistical significance.
- Less consumption of meat was shown in Turkey. Like in fish, men had a higher intake of meat compared to women, reflecting traditional dietary patterns, but these differences did not reach strong statistical significance.
- Slovakians consumed less poultry. Consumption varied significantly across genders with females having a higher intake.
- 51.4% consumed less than 10 servings of full fat dairy products; females consumed less than men - strong statistical significance.
- Countries with Mediterranean influences had higher olive oil consumption. Consumption varied significantly across genders and ages with females and older participants having a higher intake.
- Greeks consumed more alcohol. Statistically significant differences were found in alcohol intake across age groups, with older participants consuming more than younger ones. A paradox was that consumption varied significantly across genders with females having a higher intake.

To evaluate participants' adherence to the MD descriptive statistics were also calculated using the total MD Score as the primary dependent variable. The mean MD Score among participants was 30.1505, indicating 16 as the lower and 44 as the higher level of commitment to the Mediterranean dietary pattern overall. An independent samples t-test was conducted to compare MD Scores between males and females. Women(M = 30.6111, SD = 5.05960) scored higher than men (M = 29.4250, SD = 4.75415), indicating a non-significant difference in adherence. A one-way ANOVA was conducted to determine whether MD Scores differed by country of origin. Results indicated a significant effect of the country on diet adherence and Greece (Nafpaktos) tended to score higher on the MD adherence scale, indicating the rural character of this small seaside area and the influences by the cultural traditions that are still followed in the area (Figure 3).

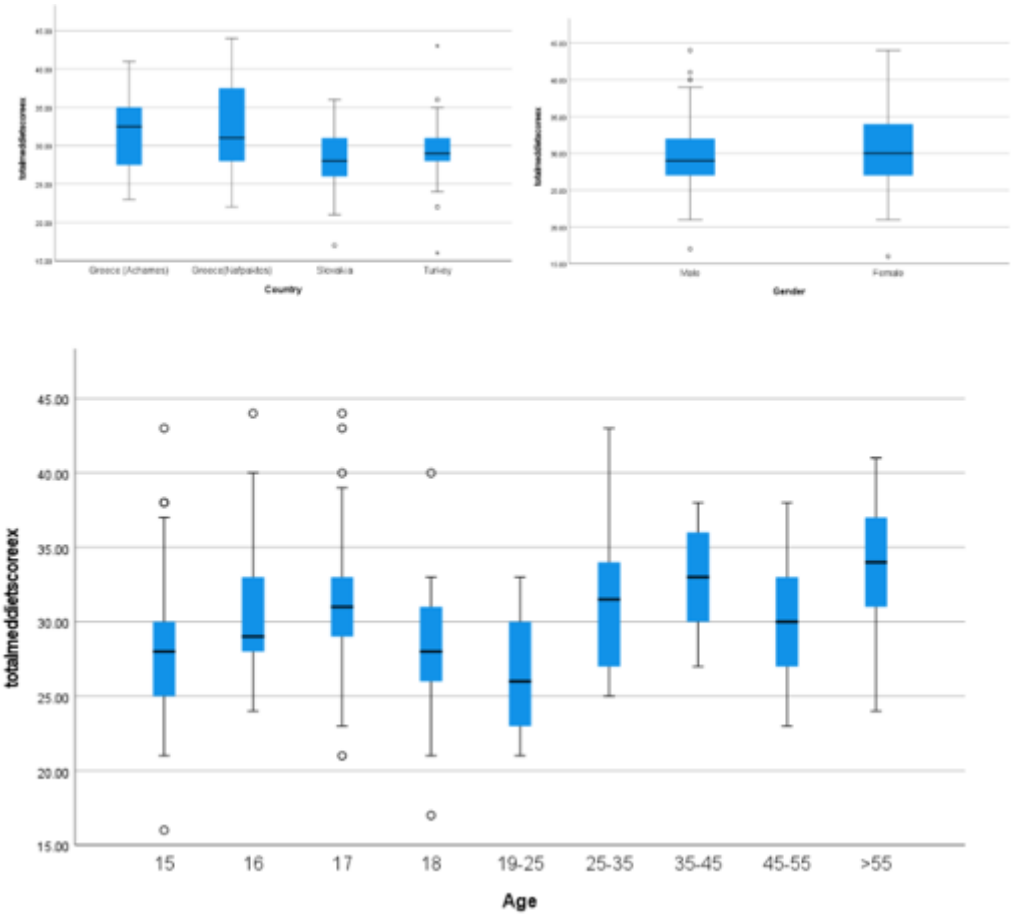

Figure 3. The relationship between country of origin, gender, age and the total MedDiet Score

Age was treated as a continuous variable (figure 4). Pearson correlation revealed a positive/negative association between age and Mediterranean Diet Score. It was significantly correlated with the consumption of fruits and juices, vegetables, fish, alcohol and the total MedDiet Score suggesting that older participants tended to score higher on the MD adherence scale, although younger people consumed more fruits.

Correlations

		1. WholeGrains	2. Potatoes	3. FruitsJuices	4. Vegetables	5. Legumes	6. Fish	7. Meat	8. Poultry	9. Dairy	10. Olive oil	11. Alcohol	totalmeddiets coreex	Age
1. WholeGrains	Pearson Correlation	1	.356**	.193**	.274**	.179**	.202**	-.253**	-.311**	-.102	.125	-.062	.336**	.133
	Sig. (2-tailed)		< 001	.005	< 001	.009	.003	< 001	< 001	.136	.067	.364	< 001	.052
	Sum of Squares and Cross-products	244.771	83.303	56.668	77.556	47.425	55.958	-75.084	-97.005	-25.822	51.145	-18.481	360.204	75.729
	Covariance	1.149	.397	.266	.364	.223	.263	-.353	-.466	-.121	.240	-.087	1.757	.356
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
2. Potatoes	Pearson Correlation	.356**	1	.249**	.234**	.278**	.273**	-.331**	-.404**	-.110	.163*	-.136*	.339**	-.057
	Sig. (2-tailed)	< 001		< 001	< 001	< 001	< 001	< 001	< 001	.112	.018	.045	< 001	.412
	Sum of Squares and Cross-products	83.303	236.976	71.711	64.929	71.389	74.351	-96.066	-124.068	-26.910	65.398	-40.204	369.330	-31.882
	Covariance	.397	1.128	.341	.309	.340	.354	-.457	-.605	-.128	.311	-.191	1.802	-.152
	N	211	211	211	211	211	211	211	206	211	211	211	206	211
3. FruitsJuices	Pearson Correlation	.193**	.249**	1	.481**	.258**	.278**	-.199**	-.319**	-.174*	.286**	-.060	.517**	.173*
	Sig. (2-tailed)	.005	< 001		< 001	< 001	< 001	.004	< 001	.011	< 001	.381	< 001	.011
	Sum of Squares and Cross-products	56.668	71.711	350.846	162.949	81.902	92.164	-70.673	-119.254	-52.579	139.659	-21.350	683.476	117.832
	Covariance	.266	.341	1.647	.765	.385	.433	-.332	-.573	-.247	.656	-.100	3.334	.553
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
4. Vegetables	Pearson Correlation	.274**	.234**	.481**	1	.371**	.511**	-.260**	-.426**	-.150*	.386**	-.108	.586**	.273**
	Sig. (2-tailed)	< 001	< 001	< 001		< 001	< 001	< 001	< 001	.028	< 001	.115	< 001	< 001
	Sum of Squares and Cross-products	77.556	64.929	162.949	327.650	113.967	163.388	-89.224	-152.971	-43.860	182.220	-37.117	742.442	179.944
	Covariance	.364	.309	.765	1.538	.535	.767	-.419	-.735	-.206	.855	-.174	3.622	.845
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
5. Legumes	Pearson Correlation	.179**	.278**	.258**	.371**	1	.325**	-.167*	-.194**	-.048	.239**	-.083	.513**	.105
	Sig. (2-tailed)	.009	< 001	< 001	< 001		< 001	.015	.005	.483	< 001	.227	< 001	.125
	Sum of Squares and Cross-products	47.425	71.389	81.902	113.967	288.210	97.650	-53.701	-64.976	-13.187	105.874	-26.678	600.044	65.075
	Covariance	.223	.340	.385	.535	1.353	.458	-.252	-.312	-.062	.497	-.125	2.927	.306
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
6. Fish	Pearson Correlation	.202**	.273**	.278**	.511**	.325**	1	-.229**	-.284**	-.036	.289**	-.091	.563**	.176**
	Sig. (2-tailed)	.003	< 001	< 001	< 001	< 001		< 001	< 001	.597	< 001	.184	< 001	.010
	Sum of Squares and Cross-products	55.958	74.351	92.164	163.388	97.650	312.584	-76.832	-99.144	-10.355	133.210	-30.537	696.544	113.542
	Covariance	.263	.354	.433	.767	.458	1.468	-.361	-.477	-.049	.625	-.143	3.398	.533
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
7. Meat	Pearson Correlation	-.253**	-.331**	-.199**	-.260**	-.167*	-.229**	1	.494**	.236**	-.159*	.172*	.097	-.131
	Sig. (2-tailed)	< 001	< 001	.004	< 001	.015	< 001		< 001	< 001	.020	.012	.163	.055
	Sum of Squares and Cross-products	-75.084	-96.066	-70.673	-89.224	-53.701	-76.832	360.336	182.048	72.290	-78.579	61.925	126.335	-90.916
	Covariance	-.353	-.457	-.332	-.419	-.252	-.361	1.692	.875	.339	-.369	.291	.616	-.427
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
8. Poultry	Pearson Correlation	-.311**	-.404**	-.319**	-.426**	-.194**	-.284**	.494**	1	.102	-.232**	.232**	-.045	-.134
	Sig. (2-tailed)	< 001	< 001	< 001	< 001	.005	< 001	< 001		.143	< 001	< 001	.518	.052
	Sum of Squares and Cross-products	-97.005	-124.068	-119.254	-152.971	-64.976	-99.144	182.048	402.555	32.722	-119.263	88.115	-64.466	-97.813
	Covariance	-.466	-.605	-.573	-.735	-.312	-.477	.875	1.935	.157	-.573	.424	-.314	-.470
	N	209	206	209	209	209	209	209	209	209	209	209	206	209
9. Dairy	Pearson Correlation	-.102	-.110	-.174*	-.150*	-.048	-.036	.236**	.102	1	.069	.082	.218**	-.072
	Sig. (2-tailed)	.136	.112	.011	.028	.483	.597	< 001	.143		.314	.233	.002	.296
	Sum of Squares and Cross-products	-25.822	-26.910	-52.579	-43.860	-13.187	-10.355	72.290	32.722	259.944	29.112	25.047	245.733	-42.178
	Covariance	-.121	-.128	-.247	-.206	-.062	-.049	.339	.157	1.220	.137	.118	1.199	-.198
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
10. Olive oil	Pearson Correlation	.125	.163*	.286**	.386**	.239**	.289**	-.159*	-.232**	.069	1	-.222**	.571**	.434**
	Sig. (2-tailed)	.067	.018	< 001	< 001	< 001	< 001	.020	< 001	.314		.001	< 001	< 001
	Sum of Squares and Cross-products	51.145	65.398	139.659	182.220	105.874	133.210	-78.579	-119.263	29.112	681.276	-109.593	1036.078	413.355
	Covariance	.240	.311	.656	.855	.497	.625	-.369	-.573	.137	3.198	-.515	5.054	1.941
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
11. Alcohol	Pearson Correlation	-.062	-.136*	-.060	-.108	-.083	-.091	.172*	.232**	.082	-.222**	1	.193**	-.272**
	Sig. (2-tailed)	.364	.045	.381	.115	.227	.184	.012	< 001	.233	.001		.005	< 001
	Sum of Squares and Cross-products	-18.481	-40.204	-21.350	-37.117	-26.678	-30.537	61.925	88.115	25.047	-109.593	359.294	258.617	-188.019
	Covariance	-.087	-.191	-.100	-.174	-.125	-.143	.291	.424	.118	-.515	1.687	1.262	-.883
	N	214	211	214	214	214	214	214	209	214	214	214	206	214
totalmeddietscoreex	Pearson Correlation	.336**	.339**	.517**	.586**	.513**	.563**	.097	-.045	.218**	.571**	.193**	1	.188**
	Sig. (2-tailed)	< 001	< 001	< 001	< 001	< 001	< 001	.163	.518	.002	< 001	.005		.007
	Sum of Squares and Cross-products	360.204	369.330	683.476	742.442	600.044	696.544	126.335	-64.466	245.733	1036.078	258.617	5054.335	483.393
	Covariance	1.757	1.802	3.334	3.622	2.927	3.398	.616	-.314	1.199	5.054	1.262	24.655	2.358
	N	206	206	206	206	206	206	206	206	206	206	206	206	206
Age	Pearson Correlation	.133	-.057	.173*	.273**	.105	.176**	-.131	-.134	-.072	.434**	-.272**	.188**	1
	Sig. (2-tailed)	.052	.412	.011	< 001	.125	.010	.055	.052	.296	< 001	< 001	.007	
	Sum of Squares and Cross-products	75.729	-31.882	117.832	179.944	65.075	113.542	-90.916	-97.813	-42.178	413.355	-188.019	483.393	1329.271
	Covariance	.356	-.152	.553	.845	.306	.533	-.427	-.470	-.198	1.941	-.883	2.358	6.241
	N	214	211	214	214	214	214	214	209	214	214	214	206	214

**. Correlation is significant at the 0.01 level (2-tailed).

*. Correlation is significant at the 0.05 level (2-tailed).

Figure 4. Pearson correlations for each food category, total MedDiet Score and age

3. Discussion

The results of this survey, conducted prior to the implementation of the Erasmus+ VET project “Mediterranean Diet for Overall Health” offer valuable insights into students' dietary habits and their initial level of adherence to the MD. Overall, the mean MD Score (M = 30.15, range = 16–44) suggests moderate adherence across the participant population, consistent with prior studies in European adolescent and young adult populations (Obeid et al.,2022).

In alignment with existing literature, females in our study exhibited slightly higher MedDiet scores than males, although the difference was not statistically significant. Similar gender-based

patterns have been previously reported, often attributed to higher health awareness and nutrition-related knowledge among females (Vitale et al.,2018).

The significant differences observed between countries highlight the cultural and regional impact on dietary practices. Participants from Nafpaktos (Greece) achieved the highest average adherence, likely reflecting the rural and traditionally Mediterranean character of the area. Conversely, Slovak participants showed the lowest intake of fish and olive oil, indicating less alignment with the core components of the MD. These findings are in line with research demonstrating geographical variation in diet quality within Europe and the gradual erosion of traditional eating patterns, particularly in non-Mediterranean countries and highlight the importance of examining food components, not just the total score, when making cross-cultural assessments to interpret how different cultures may be adhering to MD recommendations or when designing and implementing MD intervention studies and recommendations outside the Mediterranean region (Hutchins-Wiese, H. L. et al., 2022). The significant variation in dairy and potato consumption also draws attention to shifts in dietary choices, possibly influenced by Westernized food systems and availability. This highlights the importance of nutritional education to reinforce healthy dietary models, particularly in transitional contexts.

Differences in food group consumption further illustrate nuanced gender and cultural effects. Women generally consumed more fruits, vegetables, legumes, and olive oil, while men reported higher intake of meat and fish, reflecting traditional dietary behaviors often linked to gender norms and preferences (Feraco A.,2024). Interestingly, although alcohol intake was higher among older participants—as expected—it was also significantly higher among females, a finding that warrants further investigation, as it contrasts with most MD literature (Brandt et al.,2024).

In terms of age, a positive association was found between increasing age and MD adherence, supporting findings from other studies that show dietary habits tend to improve with age, particularly among adults who may be more health-conscious or affected by chronic conditions (Obeid et al.,2022). However, it is notable that some younger participants, particularly from Nafpaktos, reported higher consumption of fruits and vegetables, which could reflect localized health education or familial dietary patterns.

Taken together, the findings provide a strong baseline for the project's educational intervention. The planned online course modules addressing Climate Change and Food Systems, Overall Health and Nutrition, and the Mediterranean Diet, will be critical in shaping future food professionals' awareness and behaviors.

4. Conclusion

This pre-intervention survey highlights the moderate but variable adherence to the MD among VET students in Greece, Slovakia, and Turkey. Demographic variables such as gender, age, and country of origin played a significant role in shaping dietary patterns, underscoring the importance of cultural and socio-demographic context in nutrition education.

The results emphasize the need for targeted, culturally sensitive interventions to reinforce positive dietary behaviors. As future Food and Beverage Technologists, these students are in a unique position to influence food systems and dietary culture. Equipping them with the knowledge and competencies to support sustainable and health-promoting dietary patterns aligns with global calls to transform food systems for human and planetary well-being (HLPE, 2020).

A follow-up survey post-course implementation will provide valuable comparative data to evaluate the impact of this educational initiative and its potential to shift attitudes and behaviors toward healthier, more sustainable diets.

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THE COMPETENCIES DESCRIBED BY THE COUNCIL OF EUROPE'S REFERENCE FRAMEWORK OF COMPETENCES FOR DEMOCRATIC CULTURE (RFCDC) THROUGH MUSIC IN EDUCATION

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Abstract

This study explores how music education can foster the competences for democratic culture outlined in the Council of Europe's RFCDC framework. Through a conceptual literature - based analysis, the paper demonstrates that music activates essential democratic values, attitudes, skills, and knowledge—such as empathy, cooperation, civic - mindedness, and intercultural understanding. Specifically, musical activities like ensemble performance, improvisation, composition, and lyric analysis provide emotionally rich, participatory experiences that mirror democratic life. These practices help students develop critical thinking, respect for diversity, and social responsibility. Teachers can integrate these competences into curricula through inclusive pedagogies and cross - cultural content. Consequently, when aligned with the RFCDC, music education emerges as a powerful and underused tool for cultivating active, thoughtful, and engaged citizens within a whole - school approach to democratic learning. The study concludes with practical recommendations for educators, offering strategies to embed democratic principles into music teaching and extend their impact across school life.

Key words: Music education, Democratic competences, Intercultural dialogue, Civic engagement, Inclusive pedagogy

1. Introduction

Music is a deeply human form of expression that blends emotional, cognitive, cultural, and social dimensions. Its impact spans multiple developmental domains, enhancing memory, emotional regulation, interpersonal communication, and social - emotional learning (Hallam, 2010). Its participatory and interpretative nature supports personal reflection and fosters meaningful connections with others (Elliott & Silverman, 2014). These qualities make it not only a valuable art form, but also a powerful educational medium.

Beyond artistic learning, music contributes to social engagement by fostering empathy, cooperation, and intercultural dialogue. Within schools, it allows students to explore identity, express civic concerns, and collaborate with others—key elements of democratic education (Schmidt, 2013). As Biesta (2011) argues, traditional approaches to democratic education often overlook affective and participatory dimensions, focusing primarily on cognitive knowledge. Music, with its collaborative and expressive nature, addresses this gap by offering immersive experiences that help students understand diverse perspectives, embrace cultural difference, and experience shared responsibility (Westerlund, 2020).

To meet these broader educational goals, the Council of Europe developed the Reference Framework of Competences for Democratic Culture (RFCDC), a widely endorsed educational tool adopted by over 50 countries. It outlines 20 competences categorized into values, attitudes, skills, and knowledge and critical understanding. These are supported by more than 400 validated descriptors at basic, intermediate, and advanced proficiency levels, alongside detailed implementation guidance (Barrett, 2019).

This paper explores how music education can support the development of democratic competences outlined in the RFCDC. Through a review of the literature and conceptual analysis, it offers evidence - based insights for educators seeking to foster civic agency, intercultural dialogue, and active democratic engagement through music.

2. Main part

2.1. Research problem & rationale

Despite extensive research on the cognitive and social benefits of music education, its potential to cultivate democratic competences remains underexplored in formal educational settings (Hallam, 2010; Elliott & Silverman, 2014). A growing body of scholarship underscores the need to integrate democratic principles more deliberately into music education, emphasizing its capacity to foster critical engagement, inclusivity, and civic responsibility (Woodford, 2005; Bladh & Heimonen, 2007; Lines, 2008; DeLorenzo, 2016). The RFCDC's relevance is increasingly acknowledged in both policy and practice. Research shows it can enhance students' democratic awareness (Tenenbaum et al., 2022) and has been successfully applied across subjects like Physical and Health Education (Vuković et al., 2023) and religious education, where a 52 - item scale was developed to assess democratic competences (Koukounaras Liagkis et al., 2022), demonstrating its cross - curricular potential.

2.2. Aim of the study

This study aims to explore how music can foster the development of competences for democratic culture, as outlined in the Council of Europe's RFCDC. Specifically, it seeks to provide educators with insight into how music can support the cultivation of democratic values, attitudes, skills, and knowledge through participatory, inclusive, and culturally responsive approaches.

2.3. Research Questions

To guide the inquiry, the study addresses the following questions:

How can music education contribute to the development of competences for democratic culture as defined by the RFCDC?

In what ways do musical activities foster democratic values, attitudes, skills, and knowledge among students?

How can teachers integrate democratic learning goals into music curricula using inclusive and participatory pedagogical methods?

2.4. Methodology

This study adopts a literature - based conceptual analysis grounded in RFCDC which was selected for its structured set of 20 democratic competences, its adoption by over 50 countries, more than 400 validated descriptors, and its emphasis on interdisciplinary, whole - school implementation. Sources were drawn from peer - reviewed journal articles, empirical studies, theoretical works, and policy reports published after 2000, with priority given to research on school - based music education, civic learning, and intercultural understanding.

2.5. Results

According to the Council of Europe (2018), competences for democratic culture are the ability to apply values, attitudes, skills, and knowledge to navigate life in democratic, diverse societies (see Figure 1). These competences help individuals think critically, act responsibly, and uphold shared democratic values. Without this shared foundation, democracy cannot function effectively (Council of Europe, 2018).

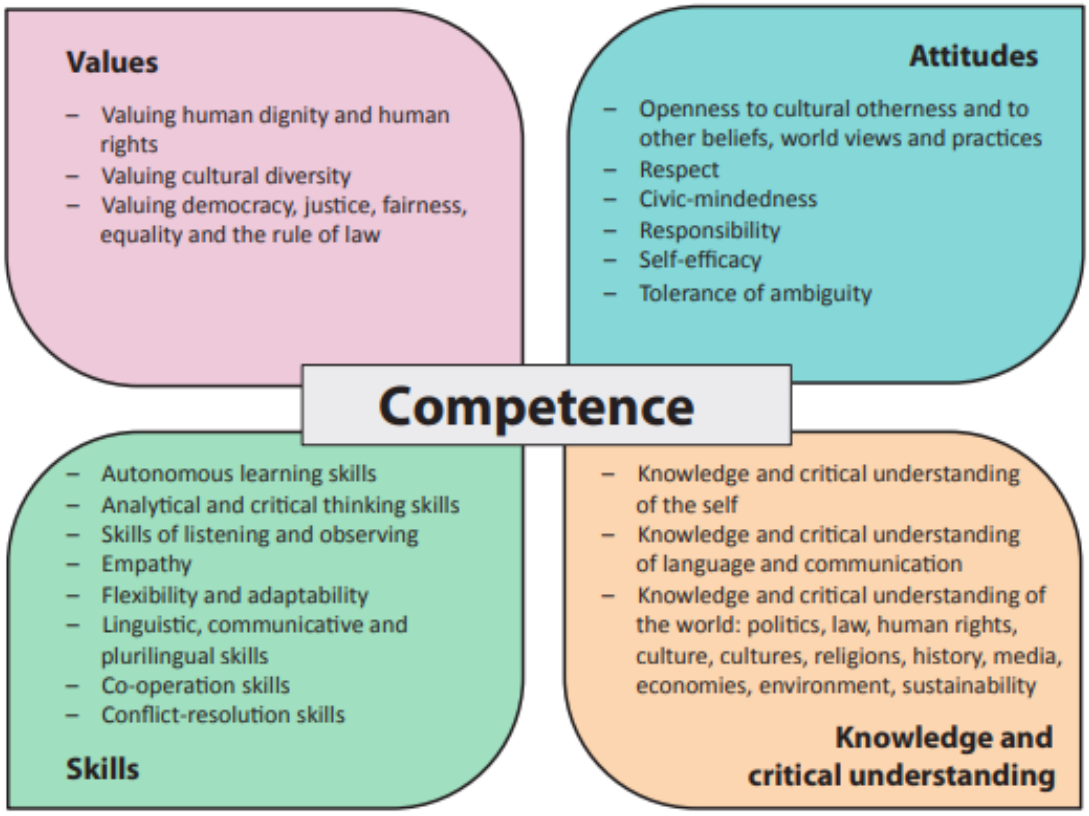

Figure 1: The 20 competences included in the competence model for Democratic Culture (RFCDC) (Council of Europe, 2016).

2.5.1. Values

Values are core beliefs about what is important, right, or desirable. They guide decisions and behaviors, shape attitudes, and reflect both personal convictions and societal norms. Over time, their importance may change, but they consistently form the moral basis of democratic culture (Council of Europe, 2018). Music education actively cultivates democratic values through multisensory and collaborative experiences (Sarrazin, 2016) and promotes global citizenship and civic values among youth (Chen, 2024). Listening to diverse musical traditions fosters respect for cultural differences (Cain et al., 2013; Chen, 2022). Physical engagement - such as clapping or playing instruments in unison - builds social cohesion and collective responsibility (Wu & Lu, 2021). Studying song lyrics and histories promotes appreciation of justice, dignity, and inclusion (Eyerman & Jamison, 1998; Brand et al., 2019). Music - making also nurtures empathy and reduces aggression, encouraging compassion and tolerance (Wu & Lu, 2021). Inclusive ensemble practices model fairness and affirm each learner's value (Economidou Stavrou, 2024).

Valuing human dignity and human rights

Inclusive music - making supports respect for human dignity by encouraging interaction with diverse peers (Campayo - Muñoz et al., 2023). Participation in ensembles with students of different abilities increases empathy and willingness to include others (Ratliff, 2022). These experiences humanize differences and affirm the equal rights of all. When educators treat access to music as a universal right, they foster environments where dignity and inclusion are practiced daily (McCarron et al., 2022).

Valuing cultural diversity

Engaging with musical traditions from around the world helps students understand and appreciate the richness of different cultures. Multicultural music education fosters empathy and global awareness (Campbell, 1994). When culturally responsive practices are incorporated—such as recognizing indigenous and minority musical contributions—students gain a more inclusive and equitable understanding of the arts (Campbell, 1994; Boddie, 2023).

Valuing democracy, justice, fairness, equality, and the rule of law

Ensemble music - making models democratic principles through collective decision - making and shared leadership (Adlington, 2023). Teachers who adopt facilitative roles support respectful dialogue and cooperation (Schatt, 2022; Freire, 1970). El Sistema, a program originated in Venezuela promoting social inclusion through free ensemble training, exemplifies how music can foster civic responsibility and equality (Baker, 2016).

2.5.2. Attitudes

An attitude is a mental orientation toward people, issues, or events, including belief, emotion, evaluation, and behavioral tendency. Attitudes can be explicit or implicit and vary in strength and stability (Council of Europe, 2018, p. 36). Music education shapes attitudes such as openness, respect, and civic - mindedness (Campbell, 1994; Hallam, 2010). Intercultural music activities improve students' intergroup attitudes (Guan & Matsunobu, 2022). Exposure to unfamiliar musical styles promotes empathy and appreciation of difference, contributing to their overall creativity (Cain et al., 2013). Music supports dialogue across worldviews and transmits values through shared emotional experiences, fostering empathy and connection across diverse cultural and social contexts (Juslin & Sloboda, 2010; Campbell, 2004).

Civic - Mindedness

Music education supports civic engagement by connecting students to their communities through performances and service, fostering a sense of belonging and civic responsibility (Campbell, 2004). Arts - involved youth are more likely to vote and volunteer (Catterall et al., 2012). Ensemble participation fosters responsibility, teamwork, and leadership (Koopman, 2007; Westerlund, 2003).

Self - efficacy

Music training builds self - efficacy by allowing students to see tangible progress through effort

McPherson & McCormick, 2006; Hendricks, 2016). Mastery of musical skills boosts confidence and psychological well - being (Sun, 2022; Jiang, 2024). Performance challenges teach resilience and strengthen belief in one's capabilities (Dempsey & Comeau, 2020; Hallam, 2010).

Tolerance of ambiguity

Improvisation and exploration in music education foster cognitive flexibility, self - regulated learning, and adaptability, helping students become comfortable with uncertainty (Biasutti, 2017). These experiences build cognitive flexibility and empathy—traits essential to democratic life (Allsup, 2016; Bentwich & Gilbey, 2017; Burnard, 2012).

2.5.3. Skills

In the RFCDC, a skill is the capacity to carry out complex thinking or behavior to achieve a goal. Music education develops cognitive, social, emotional, and communicative skills essential for democracy (Council of Europe, 2016; Patel, 2011). Musical training influences cognitive

development, including effects on brain plasticity, executive functions, and emotional processing. It improves attention, memory, executive functions, listening, teamwork, empathy, and leadership skills (Wu & Lu, 2021; Miendlarzewska & Trost, 2014; Schellenberg et al., 2015).

Autonomous learning skills

Practicing music requires discipline, self - monitoring, and goal - setting (McPherson & Renwick, 2001). These habits foster independent learning and metacognitive growth (McPherson & Zimmerman, 2002). Music students cultivate time - management strategies and reflective thinking (Hallam, 2001; McPherson & McCormick, 2006), while engaging in goal - oriented planning, ongoing adaptation, and self – reflection - processes that strengthen self - regulatory behaviors and enhance learning outcomes in music education (Varela et al., 2014).

Analytical and critical thinking skills

Music promotes critical thinking by engaging students in interpretation, evaluation, and problem - solving. Tasks like analyzing form, debating lyrics, or improvising promote creative and reflective thought (Kokkidou, 2013).

Listening and observing skills

Music sharpens auditory attention and observational sensitivity. Ensemble participation teaches students to follow subtle cues and adjust in real time, enhancing communication and social awareness (Zuk et al., 2014; Slater & Kraus, 2016).

Empathy

Group music - making fosters emotional sensitivity and perspective - taking. Studies show ensemble activities significantly increase emotional empathy and prosocial behavior (Rabinowitch et al., 2013).

Flexibility and adaptability

Music requires real - time adjustment to changing dynamics, fostering cognitive and social flexibility. Improvisation and ensemble negotiation build adaptability in uncertain contexts (Miendlarzewska & Trost, 2014; Biasutti, 2017).

Linguistic and communicative skills

Music enhances phonological awareness, verbal precision, and non - verbal expression (Flaugnacco et al., 2015). Singing in multiple languages and coordinating through gesture support plurilingual and expressive competence (Zhao & Kuhl, 2016; Gerry et al., 2012).

Cooperation and conflict resolution skills

Ensembles demand collaboration, shared responsibility, and respectful negotiation. Group rehearsals provide a context for developing trust, empathy, and peaceful conflict resolution (Sands, 2007; Allsup & Shieh, 2012; Durlak et al., 2011).

2.5.4. Knowledge and critical understanding

Knowledge and critical understanding of the self

Creating and performing music fosters self - expression, emotional insight, and personal identity development (DeNora, 2000; MacDonald et al., 2002; Lamont, 2012). Ensemble collaboration enhances self - awareness and relational understanding (Sands, 2007; Elliott, 2007).

Knowledge and critical understanding of language and communication

Music improves auditory processing and helps students understand how language conveys meaning (Patel, 2011). It strengthens both verbal and non - verbal communication (Zuk et al., 2014; Patel, 2011).

Knowledge and critical understanding of the world

Studying music in its cultural context deepens understanding of global history, politics, and diversity (Campbell, 2004). It connects students to human rights issues, sustainability, and civic life (Grant, 2022; Elliott, 2007).

2.5.5. Discussion and Implications

Music education contributes to the development of competences for democratic culture as defined by the RFCDC by activating values, attitudes, skills, and knowledge that support democratic participation. Aligned with the Council of Europe's Reference Framework of Competences for Democratic Culture, music education serves as a dynamic platform for cultivating civic awareness, empathy, and intercultural dialogue. Through collaborative, emotionally rich, and culturally diverse experiences, music fosters critical thinking, cooperation, and civic responsibility. Ensemble playing mirrors democratic processes such as shared leadership and group decision - making (Adlington, 2023), while the study of lyrics and global repertoire promotes awareness of justice, equality, and human dignity (Eyerman & Jamison, 1998; Campbell, 1994). As interdisciplinary research shows, music's emotional and cognitive richness enables students to engage deeply with democratic themes and build meaningful relationships across cultures. These qualities make music education a powerful pathway for embedding the RFCDC's vision into the lived experience of schooling.

Musical activities foster democratic values, attitudes, skills, and knowledge among primary and secondary students by engaging them in participatory, reflective, and emotionally resonant practices. Musical experiences—such as ensemble performance, composition, improvisation, and critical listening—embody the participatory and dialogic principles of democratic life. Ensemble music - making encourages teamwork, civic - mindedness, and mutual respect (Wu & Lu, 2021; Koopman, 2007), while collaborative songwriting or interpretive listening promotes critical thinking and empathy. Exposure to diverse musical traditions nurtures openness to cultural otherness and global awareness (Cain et al., 2013; Campbell, 1994). These experiences not only support personal development but also mirror broader societal values such as inclusion, equity, and shared responsibility. The RFCDC emphasizes competences such as tolerance, cooperation, and self - expression—traits that music education can meaningfully develop in students, particularly in today's increasingly diverse classrooms.

Teachers can integrate democratic learning goals into music curricula using inclusive and participatory pedagogical methods that align with the RFCDC's emphasis on fostering democratic values, attitudes, skills, and knowledge. Strategies such as collaborative ensemble work, intercultural repertoire study, critical discussions about lyrics, and student - led musical projects promote student's voice, agency, and civic engagement. These practices reflect the RFCDC's call for participatory, reflective, and experiential learning, offering natural and engaging ways to develop empathy, openness, and cooperation. Music's ability to transcend linguistic and cultural barriers allows it to foster intercultural dialogue and mutual understanding in ways that traditional subjects may not. Moreover, when embedded within a whole - school approach, musical experiences can extend democratic values beyond the classroom - through performances, service learning, and community collaborations—further reinforcing the lived practice of democracy throughout school life.

Recommendations for educators and policymakers:

- Integrate RFCDC descriptors into music curricula through purposeful lesson planning and cross - curricular connections with citizenship education.
- Adopt participatory pedagogies that empower student voice, collaboration, and creativity in music classrooms.

- Promote intercultural music education, incorporating diverse musical traditions to foster cultural awareness and inclusion.
- Use music to address democratic issues, such as equity, justice, and human rights, through songwriting, discussion, and performance projects.
- Support whole - school approaches, where music extends beyond the classroom to foster democratic values across school life—through assemblies, community events, and student - led initiatives.
- Model democratic behavior as educators, by embodying values such as respect, fairness, open dialogue, and inclusivity in classroom interactions and instructional choices.

By using music education to foster democratic competences, educators help cultivate active, empathetic, and engaged citizens. Aligned with the RFCDC, music offers a powerful way to bring democratic culture to life in schools.

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WOMEN'S ENTREPRENEURSHIP IN SILVERSMITHING AND GOLDSMITHING IN THE ATTICA REGION

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Abstract

The present study focuses on the established businesses of Greek women silversmiths and goldsmiths in Attica, a region of Greece with economic and historical significance. This research examines the challenges faced by Greek silversmiths in terms of financing, and in developing human and social capital. It also explores the diversity of women's entrepreneurship within the specific cultural, historical, national, and social context in which it evolves. The study aims to identify the motivating factors that drive Greek women silversmiths and goldsmiths to pursue entrepreneurship, as well as their personal backgrounds, in order to create a comprehensive profile.

Keywords: *Silversmithing, Goldsmithing, business performance, Greek women entrepreneurs, women entrepreneurship*

1. Introduction

Women's employment is an endemic problem for the economies of the world. Entrepreneurship, particularly in creative industries, can be a viable means of driving job creation, innovation, and economic autonomy for women (OECD, 2021). This study seeks to analyze women's entrepreneurship in the goldsmithing and silversmithing industry of Greece—a sub-niche of the creative industries with a highly important reliance on tourism, which contributes to around 50% of sectoral turnover (Naftemporiki, 2023).

Even though women-led businesses are becoming increasingly noticed in the global space, women entrepreneurship in Greece remains under-researched and policy-based under-developed (Papadimitriou & Tzanakou, 2022). Most academic work is centered on entrepreneurial intention and startups rather than established businesses (Cardella et al., 2020). It is, however, important to acquire knowledge about dynamics of women-led businesses at mature phases because these entrepreneurs face other challenges of sustainability, adjustment of the market, and resource creation (Henry et al., 2021).

The aim of this study is to bridge the knowledge gap by investigating Greek women entrepreneurs' daily lives in goldsmithing and silversmithing businesses.
They tend to be small businesses, frequently home-based, and rarely mentioned in national policy-making or in statistical activity (ICAP, 2020). Earlier studies show that women entrepreneurs are not a monolithic group but are instead shaped by sectoral, regional, and cultural contexts (Brush et al., 2019; Foss & Henry, 2021).

It is, however, uncommon that such intersectional framework is developed in Greece.

Research Question and Objectives

The overall research question is:

What are the primary challenges and opportunities for women entrepreneurs in Greece's silversmithing sector, and how do these affect their business success?

In order to respond to this, the research has three primary objectives:

- To ascertain factors that influence women's participation in silversmithing entrepreneurship.
- To address challenges and opportunities, including access to finance, networks, and markets.
- To ascertain how these forces affect the economic performance of the business.

Through examining this underrepresented group, the research contributes to a more vibrant entrepreneurial story and offers policy and research recommendations for researchers, practitioners, and policymakers who are interested in women-owned businesses in mainstream craft industries.

2. Main Part

2.1. Research Methodology

This research is geographically limited to Athens and the broader Attica Region. This decision is based on sectoral data showing that Attica employs 62% of the workforce in the field, generates 42% of total turnover, and is home to 95% of legally registered entities. Consequently, the sector's business activity is highly concentrated in this area.

Based on this context, the following research questions were formulated:

- Who are the Greek female silversmiths and goldsmiths?
- What motivated them to become entrepreneurs? Did they do so out of opportunity, necessity, or other reasons?
- What is their entrepreneurial profile? Do they exhibit innovation, risk-taking, or an active business strategy?
- What resources do they possess?
- What challenges do they face?
- What is the emerging model of female entrepreneurship in this sector?
- Do Greek female silversmiths and goldsmiths build professional support networks?

The study population comprises members of the Athens Association of Silversmiths and Goldsmiths. This population was chosen because: (1) no other registries exist that match the study criteria, and (2) the association's registry includes established and legally recognized businesses with experienced female owners known to the association.

The research criteria were as follows:

- The business owner must be a woman.
- The business must be managed by a woman.
- It must be located within the Attica Region.
- It must have been in operation for at least three years.

Based on these criteria, the Association distributed questionnaires to eligible female members. Seventeen (17) responses were received—representing 25% of the target group—considered both satisfactory and statistically significant for researching a niche population (Taherdoost, 2017). Of the 2,000 total registered members, 68 are female-owned businesses, further underscoring the niche

nature of this population: a specialized artisanal subsector—silversmithing and goldsmithing—within a defined geographical area (Athens, Attica).

The representativeness of the sample is reinforced by the fact that approximately 95% of sectoral enterprises are based in Attica. However, as with all survey-based studies, certain limitations must be acknowledged: potential response bias (e.g., socially desirable responding), exclusion of non-association members, and limited generalizability to the wider population of female entrepreneurs (Brace, 2018). These limitations were considered during the analysis and interpretation of the findings.

A mixed-methods approach was employed. In addition to the structured questionnaire, six female entrepreneurs—separate from the survey participants—were selected for in-depth interviews to provide richer qualitative insights. The combination of quantitative and qualitative methods was essential: while questionnaires yielded statistically analyzable data, semi-structured interviews offered a deeper understanding of participants' experiences, motivations, and challenges.

Methodological triangulation enhanced the reliability and validity of the findings through cross-verification from multiple sources. This mixed-methods strategy is consistent with recent trends in entrepreneurship research, which emphasize the need for diverse approaches to understand the complex socio-economic factors influencing female entrepreneurship (Creswell & Plano Clark, 2018).

Quantitative data were coded and analyzed using SPSS, with additional use of Python to test relationships between dependent and independent variables (Pallant, 2005). Given the small sample and niche focus, appropriate statistical methods were applied, including:

- Simple and polynomial regression
- Spearman's rho and Kendall's tau correlation coefficients
- LOESS (Locally Estimated Scatterplot Smoothing)
- Wilcoxon signed-rank test

Complementary techniques such as factor analysis, K-means clustering, and PCA (Principal Component Analysis) were also employed for visualization and pattern identification.

For the qualitative component, content and thematic analysis were used to extract key themes from the interviews.

2.2. Research Results

The typical Greek female silversmith or goldsmith operating a mature business is between 41 and 60 years old and has children. This older age profile suggests that experience and personal stability may be key contributors to their professional success in the sector. Age, on one hand, reflects their extensive experience, which has helped refine their skills, efficiency, and problem-solving abilities (Becker, 1964). On the other hand, it raises concerns regarding long-term business sustainability and whether succession planning is in place.

In terms of education, participants either held a university degree or had completed secondary education. Those with only high school diplomas did not receive formal training in their business field, whereas university graduates did. The generally high educational attainment among these women is a positive indicator of business sustainability and growth potential.

Older silversmiths and goldsmiths demonstrated greater self-confidence and job satisfaction, likely due to accumulated human capital through professional experience (Becker, 1964;Raab, 2020). In contrast, younger practitioners also reported high satisfaction but exhibited lower levels of risk-taking and independence, suggesting shifting entrepreneurial values among younger generations (Ahl, 2006).

Personal traits such as independence, patience, job satisfaction, perseverance, and creativity emerged as dominant characteristics. These traits not only define their personalities but also motivate their entrepreneurial engagement. Running their own business enhances their self-esteem, personal development, and income compared to salaried employment.

A strong positive correlation was identified between entrepreneurial success and a passion for innovation and creativity, consistent with Parkman et al. (2012), who found that businesses in the creative industries often prioritize creativity over profitability.

Entrepreneurial success was positively associated with traits such as self-confidence and the need for achievement. Experience and education appear to enhance these traits (Fairlie & Robb, 2009). A strong correlation was also found with the desire for control—a characteristic linked to the need for independence, a key motivator for women in creative industries (Aggestam, 2007).

Both the quantitative and qualitative data highlighted financial planning skills as a common strength. This is likely related to the older age of respondents, indicating that women with long-standing industry experience tend to run more sustainable businesses.

Support from family and professionals—especially accountants—was crucial for their success. Accountants were not only consulted for financial matters but also for general business advice. The study found a positive correlation between entrepreneurial success and reliance on accountants and lawyers, emphasizing the importance of professional networks (Eddleston & Powell, 2012). Conversely, a negative correlation was observed with mentors and marketing consultants, suggesting a gap in specialized support (Fielden & Davidson, 2005).

With one exception, the businesses were not family-run, aligning with broader trends in crafts industries, except for metalworking, woodworking, leathercraft, and decorative arts (Ministry of Development, 2023).

A weak correlation was found between continuing a family tradition and business success, potentially reflecting changing institutional norms and expectations for women in Greece (Ahl, 2006).

Initial business capital ranged between €3,000 and €15,000, with €7,000 being the most common amount, usually sourced from personal or family savings. A weak correlation between initial capital and business success supports Resource-Based Theory (Barney, 1991), suggesting that creativity and expertise can be more critical to success than financial capital.

Current business funds derive primarily from revenue, which is sufficient for survival but inadequate for expansion. This finding contrasts with broader sectoral data indicating high liquidity issues (Maniati & Bourtzis, 2023), suggesting a relative advantage for this niche.

Initial challenges included customer acquisition, financial and strategic planning, and hiring skilled staff. Strategic planning, in particular, was statistically significant for business success during the startup phase. Respondents with relevant work experience often lacked administrative training, implying that managerial experience and formal management knowledge may enhance understanding and execution of strategic planning.

However, this connection between managerial education and strategic planning was not widely recognized by respondents. Instead, they identified gaps in IT skills and viewed exhibition participation as a key opportunity for skill development and networking.

Their understanding of marketing was generally limited to customer service and a friendly client approach, with little focus on advertising or e-commerce. Some hesitance toward online promotion was evident, as they believed it facilitated price comparisons, which they preferred to avoid.

Public relations and customer service were strong points for these women, whereas 29.6% of other craft sectors considered them areas needing improvement (Maniati & Bourtzis, 2023). Greek female silversmiths actively participate in exhibitions, viewing them as a means of skill enhancement and product promotion. It has been recommended that such participation be further encouraged and supported through awards for excellence (Ministry of Development, 2023).

Only 5% of businesses in related sectors identified gaps in financial and administrative management (Maniati & Bourtzis, 2023). Among Greek female silversmiths, financial management was generally a strength, though the importance of strategic planning—a vital component of business management—was not widely acknowledged.

Business success was linked to the ability to balance the dual roles of woman and entrepreneur. Less difficulty in managing this balance correlated with greater success. Independence from familial responsibilities further supported business achievement.

Current challenges include financial planning due to economic uncertainty, rising raw material costs, increased social security contributions, high VAT rates, and the influence of e-commerce, which facilitates price comparisons and expands market access. Similar issues are reported in other craft sectors, with 54.4% citing these as concerns (Maniati & Bourtzis, 2023). These factors likely explain why most businesses are small, individual enterprises focused on the domestic market. Brand identity is often weak, though competitive advantages include unique jewelry designs and customer focus.

Despite the economic crisis, business profitability has remained relatively stable, contributing to an improved standard of living for the entrepreneurs and their families, even if significant assets have not been accumulated. Broader sectoral data also reported either stability or slight declines in profitability for 75.6% of businesses (Maniati & Bourtzis, 2023).

Finally, the study found no evidence of gender-based discrimination within the silversmithing and goldsmithing sector, suggesting a cultural environment in Greece that supports female entrepreneurship.

2.3 Limitations and Suggestions for Future Research

This study is limited to women-led silversmithing and goldsmithing businesses based in Attica, which, while representative of the sector, restricts the generalizability of findings nationwide. The use of email surveys may also affect data reliability due to rushed or incomplete responses. Future research could expand to other regions of Greece, include male entrepreneurs for comparative analysis, and explore other craft-based industries. Additionally, examining start-ups or informal businesses could shed light on success factors across business stages. Further investigation into barriers to bank financing for women entrepreneurs is also recommended.

3. Conclusions

This study focused on a niche and underresearched market segment: women entrepreneurs in the Greek goldsmithing and silversmithing industry.

While existing studies in women entrepreneurship in Greece and the EU (e.g., Brush et al., 2019; GEM, 2023) are insightful, they remain general or sector-neutral in scope. This study offers a sector-focused and targeted, gender-aware analysis in the context of the Creative Industries.

The contribution of this research lies in its twin contribution:

it enriches the women entrepreneurship literature with the provision of empirical data from an otherwise neglected traditional artisanal industry; and it develops a theoretical framework that is responsive to both economic and socio-cultural dimensions of business performance.

Determinants of success drawn are financial planning, networking, and customer relationships, and barriers such as limited access to funds and institutional support. Significantly, scholarly relevance of this book is evidenced by the fact that it is referenced in Gonçalves et al. (2025), whose research utilized the author's previous publications on women entrepreneurs (Mastroianni, 2024).

This shows growing academic recognition of the need for researching women entrepreneurs in traditional, low-profile industries and answers the call to develop more intersectional methodologies (Henry et al., 2021).

Moreover, the findings of the study are generalizable: they can be applied to guide future comparative research on niche or craft-based women's entrepreneurship, and guide policy aimed at empowering women in cultural and creative sectors. The focus on the Greek context also invites further exploration of the roles played by national culture and institutional structures in shaping entrepreneurial paths.

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CITIZEN JOURNALISM AS A NEW FORM OF DEMOCRATIC DELIBERATION: A PERSONAL EXPERIENCE FROM THE GREEK REALITY

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Abstract

Citizen journalism is an important means of participation in shaping public discourse and enhancing democratic deliberation. Through the personal experience of the researcher, the potential of citizen journalism to function as an alternative source of information is highlighted, enabling the development of critical thinking and providing an immediate response to social and political issues. The research focuses on the role of citizens in the production of journalistic content in a unique setting that encompasses videos, blogs in both Greek and English as well as, books and the importance of promoting democratic deliberation within Greek society.The findings of the study emphasize the significance of citizen journalism in shaping a more participatory and democratic public space, contributing to the creation of new forms of political participation and deliberation.

Keywords: citizen journalism, democracy, traditional democracy, power, alternative information.

Introduction

Citizen journalism has now become a reality for news organizations, many of which have incorporated it into both their print and online media. Jenkins (2006, p. 157) argues that the participatory culture of citizen journalism and its power "does not come from the destruction of commercial culture, but from the editing, modification, expansion, adding greater diversity of perspective, and then recirculating, feeding it back into traditional media."

Citizen journalism is both simple and powerful. Anyone can now, with the use of their mobile phone, record a video or take a photo and distribute it for free on the internet, assuming the role of a journalist (Flew, 2012). According to Jenkins (2006), cheap technologies like mobile phones have contributed to the democratization of journalism and created a participatory culture in the media. The public journalism movement (Rosenberry & St. John III, 2010) addresses what Carey (1987, p. 14) defines, stating that the audience "will wake up when treated as a conversationalist and encouraged to participate in the conversation instead of sitting passively as a spectator in a discussion conducted by journalists and experts." With the advent of citizen journalism, it seems that Carey's vision has become a reality. The use of the Internet by citizens and their control over content has created a culture of convergence, the cultural dimension of which is crucial because it creates what is called a participatory or digital culture (Karaganis, 2007), which focuses on the extent to which citizens are activated and encouraged to participate in the circulation and distribution of media.

However, what has been observed is that citizen journalists produce few original news stories (Reese et al., 2007), even though they have adopted some of the practices of news organizations and professional journalists (Haas, 2005). Citizen journalists may not fully align with the professional standards of reporting, yet they challenge the position of professional journalists as the sole providers of accurate and reliable information to the public (Chang et al., 2009).

As a term, citizen journalism did not exist before the advent of the Internet, and to this day, there has not been an exact definition given. According to Wall (2015), citizen journalism is defined as news content (text, audiovisual media, video, etc.) produced by non-professionals. This content can be witness testimony of an event, can be intermittent like a tweet, or can be produced regularly as is the case with hyperlocal news organizations.

Banda (2010) argues that citizen journalism 'is a rapidly evolving form of journalism where ordinary citizens take the initiative to report news or express an opinion about what is happening in their community.'

This citizen action is likely related to the shift observed in public discourse, where, according to Habermas (1962), public discourse has become commodified, and mass media have turned into tools of manipulation. Consequently, citizen journalism contributes to the independence of information and the plurality of opinions.

A very good example of civil society involvement concerns the shooting at Virginia University on April 16, 2007. A student, Jamal Albarghouti, decided to undertake the recording/reporting of the news following police instructions. Albarghouti took his mobile phone and recorded the shootings on video. He then sent the video to CNN, which used it for their news coverage of the event.

Many citizen journalists place themselves within the unfolding story, and some consider themselves activist citizens. Some were simply in the right place at the right time, as happened in August 2005 with Hurricane Katrina, where citizens sent photos, videos, etc., to CNN and the New York Times, as well as to news websites like NowPublic.com. Others independently gather news related to specific events, such as marches, protests, etc., without being paid for their efforts, and journalism is not their primary profession (Jurat, 2011).

Lieb (2009) argues that citizen journalism is the contribution of journalistic content to the news process and cites blogging as one of the elements of citizen journalism. According to Quinn & Lamble (2008, p. 44), citizen journalism appears in two forms. 'The first is when ordinary people who are not professional journalists contribute content that is published in traditional media. This form, also called crowdsourcing, is quite old, dating back to the 18th century in British North America, long before professional journalism emerged. At that time, the content of newspapers relied on news provided by ordinary citizens' (Schudson, 2020, p. 102).

The second form of citizen journalism occurs when members of the public produce blogs, community websites, or publications for a specific purpose. In other words, citizens take on the role of journalist.

The National Association of Citizen Journalists distinguishes between the accidental journalist, the advocacy citizen journalist, and the citizen journalist (Ross & Cormier 2010, pp. 57-60, 66). If someone simply records a video or takes a photograph of an event and posts it on social media, or has a blog where they write about their favorite topic, this does not make them a citizen journalist. The accidental journalist is someone who happened to witness an event by chance and uploaded videos or photos of the event to social media or news websites. The advocacy journalist advocates for a social, political, religious, or business cause. Advocacy journalism has a transparent and intentional bias, although it is not propagandistic. The citizen journalist is an independent journalist who is not constrained by conventional journalistic methods or methodologies and is not supervised by an editor. They collect, process, report, analyze, and publish news and information using technologies provided by the Internet (Ross & Cormier, 2010 pp. 57-60, 66).

Citizen journalists create a blog or website to express their views to the broader public. In this way, they may write extensively about a specific topic or investigate other subjects. On their blog, they can use other media such as videos, photographs, and audiovisual material to disseminate their views or news. Banda (2010), like Lieb (2009), categorizes blogging as a form of citizen journalism, along with social media and newspaper online forums. These categories are not only now prominent but are so powerful that they can be called the fifth estate.

Citizen journalists frequently broadcast live demonstrations and other events through Vlogging, which they record with photographs and videos and send to news organizations (Flew, 2012).

Some questions arise. How and to what extent do citizen journalists contribute to democracy, the pluralism of views, and social change? How does citizen journalism function in Greece? Does citizen journalism in Greece occur through spontaneous participation and/or through a comprehensive communication strategy using multiple media? Do citizen journalists follow the professional standards of journalism? What motivates a citizen to engage in journalism? What is their profile? To what extent is a citizen journalism effort successful in relation to traditional media? Does citizen

journalism focus exclusively on reporting, or does it also extend to analysis through qualitative written content and interviews?

The research focuses on the analysis of a comprehensive citizen journalism effort, the case study *Take the Money and Run* which was analyzed in my postgraduate thesis. For the purposes of the current paper but enriched with updated data for the purposes of the current paper, this case study has been enriched with updated data to provide a deeper insight into citizen journalism in Greece. It also aims to enrich academic research on citizen journalism in Greece with reference to a specific case study. It examines whether professional journalism standards are followed by a citizen journalist, the extent to which it contributed to the pluralism of views and possibly social change, as well as the reason that motivated an ordinary citizen to engage in journalism.

Main Part

Research Methodology

This research is a case study. According to Yin (2003), a case study is preferable when:

a) the study aims to answer "how" and "why" questions. At this point, we recall the questions of the present study that meet this criterion.

- How and to what extent do citizen journalists contribute to democracy, the pluralism of opinions, and social change?
- How is citizen journalism practiced in Greece?
- Is citizen journalism in Greece carried out through spontaneous participation and/or through a comprehensive communication strategy using various media?
- Do citizen journalists follow the professional standards of journalism?
- What motivates a citizen to engage in journalism, and what is their profile?
- To what degree is a citizen journalism effort successful compared to traditional mass media?
- Does citizen journalism deal exclusively with reporting, or does it also extend to qualitative analysis through written texts and interviews?

b) we cannot control the behavior of those involved in the study. c) we want to cover related cases because we believe they are connected to the phenomenon under study. The present work refers to a case study of a citizen journalism effort using multiple media. Due to the lack of scientific documentation of similar cases in Greece, and because the researcher believes that similar cases exist, her study aims to highlight the characteristics of citizen journalism in Greece.

The 'Take the money & run' case study is categorized as a building block study (George & Bennett, 2005) because it examines a subtype of the citizen journalism phenomenon with the aim of contributing to the completion of citizen journalism theory. According to George & Bennett (2005), a case study researcher should clearly define the research field, that is, the class of events to be studied in a case study. The object of study is a phenomenon, and the phenomenon constitutes the analytical framework. The class of events in 'Take the money & run' consists of the videos, texts, and books that were created based on it over the years, and its analysis forms the analytical framework.

The methodological approach of "Take the money & run" is characterized by the following:

1. An authentic and original initiative that reveals a unique perspective regarding citizen journalism and media.
2. An exclusively personal approach based on personal experience and creative vision, providing a new dimension to information dissemination.
3. Innovation without comparison to existing information models, establishing its own standard for showcasing a new approach to information delivery.

The translation maintains the structured format with numbered points while preserving the academic tone and precise meaning of the original text. Each point captures the specific methodological characteristics that make this case study unique in its approach to citizen journalism.

Research Results

Creation and Evolution of the Web Broadcast

In 2015, during the economic crisis in Greece, the New Smyrna web station (NSTV) proposed creating a show dedicated to economics, specifically focusing on tax and accounting consulting. Although the initial proposal was about providing practical financial information for citizens, it was observed that there was a lack of plurality and representation of alternative views in the mainstream/systemic media. For this reason, the show evolved into a series of interviews with individuals who had little or no presence in traditional media, covering broader topics such as culture, history, and social and political analyses.

The selection of interviewees was based on their academic and professional work, considering both personal and broader recognition in academic and professional circles, regardless of their personal popularity. Most interviews were arranged through personal communication, either through mutual acquaintances or via email. This show hosted a wide range of speakers, offering an alternative perspective to public dialogue.

Publication and Impact

The interviews conducted on NSTV were recorded and published in two books, titled *Take the Money & Run 1* and *Take the Money & Run 2*. These books also contained some of my personal writings and aimed to create a research archive for the study of the period of the economic crisis in Greece.

After my departure from NSTV, the production of interviews continued through personal channels, either as videos (which were posted on YouTube) or in written form via my personal blog.

The following table presents the overall reach of the interviews across different media.

Media	Average Views per Interviews	No of Interviews	Total Views
NSTV (Video)	756	30	22.680
Personal Media (Video)	1.427	24	34.248
Personal Blog	1.885	14	26.384
Total	-	**68**	**83.312**

The data analysis shows that the greatest impact was achieved through the personal blog, which can be attributed to the long-term availability of the texts and the ease of reading compared to videos. Additionally, the transition from NSTV to producing video interviews through personal means significantly increased the average number of views per interview, indicating the importance of autonomy in content management as well as the fact that I had already become known through previous interviews.

Content Visualization and the Use of Artificial Intelligence

The personal blog also served as a platform for publishing written texts, which in some cases were transformed into videos using artificial intelligence through the Lumen 5 tool. This tool, which was launched in 2017, was used to create 10 videos, although these did not achieve wide reach. A possible reason was the medium's novelty, which had not yet been firmly established with the general public.

Additionally, the channel "Monopatia gia Skepsi" took on the production of 35 videos featuring the recitation of my texts by Ms. Polyxeni Lykidou, contributing to the further dissemination of the content.

Expansion to Digital Platforms

The content was actively promoted on social media, where my followers amount to:

- Facebook: 17,000 (3 profiles, 2 pages)
- Instagram: 1,070
- X (Twitter): 879
- Pinterest: Posts of texts and articles

Despite active promotion, there was a decrease in organic reach of Facebook posts after 2021, likely due to algorithm changes that limit the spread of external links. Notably, the average number of blog post readings decreased from 1,500 before 2021 to 250 from 2021 onwards.

Key statistics include:

- Most successful video interview: With historian Sarantos Kargakos (4,875 views)
- Most successful transcribed interview: With Stamatia Karageorgiou about her historical novel on Northern Epirus (5,400 readings)
- My most popular article: "Open-plan offices exhaust employees" (7,968 readings, 2018). The second most popular article: "The Nonconformist" (5,493 readings, 2019).

As of 2024, summaries of articles are being adapted into short visual narratives (posters and videos) via TikTok, while some articles are translated into English and published on international platforms such as Substack, Medium, Reformer, The Daily Observer, and International Policy Digest. My articles are always based on the observation of reality and its interpretation through interdisciplinary analysis. They are considered critical essays with philosophical and sociological content.

Finally, in December 2024, my book "Don’t Tell My Mother I’m a Blogger, She Thinks I’m an Office Worker" was published, which includes older articles from my blog and is available on international platforms in both Greek and English.

Citizen journalism enhances democratic participation by enabling citizens to express themselves. Through Take the Money & Run, I tried to give voice to individuals who were often ignored by traditional media and to express my personal opinion. For example, the interview with historian Sarantos Kargakos (4,875 views) highlighted Greece's history and identity, generating significant public commentary. Furthermore, the use of blogs and social media enabled the enhancement of critical thinking because readers could both read and comment on my texts, thus empowering them as active participants in the public sphere.

Conclusions

My interest in politics and economics has always been strong. The problematic state of the Greek economy and the changes it caused in society (e.g., mass migration, etc.) led me to take more intense action. As a "political junkie" according to Coleman (2003), I too used citizen journalism as a means for my indirect political participation.

The reason I chose interviews and opinion pieces that connect science with current affairs is because I found them more interesting and challenging for me, as they pushed me out of my comfort zone, being particularly introverted. Schudson (2020, p. 24) would likely categorize the Take the money and run project as advocacy journalism, which he considers very useful because it interprets current issues, and readers/viewers may find this interpretation either reinforcing or challenging to their views.

At the time when Take the money & run was created, I didn't know that this effort fell under citizen journalism or what its characteristics were. It proved to be so because I distributed news/information content free of charge in various ways (text, audiovisual media, video) and I wasn't a professional journalist, thus fully aligning with the definitions of citizen journalism provided by Jurat (2011) and Wall (2015). The creation of my two blogs and the publication of two books is also

an element of citizen journalism, as mentioned by Lieb (2009) and Quinn & Lamble (2008), who argue that in this way citizens take on the role of journalist. I also fit into the category of older citizen journalists who possess higher education and income (Lehnhart et al. 2004).

I chose not to conduct research because I lacked both resources and time, which is common for citizen journalists who face a lack of financial support and legal assistance (Akram & Baughman, 2014).

I also chose not to create a news portal where I would post current events and third-party content for two reasons: first, this is something many have done, so there would be no differentiation, and second and more importantly, I would not have been able to handle the volume of posts and consequently could not verify the reliability of articles that would be posted. My blog aligns with Coleman's (2006) definition - it is a blog that addresses other citizens who are already engaged in the political process and seek in-depth information on current affairs.

Although I did not conduct investigative journalistic research, the time investment for interviews and articles was very significant. The focus on quality had an impact on views/readings which, although not negligible, meant that the videos and texts did not become as famous as those of Salam al-Janbabi who covered the Iraq war, a period of intense global interest.

Currently, this effort has diminished due to time constraints but has not stopped completely. A significant factor has been the continuous censorship exercised on social media, particularly on Facebook and YouTube. Facebook especially practices shadow banning, limiting the visibility of links that direct to content outside of Facebook.

Take the money and run was pioneering both for its time and for today, both locally and internationally. It represented a combination of video interviews, their transcription and publication in books, writing personal articles and posting them on social media, translating them into Greek and English, visualizing them using artificial intelligence as video content since 2017, and now creating visual narratives (posters and videos) based on the texts.

Take the Money & Run was one of the first comprehensive efforts in citizen journalism during a period that preceded the current rise of bloggers and YouTubers.

Regarding the research questions, Take the money & run contributed to pluralism and the emergence of different viewpoints but did not contribute to broader social change. It proved that citizen journalism in Greece can be pioneering by using an integrated marketing approach for conveying opinions, thus answering the question that citizen journalism in Greece was the result of a comprehensive marketing strategy using various media while following professional journalistic standards. What motivated me as a citizen to engage in journalism was the one-sided perspective that dominated the media. The effort was relatively successful for its time but is not considered a great success, probably due to its quality-focused and demanding content. After all, great success was not my primary goal.

In these adverse conditions of crisis and censorship (Schudson (2020, p. 103) notes that citizen journalism gains value when there are news deserts and no press freedom), I believe citizen journalism will continue to exist because it represents a new form of journalism. As I wrote in my article "Censorship and Control" (2019): "Free and independent journalism prevents tyrannical behavior of power, and as Thomas Jefferson said, 'if I had to decide whether we should have a government without newspapers or newspapers without a government, I would not hesitate for a moment to choose the latter.' Today, I would paraphrase it: if we had to have a government without citizen journalism or citizen journalism without government, I would not hesitate for a moment to choose the latter.

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TEACHERS' PERSPECTIVES ON THE USE OF THE COOPERATIVE PROJECT-BASED LEARNING METHOD AS A FACTOR FOR EDUCATIONAL INCLUSION IN GIFTED STEAM EDUCATION

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Abstract

This study explores the role of the cooperative project-based learning method as a mechanism for educational inclusion in gifted STEAM education, based on teachers' perspectives. The research examines how this method contributes to learning differentiation, creativity, and problem-solving skills, fostering an inclusive and collaborative learning environment. The study adopts a qualitative methodological approach, utilizing interviews, focus groups, observations, and content analysis to investigate teachers' attitudes, perceptions, and practices. The findings indicate that teachers recognize the cooperative project-based learning method as an effective tool for promoting inclusion, as it enables mixed-ability group collaboration, transdisciplinary knowledge integration, and student engagement in authentic problem-solving processes. Moreover, the method supports the socio-emotional development of gifted students, offering opportunities for peer interaction and teamwork. Recommendations for professional development, differentiated instructional strategies, and the integration of technology are discussed as ways to optimize its implementation.

Key words: Cooperative Project-based Learning Method, Gifted STEAM Education, Inclusion, Differentiation

1. Introduction

The concept of giftedness is shaped by the historical, social, and ideological characteristics of each era (Dai, 2018). Some common abilities exhibited by gifted children include intellectual alertness, sensitivity, idealism, curiosity, organizational skills, problem-solving ability, strong memory, and a high learning pace (Thompson & Oehlert, 2010). According to Renzulli et al.'s (1978) Three Ring Model of Giftedness, gifted behavior involves above-average ability, creativity, and task commitment (Renzulli, 1986). However, the development of these children is asynchronous, as their cognitive, emotional, and physical growth does not progress at the same rate (Szymanski, 2021). Common practices in the education of gifted children include the use of interdisciplinary approaches, such as STEAM education, as well as the implementation of the cooperative project-based learning method (An & Yoo, 2015; Rogers, 2018; Baiden, 2021; Kaplan, 2022). These approaches are considered essential for maintaining engagement, fostering socio-emotional skills, and improving educational outcomes (Renzulli, 2012).

This study focuses on investigating the role of the cooperative project-based learning method as a factor for inclusion within the context of gifted STEAM education, based on teachers' perspectives. The central research problem concerns understanding teachers' attitudes, perceptions, and practices related to the implementation of the cooperative project-based learning method in this specialized inclusive educational environment. The study is guided by the following research questions:

1. What are teachers' attitudes, perceptions, and practices regarding the application of the cooperative project-based learning method as a factor for inclusion in gifted STEAM education?
2. How does the cooperative project-based learning method inclusively support students' creativity, innovation, and problem-solving skills in gifted STEAM education?
3. How can learning differentiation through the cooperative project-based learning method enhance the inclusion of both gifted and non-gifted students?

4. What challenges do teachers face in implementing the cooperative project-based learning method as a factor for inclusion, and what strategies do they adopt to address them?

By exploring these questions, the study aims to highlight the inclusive potential of the cooperative project-based learning method, considering the specific needs and abilities of both gifted and non-gifted students within the framework of gifted STEAM education

2. Main Part

2.1. Theoretical Background

2.1.1 Gifted STEAM Education

STEAM education refers to the integration of Science, Technology, Engineering, Arts, and Mathematics into a unified, transdisciplinary learning approach aimed at understanding the world around us through the utilization of technology to solve real-world problems and promote innovation (Yakman, 2008; Rafti et al., 2025). The Arts contribute to creativity, innovation, and inquiry, complementing the learning process in a transdisciplinary manner (Bazler & Van Sickle, 2017; Roussou et al., 2025). A crucial role in the implementation of STEAM learning activities is played by the balanced integration of STEAM fields, the creation of an inclusive learning environment for all students, and the emphasis on developing creative and social skills through the resolution of authentic problems (Quigley et al., 2017; Milakis et al., 2024).

In recent years, there has been a growing interest in exploring the application of the STEAM approach in the education of gifted children (Kaymakci & Can, 2023), highlighting the need for differentiated and inclusive approaches within the framework of gifted STEAM education (Milakis, 2025a). The integration of the STEAM approach enhances the problem-solving skills, inquiry-based thinking, and innovation of gifted students (Kim & Choi, 2012), while also contributing to the development of their critical thinking, creativity, and communication skills (Kang & Seo, 2013). Additionally, it provides a common learning platform for both gifted and non-gifted students, allowing them to construct new knowledge and innovate creatively (Perignat & Katz-Buonincontro, 2019). In this context, individual effort and personal growth are reinforced through collaboration and teamwork among all students (Konkus & Topsakal, 2022). Notably, gifted children not only benefit from cooperative STEAM activities but also actively contribute to the learning process by guiding, learning, and innovating alongside their non-gifted peers (Milakis, 2025b).

2.1.2 Cooperative Project-based Learning Method

The cooperative project-based learning method refers to the joint undertaking of a learning workload by a group of students, its fragmentation and distribution into distinct stages, phases, and engagement roles, and its collective completion based on the operational framework and goals set by the students themselves (Møgelvang & Nyléhn, 2023). Its primary objective is the creation of a specific project with clear characteristics, specifications, and implementation requirements, enabling the application of new knowledge to authentic problems, promoting hands-on engagement with a subject, and fostering cognitive and creative interdisciplinary competencies (Karademir, 2016; Bildiren & Kargın, 2019).

In this way, the creation of new knowledge and the development of socio-emotional skills become possible through communication and interaction between gifted and non-gifted students (Durkin, 2018). Additionally, the diversity of perspectives expressed within a group, along with their collective evaluation and refinement, fosters creativity and innovation while supporting the collective purpose through the unique talents of each student. This occurs within an interdisciplinary framework and through interactive learning in a social context of acceptance and equitable participation (Muñoz-Martínez et al., 2020). As a learning method, it facilitates the development of strategies for the optimal practical and timely execution of projects by integrating knowledge from multiple disciplines and linking them to real-world applications, thereby generating authentic challenges and deeper learning

motivations (Vidergor & Krupnik-Gottlieb, 2015). Furthermore, it can support the enhancement of various cognitive and socio-emotional skills among both gifted and non-gifted students (Reis & Morales-Taylor, 2021). The approach may involve designing and creating prototypes, producing visual representations of scientific concepts, as well as engaging in artistic creation and composition (Dole & Bloom, 2017).

2.2. Research Methodology

This study was conducted as part of a year-long professional development program for teachers titled "Gifted STEAM Education", which was implemented under the academic supervision of the European University Cyprus from January to December 2024. The program was structured into four distinct phases: a) four open-access online seminars, introducing the fundamental principles and methodologies of gifted STEAM education, b) formation of a core group of six teachers, engaging in systematic professional development through participation in ten online seminars, c) collaborative design of a gifted STEAM learning scenario for primary school students, and d) implementation of the learning scenario by the participating teachers.

The research sample consists of teachers from different subject areas in Primary and Secondary Education in Greece. The selection was carried out through purposive sampling, targeting teachers with prior experience in STEAM education and/or Gifted Education, who actively participated in all phases of the program. To explore the teachers' perspectives, experiences, and practices, the case study method was adopted from a pragmatic standpoint, utilizing qualitative data collection methods such as interviews, focus groups, observations, and content analysis. The data were analyzed qualitatively based on the key research axes and were coded to identify recurring patterns and develop thematic categories related to the research questions. The data analysis process was conducted with strict adherence to ethical considerations, ensuring consent, confidentiality, and the protection of participants' personal data, in full compliance with the General Data Protection Regulation (GDPR).

2.3. Findings

2.3.1 Teachers' Attitudes, Perceptions, and Practices

The data analysis reveals critical aspects of teachers' attitudes, perceptions, and practices regarding the implementation of the cooperative project-based learning method in STEAM education for gifted students. Teachers perceive inclusion in gifted STEAM education as a process that ensures equal access and learning opportunities for all students, regardless of their abilities. They emphasize the importance of differentiating educational materials to meet the needs of both gifted and non-gifted students. At the same time, social interaction through collaborative activities is considered essential for the development of social skills in gifted students, while the need for a flexible institutional framework that allows the adaptation of STEAM programs to the specific requirements of these students is highlighted. The general stance of teachers indicates that inclusion is fundamental for both the social and cognitive development of gifted students. They recognize the need to enrich STEAM content and the learning process to maintain these students' engagement, while they consider differentiation of instructional materials and activities as a necessary condition for sustaining their challenge and motivation.

Regarding teachers' perceptions of the cooperative project-based learning method, these approaches are considered tools for developing social skills, as gifted students often face challenges in socialization. At the same time, teachers perceive them as frameworks for differentiated learning, where students work according to their abilities in a collaborative environment. Additionally, this method promotes transdisciplinarity by integrating various fields of knowledge through experiential activities, while fostering creativity by allowing all students to combine ideas and work collectively to solve problems.

The implementation of the cooperative project-based learning method in gifted STEAM education requires careful management of groups and an appropriate collaborative structure. Teachers

believe that groups should be dynamic and balanced, combining students of different ability levels. Group member selection is either determined by the teacher or managed by the students themselves, while assigning specific roles within the group (such as coordinator, researcher, recorder) enhances structured collaboration. At the same time, differentiation of projects is a key element to provide sufficient challenges for gifted students, while ensuring the participation of all students in the learning process. Enriching the content with additional challenges and research questions allows gifted students to fully utilize their potential, while their participation in mixed-ability groups is encouraged to support the development of their social skills.

The role of the teacher in this context transforms from a central provider of knowledge into a facilitator and guide of the learning process. Supporting student groups, intervening in cases of collaboration difficulties, and effectively guiding the process are crucial aspects of this role. The use of technology emerges as a key factor in supporting collaborative learning, with digital platforms such as Google Drive and Padlet being utilized for storing and exchanging ideas. Additionally, new online artificial intelligence applications, under the supervision of teachers, provide gifted students with opportunities for autonomous engagement, accelerating and enriching learning during the implementation of Cooperative Projects.

2.3.2 Cooperative Creativity, Innovation, and Problem-Solving

According to teachers' perspectives, the cooperative project-based learning method enhances creativity, innovation, and problem-solving skills, providing a dynamic learning environment that fosters collaboration and active participation for all students. Inclusion in gifted STEAM education ensures that all students, regardless of their abilities, have equal opportunities to participate and develop their skills. The cooperative project-based learning method supports this dimension by forming mixed-ability groups, differentiating activities to meet diverse learning needs, and fostering a safe learning environment.

Students become familiar with working in teams with varying ability levels, gaining valuable experiences in collaboration and knowledge exchange. Creativity is a fundamental element of this process, as students are encouraged to think critically and generate new ideas through methods such as brainstorming and transdisciplinary projects. By integrating different scientific disciplines, students develop innovative solutions to authentic problems. Creative thinking is further enhanced through self-expression, whether through presentations, artistic approaches, or the development of innovative products. The opportunity for expression and free articulation of ideas strengthens creativity and provides students with opportunities to explore new approaches to learning.

The cultivation of innovation through the cooperative project-based learning method emerges as a natural outcome of creative thinking and the practical application of knowledge. Students are encouraged to explore new approaches, experiment with different scenarios, and develop original solutions to real-world problems. By integrating STEAM technologies, such as 3D printers, artificial intelligence, and programming platforms, students develop digital skills, enhance their ability to combine technologies to create innovative solutions, and foster critical and computational thinking.

Another significant advantage of the cooperative project-based learning method is the enhancement of problem-solving skills. Students learn to analyze complex problems, break them down into smaller components, develop solution strategies, and conduct trials to evaluate outcomes. Working with assigned roles within groups promotes organizational skills, time and resource management, as well as the development of autonomy and responsibility. The collaborative nature of the method enables students to exchange ideas, support one another, and develop effective strategies for overcoming challenges.

2.3.3 Learning Differentiation and Inclusion

The role of differentiation in the cooperative project-based learning method lies in adapting content, the learning process, and assessment to meet the needs of each student. This differentiation ensures that all students actively participate and feel that their contributions are valuable. The

implementation of differentiated learning can occur at various levels, including content, process, product, and learning environment. Content differentiation allows gifted students to engage in more complex projects or research topics with greater autonomy, while non-gifted students participate in scaffolded activities that align with their abilities. Differentiation of the learning process refers to the ways in which students interact with the content and their peers. This may include the use of multiple learning strategies, such as visual, auditory, and experiential activities, as well as the formation of mixed-ability groups, where gifted students can take on mentorship roles. At the same time, assigning specific roles within groups ensures that each student participates according to their abilities.

Product differentiation refers to the ways in which students demonstrate their learning. Allowing students to choose from various forms of presentation, such as written reports, videos, interactive presentations, or posters, enhances personalized expression and the development of skills. Gifted students can take on greater initiative in the final presentation, while other students can contribute through practical tasks and knowledge applications. Similarly, learning environment differentiation helps create a space that fosters participation for all students. Designing environments that accommodate both group and individual work, integrating technological tools, and providing personalized support ensure that all students feel comfortable and encouraged in the learning process.

2.3.4 Implementation Challenges and Mitigation Strategies

The implementation of the cooperative project-based learning method within the framework of inclusive gifted STEAM education presents significant challenges, particularly in group formation and role assignment, collaboration among students with different abilities, assessment, and the lack of available resources. One of the primary challenges faced by teachers concerns collaboration among students with varying abilities. Gifted students tend to either take on leadership roles or prefer to work independently, while lower-achieving students may feel disadvantaged or overly dependent on their more capable peers. This can lead to an uneven distribution of work and limited participation from some students. Some students may not actively engage, placing the workload on the more proactive members, while gifted students may lose interest if they feel that the group's progress does not align with their level. To address this challenge, teachers implement strategies such as defining clear roles within the group, differentiating activities by assigning tasks of varying difficulty levels within the group, and periodically restructuring groups to enhance collaborative dynamics. In this context, the assessment of collaborative work presents another challenge, as it is difficult to accurately capture the individual contribution of each student within a group setting. There is a risk of unfair grading, which may lead to student dissatisfaction. To overcome this obstacle, teachers combine individual and group assessment, implement self-assessment and peer-assessment techniques, and ensure that each student presents a part of the project, making their contribution visible.

Specifically, according to teachers, the lack of educational resources and infrastructure in Greek schools poses a significant challenge to the effective implementation of the cooperative project-based learning method in a Gifted STEAM activity. Many schools in Greece lack adequate technological equipment or laboratory spaces, making it difficult to incorporate hands-on experimentation and technological tools into STEAM learning. Additionally, digital tools are not always accessible to all students due to inequalities in access, further complicating the integration of technology into collaborative learning activities. Teachers also highlight that a major obstacle in the Greek educational context is the lack of specialized training in Cooperative Project-Based Learning and gifted STEAM education. They point out that this method requires differentiated instructional skills, which are not sufficiently covered in their formal education or professional development programs. In response to these challenges, teachers stress the need for targeted training programs, participation in professional development workshops, and opportunities for exchanging best practices with colleagues. They also emphasize the importance of continuous feedback and adaptation of teaching strategies to effectively implement the method within the constraints of the Greek school system.

3. Conclusions

This study highlighted the significance of the cooperative project-based learning method as a powerful factor for educational inclusion in gifted STEAM education. The findings indicate that teachers adopt a positive stance toward the implementation of this method, recognizing its role in learning differentiation, fostering creativity, and developing problem-solving skills through collaborative processes. Additionally, the cooperative approach enhances the social empowerment of gifted students, shaping a learning environment that promotes collaboration, interaction, and knowledge exchange. The formation of mixed-ability groups and the assignment of roles within teams contribute to the development of a learning environment that addresses the needs of all students, integrating cognitive, social, and emotional aspects of learning.

However, the study also revealed several challenges associated with the implementation of the method. The heterogeneity of learning levels may lead to difficulties in task distribution and equitable student participation. Moreover, the need for specialized teacher training and the availability of appropriate educational resources and technological tools emerge as key factors influencing the success of the method. Despite these challenges, adapting learning practices, providing teacher training, and integrating new technological tools can contribute to the more effective implementation of the method. Future research could focus on additional strategies and educational technologies that will enable the optimal utilization of the cooperative project-based learning method, taking into account the specific needs of gifted students and the evolving landscape of gifted STEAM education.

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CONVERSING WITH AND THROUGH CONTEMPORARY, CONCEPTUAL ART: A FORM OF PARTICIPATORY, INCLUSIVE 'INSTRUCTION'

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Abstract

This paper focuses on the notions of interdependence and mutual recognition, namely regarding others' freedom as a requirement for the realization of ours. These notions involve the idea transformation required to achieve equity and inclusiveness, treating the pedagogy of oppression as the pedagogy of non-recognition. Within this theoretical framework, we compare samples of secondary education learners engaging in a dialogue with contemporary, conceptual artworks at the National Museum of Contemporary Art (Greece) with those of refugees exposed to the same artworks. We suggest that the convergence observed and largely motivated by the subjectivity and open-endedness of the specific form of art may involve a reconceptualization of the self and the Other and an enhancement of the sense of interdependence, challenging stereotypical approaches to alterity and supporting mutual recognition, thus going some way towards invalidating Ego-Alter, Culture-Nature, Culture-Barbarism semiotic binaries and acting as a form of participatory and inclusive 'instruction'.

Λέξεις κλειδιά: interdependence, inclusiveness, conceptual art, dialogue

1. Introduction

Equity and inclusiveness have long been prioritized as a goal in education. Unesco's (2017) guide for ensuring inclusion and equity in education points to inclusive and quality education for all as a major component of its Global Education 2030 Agenda. Achieving the specific goal, however, requires a transformation of preconceived, prefabricated ideas and stereotypical perceptions (see, e.g., Freire, 1970, Mezirow, 2009), which, despite the steps taken, has so far largely failed to materialise. Acknowledging the potential responsibility of individual freedom as separation for this resistance (Latour, 2018, Gleason, 2020; cf. Wildermeersch et al., 2023), we adopt the notion of interdependence, and, more specifically, that of 'mutual recognition' (Honneth, 2014, p. 46), namely regarding others' freedom as a requirement for the realization of ours, as a correlate of change. We subsequently go on to briefly delineate the properties of conceptual art and support, through a comparison of secondary school learners' and refugees' encounter with the specific form of art, that it can challenge stereotypes and enhance interdependence by encouraging a reconceptualization of the self and the Other, boosting agency and attenuating semiotic oppositions, such as Ego-Alter, Culture-Nature, Culture-Barbarism (Sonesson, 2000). We conclude by suggesting that conversing with conceptual artworks may be a form of inclusive, participatory 'instruction'.

2. The theoretical framework

2.1. A brief discussion of emancipation and interdependence

So far, the educational approaches that have questioned the traditional knowledge transmission model have generally centred upon providing learners with knowledge that would help them release themselves from the shackles of power and become free, emancipated, independent (see discussion in Biesta, 2008). It appears, however, that this liberation process, while normally involving a critical perception of power relations and inequalities, tends to treat learners' personal experiences as random and count on the capacities of the knowledgeable emancipator, the teacher, in securing the learner's

emancipation (ibid., Gleason, 2020). This leaves learners tangled up in the mesh of power relations and dependence and, as a result, fails to transform established ideas.

What may also be responsible for this resistance to change in education, apart from teachers' fundamental "mistrust towards the experience of the student" (Gleason, 2020, p.11), as noted above, is the Enlightenment-driven priority given to individual freedom and independence, often without the necessary societal changes. Such prioritizing essentially draws on a separation paradigm, according to which the universe consists of separate material entities, unrelated to our daily experiences, and the most important kind of knowledge is that which is rational, objective, universal, certain and separate (Lange et al., 2021). We can therefore see that there is practically no room for connection, uncertainty or subjectivity, all three seminal in contact with art and conceptual art *par excellence*, as we will see below.

In this paper, we espouse an interdependence approach, which borders on a relational paradigm, in the sense of multiple, interconnected tracks, each of these tracks revealing a relationship which is more complex than that of one thing to another (Ingold, 2011, Wildermeersch et al., 2023). This view is further supported by Latour's (2005) thesis on the importance of 'networks of attachments' as well as by his definition of emancipation not as being 'freed from bonds' but, instead, as being 'well-attached' (pp. 217-218; see also Latour, 2018). In more tangible terms, we would define interdependence in accord with Honneth's (2014) notion of individual learners viewing each other's freedom as "a condition for their own" (Fleming, 2022, p. 7) and as a requirement for 'social freedom'. A concomitant of this kind of interdependence is mutual recognition (ibid.) and, we would add, compassion. Fleming discusses Mezirow's (2003, 2009) critical reflection and reciprocity within the framework of this idea of mutual recognition, which gives transformative learning a social dimension and can act as an interpersonal imperative (Fleming, 2022, p. 12). Following this line of thinking, one may also side with the scholar in reconfiguring Freire's (1972) 'pedagogy of the oppressed' as the 'pedagogy of the misrecognised' (Fleming, 2022, p. 12). In other words, a transformative, egalitarian perspective in education needs to incorporate mutual recognition and a revised approach to the self and the Other.

In the section that follows we present some key features of contemporary, conceptual art and explain how it may be associated with a reconceptualization of selfhood and alterity as well as with the idea of interdependence and mutual recognition.

2.2. Why conceptual art?

In attempting to define conceptual art, Lawrence Weiner, a prominent artist, released a 1969 statement of intent: "1. The artist may construct the piece. 2. The piece may be fabricated. 3. The piece need not be built. Each being equal and consistent with the intent of the artist, the decision as to condition rests with the receiver upon the occasion of receivership" (https://www.britannica.com/biography/Lawrence-Weiner). This statement was an assertion as to a work of art remaining conceptual -- in language form -- or being created if so desired; it was also an assertion as to "the maker not having to be an artist" and there being no "right way" to do it (ibid.). Weiner's philosophy has been referred to as egalitarian, presumably in the sense that it adopts a fully democratic stance: the artwork may exist as a concept, it may remain in the form of words, the curator or the viewer may choose to do as they wish in relation to it and, if they decide to fabricate it, their work will not be judged as right or wrong. This open-endedness allows for a number of possibilities, which, combined with the fact that conceptual art is, as we saw in Weiner's statement above, art in the making, not 'pre-fabricated' (see discussion in Calfoglou, Polymeris, 2019), is crucial for the synergy between the viewer and the artwork.

In conceptual artworks we also witness the synergy between the visual and the verbal component. In 'Digital Embrace' (2020), by the Danish artist Hannah Toticki, for example,

Figure 1. ***Digital Embrace*** **(2020), Hannah Toticki**

where "computer keys come out of a soft woollen suit, while other keys melt together with the imprint of hands", we are told that "Warm flexible skin meets cold and hard technology, and the limits between body and technology are transgressed". The viewer's perception of the artwork is thus expected to take this transmodal, visual-verbal interplay into account. We are therefore presented with a complex sign system, within which viewers, in our case, learner viewers, a sign in their own right (ibid; Calfoglou, Polymeris, 2024), engage in an identification process which may lead them to reconceptualize reality and, in doing so, reconceptualize themselves and the other in relation to it. In semiotic terms, the viewer and the artwork may be mutually determined as signs (Calfoglou, Polymeris, 2019, 2024, Κάλφογλου, Πολυμέρης, 2024). In a sense, viewers become art in the making, too, with their own personal narratives.

The semiotically rich and open-ended interaction with this form of art could be seen as enabling learner-viewers to act as agents and process input critically (Hanley, Noblit, 2009). Moreover, boundaries among semiotic spaces or structures being permeable, according to Lotman (see Clark, 2009, p.x), openness to alterity, in the sense of alternative interpretations, alternative perceptions of reality, of the self and others is reinforced and this makes viewers more likely to negotiate stereotypes and develop bonds of interdependence. It could be argued that, in a way, the interdependence of the verbal and the visual component of the artwork supports relationships of interdependence in the viewer.

In the next section, we present our data and discuss the impact of conceptual art on learner-viewers.

3. Data and discussion

The data presented involve refugee and 15-year-old Greek learner voices, as heard through the narratives composed by both groups in their interaction with conceptual artworks in the 'Fast forward … into my home' project of the (Greek) National Museum of Contemporary Art. In the Museum project, the narratives were meant to involve personal experience interwoven with some of the artworks refugees were presented with and this was carried over by the researchers to the 54 Greek learners, who visited the museum, were introduced to the same artworks and were subsequently asked to compose their personal narratives, weaving in any of the artworks they felt were relevant. The two sets of narratives were finally compared by learners themselves, with the help of the researchers, and points of convergence or divergence were sought. It was hypothesized that convergence would be an indication of the bonding, mutual recognition effects of the dialogue with the conceptual artworks, these being the common point of reference in the two groups' written output. The specific project may lend itself most readily to the convergence, compassion idea by exploring the connections between the two sets of voices but it also builds on prior data demonstrating learners' creativity and non-stereotypical, divergent thinking with otherness traces in acting as virtual conceptual art museum curators (Calfoglou, Polymeris, 2019).

Below is a selection of extracts from both groups' narratives. We have chosen to classify extracts by the artwork referred to and to include reference to two artworks out of a total of ten. With regard to the first artwork, Bill Viola's 'The Raft', a 2004 video-sound installation portraying man's fight against a tempest, viewers' narratives read as follows:

(1) Carlos, 25, Syria: Nothing can stop us from dreaming and making plans for our future, and we need to be determined, even if we fall, to get back up and carry on.
(2) Niki, student, Greece: It's as if the people above the man lying are making a dream for him!
(3) Beshr, 26, Syria: The wave, this force that assaults them, it's telling them: wake up!
(4) Hassan, student, Pakistan: It reminded me of what I went through on my way from Turkey to Greece. … I think he wants to show that we shouldn't be arrogant or brag about things. Like in the movie I saw about the Titanic …
(5) Nick, student, Greece: I feel the pain … We should maintain our individual identity. We should be different but have a common purpose, chasing not profit but the joys of life and love for our fellow men.
(6) Ourania, student, Greece: Even for a moment, they are equal!
(7) Bibiche, 33, Congo: People from different countries want to communicate … but then some outside force, like the water in the artwork we're talking about, comes and stops them. … But also, even though there is a violence in the way the water is attacking these people, at the same time it's as if the water is waking them up …
(8) Maria, student, Greece: People are showered with water, some accept their problems while others struggle to solve them. In my life, I have fallen many times but with effort I was able to climb back up again.

As noted in students' comments, the experiential element is dominant in refugees' narratives. Their voice captures the violence of the scene, yet this violence is not necessarily negative, since it can have an awakening effect. It also focuses on the profoundly existential, the need for dependence and support. Greek students' voice, by contrast, is touching, deeply philosophical at times, despite the age difference, but more distant, generally, with the exception of Maria's, which personalizes the artwork. Still, the two voices have a common nucleus, possibly alluding to the ecumenical dimension of human experience; or, as noted in a particularly interesting comment by one of the Greek students, "art unites us".

The second artwork, 'Staircase II', a 2004 installation by Do-Ho Suh, presenting a staircase that does not rest on the floor, gave rise to the following narratives:

(9) Idris, 17, Afghanistan: If you want to achieve anything, you need to put effort into it. This is what I saw in Do-Ho Suh's piece, where each step, as you climb it, has its difficulty. You cannot reach the top right away. That's what I understand. I didn't pay attention to the colours of the installation, but to the staircase. The greatest difficulty lies in the first step: the first step is the hardest.
(10) Alexandros, student, Greece: These pink stairs which take you nowhere are for hours of solitude and ceaseless thinking. Through them you think you enter the unknown, just as with a gate leading you nowhere.
(11) Georgia, student, Greece: ... the obstacles we have to deal with in our everyday life and the frustration we feel when we get no results.
(12) Bryan, student, Zimbabwe: The staircase does not rest on the floor but is hanging from the ceiling. ... Show(s) the way forward in fulfilling our dreams … but also the importance of having solid foundations in life …

Interestingly, while all narratives converge by pointing to the difficulties of climbing up, we can also see, as pointed out by students themselves, that refugees' thoughts are more optimistic than Greek students', despite the hardships experienced. As noted by one of the Greek students, with reference to Kostas Tsoclis's artwork 'The harpooned fish' but also as a comment on refugees' feelings, "they are hurt but still fight on for a better future".

The points of convergence, as identified by learners themselves, may suggest that conceptual artworks created a space for a closer encounter, that it instilled a 'plurilingual', polyphonic frame of mind, which helped build a sense of dependence. In terms of the somewhat gross but, sadly, still very relevant, Ego-Alter, Culture-Nature, Culture-Barbarism binaries (Sonesson, 2020), if the host culture is the Ego and immigrant culture stands for alterity, untamed Nature, Barbarism, both members of

each pair seem to have made a step towards the other member. Even though the Other may be expected to adapt to the host culture, as noted by one of the refugee participants, who stated that "when you leave your country to start a new life elsewhere, you've got to be able to adjust", the self -- non-self opposition seems to have been attenuated in the process of identification and reconceptualization launched in the encounter with conceptual art (see Calfoglou, Polimeris, 2024 for further details). The network of associations in the multiple semiotic spaces created both within each group and between the two evidently invited opening up and generated compassion, leaving power relations aside.

4. Concluding thoughts

As suggested above, exposing learners to conceptual art may be particularly promising in terms of allowing them to see themselves as part of a whole and develop a sense of dependence on others, a sense of being 'well-attached' (Latour, 2005) as a prerequisite for their own freedom and liberation. The visual-verbal-viewer synergy allows for interaction spaces yet unexplored which may help harness bonds among individuals. At the same time, the data presented in this paper along with other data on learners' dialogue with this form of art (Calfoglou, Polymeris, 2019, 2024, Κάλφογλου, Πολυμέρης, 2024) strongly suggests that learners assume an agent's role in this dialogue rather than being acted upon, as usually happens in educational processes, which leads them to develop their critical thinking, question stereotypes and articulate 'a discourse of hope' (Akbari, 2008), involving mutual recognition. It is for all these reasons that we would argue for this dialogue as a participatory instruction tool and as a way of opting out of individualism and into inclusion.

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FOSTERING STUDENTS' ACTIVE PARTICIPATION AND CITIZENSHIP THROUGH A COLLABORATIVE ETWINNING PROJECT FOR A BETTER WORLD: "FOOD 4 ALL"

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Abstract

This paper presents the "Food 4 All" eTwinning project, which aimed to foster students' active participation and global citizenship through a collaborative learning experience. Implemented by three schools from Greece and Turkey, the project engaged students in activities that promoted awareness of food security, nutrition, and sustainability, aligning with the United Nations' Sustainable Development Goal 2: Zero Hunger. The study examines how the project facilitated critical thinking, digital literacy, and intercultural competencies, contributing to students' overall development as active citizens. Additionally, it highlights the role and importance of language learning in the cultivation of cultural and global skills for professional and personal success in a multicultural society (European Commission, 2024).

Keywords: language acquisition, sustainable development goals, eTwinning, active citizenship

1. Introduction

The role of education in enhancing active citizenship is paramount, especially in addressing global challenges such as food insecurity and sustainable development. The "Food 4 All" project was designed to engage students in meaningful activities that would raise awareness of global issues while developing key competencies in collaboration, communication, and problem-solving. The partnership of schools encouraged interaction and collaboration among students and teachers from different schools and countries through the use of technology. It also aimed at helping students understand the importance of nutrition and inequalities in the field of health. It explored opportunities to find food and resources for people in need so that students themselves, with their decisions, could become agents of change in the present and the future.

Picture 1: Logo of the project

The project involved 77 students from three primary schools:

- 1st Primary School of Pyrgos, Greece (21 students, Grade 5)
- 20th Primary School of Ilioupoli, Athens, Greece (25 students, Grade 5)
- Cebesoy Primary School, Adana, Turkey (31 students, Grade 3)

2.1. Aim and Objectives

The project aimed to empower students as active, informed, and empathetic global citizens by fostering linguistic, digital, social, and intercultural competencies through collaborative, inclusive, and socially engaged learning.

In particular, it intended to provide students with a deeper understanding of food security, malnutrition, and hunger, on both local and global scales, while fostering digital literacy and collaboration through eTwinning tools. It sought to promote active citizenship and social responsibility, encouraging engagement with the United Nations Sustainable Development Goals (U.N., n.d.), particularly Goal 2: Zero Hunger. Additionally, the project emphasized the value of inclusion to combat social marginalization, strengthen respect and solidarity, and enhance intercultural awareness and communication. By cultivating essential 21st century skills, such as collaboration, critical thinking, digital competence, problem-solving, and decision-making, the initiative aimed to enrich intercultural dialogue and promote social interaction, ultimately contributing to the formation of a strong European citizenship. Finally, it intended to develop empathy skills while learning about children's rights.

3. Methodology

3.1 Pedagogical Innovation

Pedagogical innovation represents a critical transformative approach in contemporary educational projects, particularly within collaborative transantional projects, like eTwinning. By integrating dynamic methodologies such as project-based learning, experiential learning, cross-cultural digital collaboration, and interactive technological tools (OECD, 2016), educators can create immersive learning experiences that goes beyond traditional classroom boundaries. These innovative approaches can significantly develop students' digital competencies and intercultural understanding as well as foster critical thinking, creativity, and collaborative skills, which are essential for navigating the interconnected world of the 21st century.

The Content and Language Integrated Learning (CLIL) into the Curriculum, an innovative dual-focused educational approach where students learn subject content through a foreign or second language, simultaneously developing both language proficiency and content knowledge, provided a meaningful context to enhance students' communicative flexibility without additional teaching time (Dalton-Puffer, 2011). During the project, During the project, students both learned to use digital tools and used them to learn, embodying the principles of modern, hands-on knowledge acquisition, which is in line with the immediate benefits of contemporary knowledge acquisition, driving a shift from traditional passive learning to active, participatory, and technology-mediated learning experiences. The school's curriculum was enriched with the integration of the project collaborative activities, becoming more flexible, engaging and creative for both students and teachers. Interdisciplinarity added more perspectives to the teaching and learning process, creating a more holistic and integrated understanding (Klein, 2020), integrating English, Greek, ICT, Art, Maths, Social and Political Education and Environmental Studies.

Collaboration among students played an important role in developing essential 21st-century skills. Through shared tasks and interaction, learners developed crucial competences, including creativity, imagination, and while cultivating effective decision-making strategies and collaborative problem-solving. The students created their own Self-Organised Learning Environment (SOLE), that starts from a computer, travels through a broadband internet connection to end up with knowledge, experience and above all satisfaction (Mitra et al., 2010). Throughout the SOLE process, the role of teachers is that of a dynamic facilitator who supports autonomous learning, encourages student initiative and validates intellectual effort and achievement.The communication and collaboration among the partner schools was supported by the twinspace platform, which guaranteed safety collaboration, cooperation and interaction for the participant students and teachers. The project initiated with the use of email and Skype interaction among the teachers to ensure that the topic and

principles of the project were clear and mutually understandable. The discussion and communication developed in the forum created for this purpose, whereas web 2.0 tools, videos and slideshows were also widely used to create a successful a school community, facilitating the exchange ideas and learning.

3.2. Activity Design Framework

Activities were designed based on participatory learning, incorporating collaborative digital tools and inquiry-based tasks. Students actively participated in the activities based on the relevance and appropriateness of the tasks for their age. CLIL and blended learning where the learning and pedagogical approaches applied in the program. Students worked in an experiential classroom where, through guided inquiry and discovery, and through the interdisciplinary and cross-curricular approach to knowledge, they shaped connections between what they were learning and real life.

3.3. Key Activities and Implemenation

Students were engaged in a variety of activities, ranging from getting-to-know-you tasks and assessing prior knowledge on nutrition to sharing cultural perspectives on food through virtual exchanges and collaboratively creating digital books. More specifically, activities involved:

- introducing themselves and making friends
- a questionnaire to investigate students' prior knowledge in the field of nutrition
- virtual exchanges to share cultural perspectives on food
- collaborative storytelling and digital book creation
- research and discussion on food security
- interactive learning through games and simulations
- role-playing exercises, including a UN Conference simulation on hunger
- and feelings towards world hunger
- a research on bread, the traditions of nations and the symbolism around it
- our nutritional footprint on the planet (packaging, ways of preparing food, food waste)
- a delicious day (students' improvised recipes)
- a delicious planet (addressing the global hunger problem)
- assessments / conclusions / evaluation

4. Results and Learning Outcomes

The activities implemented in the project yielded significant outcomes and learning experiences for participating students, educators, and the wider community, across several key areas:

4.1. Food and Culture

Through active exploration of food traditions and nutrition, students worked together to create a digital storybook, showcasing collaborative and cross-cultural learning. Students responded to questionnaires and surveys by drawing on their prior knowledge and newly acquired insights into food, healthy eating, malnutrition, and world hunger. Collaborating at school or sometimes at an inter-school and transnational level, they translated a Greek traditional myth about bread into English and then reconstructed it in English in a collaborative notepad and then in an ebook with their own illustrations. Furthermore, their awareness of the nutritional value of food led them to collect information about healthy foods and food groups, to vote for their favourite type of food and finally to take an oath to promote healthy eating in their families and circle of contacts. They created their own videos to present the recipes of their families and homeland to their friends-collaborators. What is also very important is that they went beyond their comfort zone, recognized the problems of children worldwide by taking a position on the twinspace forum on what they consider to be the most important right of children and took part in a simulation of a United Nations Conference on

malnutrition. The creation of the project logo and the creation of the Hunger Tree encouraged them to analyze the global problem of hunger with unparalleled creativity and inspiration. All the activities of the project were connected and brought together in the final stage, where students and teachers were invited to reflect, to give their own mark and feedback on the acquired knowledge and experience and finally to develop metacognitive skills.

4.2. Sustainable Consumption

Regarding Sustainable Consumption, student activities encompassed analyzing food consumption habits and pledged to adopt sustainable dietary choices using 'My Plate Pledge' initiative. Moreover, with the activity "A Plate Pledge – My Plate", students engaged in exploring healthy eating habits through interactive and hands-on learning. They began by collecting information about the main food categories based on MyPlate guidelines. A class poll followed to facilitate them to reflect on personal eating habits and preferences. The activity culminated with students preparing and presenting simple, healthy recipes, a process which enhanced nutritional awareness, creativity, and collaboration.

4.3. United Nations Conference Simulation

Activities focused on the simulation of a United Nations Conference and subsequent advocacy demonstrated students' ability to engage with complex global issues. Students participated in a role-playing simulation of a United Nations discussion on food security, where they actively discussed and proposed actionable solutions to reduce hunger. By embodying the roles of delegates in a Model UN forum, they addressed the question: "In your opinion, what is the most important right?", with the discussions unfolding on the Twinspace platform, students not only deepened their understanding of food security issues but also honed their abilities to articulate evidence-based arguments, aligning with Glover et al (2020) findings on the efficacy of experiential learning in fostering civic engagement. Simulation, as a teaching method, as Weidman & Coombs (2016) underscore, can create learning experiences that actively cultivate critical thinking skills as students analyze problems, evaluate information, and collaboratively develop effective problem-solving strategies.

4.4. Fighting Hunger

To further explore the students' perspectives on challenges like malnutrition, a Tricider poll was conducted, facilitating structured discussion on related issues. Students also collaboratively created the "Hunger Tree" infographics and wall posters, serving as a visual representation depicting the complex and interconnected factors that lead to malnutrition. Within its structure, roots represented fundamental causes, the trunk and branches depocted the symptoms and consequences, and the leaves illustrtaed the solutions that the pupils had collected during their research. The resulting discussions and poll data served as a key component which allowed the partner classes to see how future leaders prioritize fundamental rights and engage in collaborative deliberation within a structured, simulated environment. This activity provided valuable qualitative and quantitative data for understanding evolving perspectives on human rights.

Picture 2: Fighting Hunger Posters

The project had a significant impact across multiple stakeholders, including students, teachers and parents. Key outcomes included:

- Increased student engagement: Active participation in meaningful tasks enhanced motivation and learning outcomes.
- Development of key competencies: Students developed problem-solving, critical thinking, and digital literacy skills.
- Intercultural awareness: Working with peers from different countries fostered understanding and respect for cultural diversity.
- Community involvement: Students extended their learning beyond the classroom, influencing their families and communities.
- Positive teacher and parent feedback: The project was well received, highlighting its value in promoting social responsibility and student empowerment

5. Conclusion

The "Food 4 All" project demonstrated the potential of collaborative online learning in fostering active citizenship and global responsibility. By engaging students in real-world challenges, it empowered them to think critically, take initiative, and collaborate towards a better future. This model of eTwinning collaboration serves as a framework for integrating global issues into education, ensuring that students are equipped to become proactive, informed, and responsible citizens.The partnership of collaborating schools began with an agreement and a contract for mutual respect, tolerance and understanding. The collaborative fables, collages, posters and all the creations activated the creativity and imagination of the students. The production of videos taught the students recipes to promote healthy eating habits, whereas questionnaires and tools for collecting opinions and votes were widely used to enhance the discussion and public debate, agreement or disagreement with respect to the opinions of others. The feedback and evaluation tools ensured that the whole process was truly pedagogical, interesting and that the project has highlighted these good school practices. Mixed-ability groups at school or inter-school level were used so that more able students could offer the so-called “scaffolding” to less able ones who could thus expand their comfort zone. Shared learning experiences stimulated the supportive framework for strengthening the so-called Zone of Proximal Development (Vygotsky, 1978).

Moreover, the students of the three schools worked in both national and transnational groups, taking on specific responsibilities and all participating classes contributed to the completion of the activities and the project outputs. Both they and the teachers were members of a large international team with constant contact, exchange of ideas and participatory work. Parental involvement was

another important factor that contributed to the successful completion of our activities, both in the presentation of the recipes and in the feedback provided. The products of our project were the result of a multidimensional collaboration among all members of the school community at national and international level. The use of technology made learning more enjoyable and interesting, thus providing increased motivation for knowledge. Students individually and collaboratively (i) interacted with technology (active learning), (ii) developed technological skills, (iii) managed to improve their performance and (iv) ultimately obtained many opportunities for acquiring knowledge and mastering communication skills. The use of ICT proved to be absolutely necessary and crucial for the completion of the project and the technological literacy of the students.

More specifically:

- The project's eTwinning platform was fully utilized.
- Web tools (web 2.0) were used extensively to promote communication and collaboration, e.g. the MeetingWords notebook.
- Posters and digital canvases were used to present material and photos, e.g. padlet, thinkglink, genially.
- Digital narratives and presentations were created to highlight the traditions and views of each country and each school, e.g. smilebox.
- Audio files were created to support the communication needs of students.
- Digital brainstorming tools and questionnaires were designed to respond to the need for critical thinking and evaluation, e.g. tricider.
- Reflection and feedback tools enhanced the reflection and critical thinking of students, teachers and parents and ensured the quality of the entire pedagogical intervention.

Picture 3: Reflection

Respecting the rules for digital safety, we made it clear to both students and their parents that they would participate in events and activities in which photos and videos would be taken. Therefore, we requested written consent from the students' parents/guardians before publishing photos or videos. This is why some special measures have been taken to secure the students' personal data online. Carefully structured learning outcomes, clear and specific expectations from the students, high but manageable tasks and collaborative activities contributed to the creation of various, multimedia and interactive products. The diagnostic questionnaire at the beginning, the digital narrative of the bread myth, the video presentations of the recipes, information on healthy eating, the plate pledge, the simulation of the United Nations Conference on Malnutrition, the Hunger Trees as well as the evaluation strengthened the participants' self-confidence and willingness to take initiatives. Their reflections demonstrate that they have developed cognitive, but also communicative, collaborative and social skills. The teachers managed to raise their awareness of global issues, to familiarise them with ICT tools and inspire them to take action. The very positive feedback from parents proves the success of the project, which offered the students an unforgettable learning experience. For their contribution to the evaluation of the project, a relevant post was made on social networks, while the publication of the project on school websites.

An added value of the "Food4all" project is that it perfectly aligns with Greece's new curriculum promoting active citizenship, specifically the "Active Citizen Actions" program, which is comprehensively implemented across all grades of Primary and Secondary Education from school year 2024-2025 (Eurydice, n.d.). By doing so, the project leverages a national educational framework that integrates the 17 Sustainable Development Goals established by the United Nations in 2015. This strategic alignment means that the project contributes to preparing citizens who are equipped with critical thinking, collaboration, and social responsibility skills - essential competencies for individuals to actively contribute to the creation of a sustainable society founded on the principles of sustainability, social justice, and environmental protection. Furthermore, the project's relevance extends to Türkiye through its alignment with the 'Nutrition Friendly School Programme'. This program, supported by the Ministry of Health, operates under a protocol signed with the Ministry of National Education. Therefore, it complements national efforts in Türkiye focused on promoting healthy eating habits and nutritional awareness within the school environment.

The project also addressed critical health concerns—the same concerns that initiatives like the Greek National Action Plan against Childhood Obesity (supported and coordinated by UNICEF) aim to tackle through programs such as “Food for Action”. Both the project and this national plan highlight the crucial role of schools in shaping health behaviours.

In conclusion, the positive outcomes of this project emphasize that collaborative efforts are crucial for fostering civic responsibility and generating significant improvements in well-being. It remains to see how the long-term impact of collaborative projects like "Food4all" can be sustainably integrated within the Greek and the Turkish educational system to ensure lasting positive change both in students' health behaviors and civic engagement and also support good practices.

6. Educational Implications and Sustainability

Throughout the project students learnt to critically analyze how their families and community contribute to food waste or food sustainability and understand how their personal actions can have an effect. They are in a position to collaborate and evaluate suggestions for combating food waste and are now aware of the environmentally friendly practices into food production and consumption, which is a critical skill for their future food and nutrition choices. Furthermore, they were trained to design healthy meal plans that focus on the nutritional benefits of foods and explore diet-related health outcomes. This equipped them with practical knowledge for future studies and careers in health and food services. They also became familiar with the concepts of nutrition, zero hunger and their effects on people’s health. Last but not least, they embraced and promoted the idea of: SDG 2: Zero Hunger and SDG 12: Responsible Consumption and Production becoming active citizens devoted to the engagement in their communities and society of not simply fulfilling legal obligations. They can actively participate in civic life, promoting positive change and working towards the common good.

Building on the success of the “Food 4 All”, future implementations can expand the thematic scope in an interdisciplinary social-action project, including topics such as climate change, water scarcity, and food justice. Teachers involved in the project, drawing from their past experience, can reimplement it with new student groups and enhance parental involvement through workshops on healthy eating. Follow-up activities include classroom discussions on students’ changing habits, reflection journals on food choices, and schoolwide campaigns for sustainable consumption. The development of a digital tool to monitor student engagement and track student behavior post-project can provide valuable data to assess the impact of the intervention and support evidence-based practice. Ultimately, such measures ensure that the values cultivated -empathy, global responsibility, and healthy living- are sustained and gradually embedded in students’ everyday lives and well beyond the classroom.

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DIGITAL CITIZENSHIP: A FRAMEWORK FOR SUSTAINABLE DIGITAL COMMUNITIES

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Abstract

Digital citizenship serves as a critical framework, linking digital governance with civic engagement and promoting a shift from passive technology use to responsible, collaborative action. It encompasses critical thinking, ethics, and information responsibility, skills that influence democratic participation, supporting inclusive and sustainable virtual communities. This research examines the role of digital citizenship in strengthening social cohesion and democratic processes by reviewing contemporary literature and analyzing selected case studies. It also explores how traditional community values can be meaningfully integrated into virtual networks. Examples of successful initiatives include platforms that facilitate civic dialogue, participatory governance, and cross-cultural exchange. The study highlights key challenges such as digital divides, proposing practical strategies for embedding digital citizenship in educational and social contexts. Emphasis is placed on fostering ethical awareness, media literacy, and equitable access to digital tools. Overall, digital citizenship is positioned as essential for cultivating informed, active participants in a networked, democratic society.

Key words: digital citizenship, sustainable development, digital technologies, collaboration, virtual communities.

1. Introduction

In the digital age, the emergence of digital citizenship has introduced a transformative paradigm for understanding the relationship between individuals, technology, and society. It expands beyond the concept of mere digital literacy, encompassing ethical behavior, critical thinking, civic engagement and social responsibility within digital environments. As digital technologies increasingly mediate our personal, political, and social lives, the cultivation of responsible and informed citizens becomes essential for the development of fair, inclusive, and sustainable communities.

The primary objective of this research is to explore the concept of digital citizenship as a framework for enhancing democratic participation and reinforcing social cohesion in virtually networked societies. By examining the ethical, educational, and civic dimensions of digital citizenship, this study aims to shed light on the competencies and values that individuals must acquire to actively and responsibly engage in digital life.

The methodology adopted in this research is based on a literature review, drawing upon peer-reviewed journal articles, institutional policy reports, and comparative frameworks. Case studies were selected based on relevance, geographic diversity, and documented outcomes of citizen-led digital initiatives (e.g., Decidim in Spain, “We the People” in the U.S.). Data analyzed include platform functionality, user engagement metrics, and integration into policy processes. These case studies illustrate how digital tools are applied in real-world participatory contexts, offering insights into best practices and recurring challenges.

The paper is structured around three (3) distinct Sections. Following an introductory unit, Section 2.1 presents the historical development and conceptual evolution of digital citizenship. Section 2.2 discusses the ethical considerations and educational imperatives of responsible digital engagement. In Section 2.3, the relationship between digital citizenship and democratic participation, including the challenges and opportunities posed by digital platforms, is explored. The final section

offers conclusions and policy recommendations for the promotion of sustainable digital communities through inclusive digital citizenship initiatives.

2. Main Part

2.1. The Evolution of Digital Citizenship and its Role in Society

The concept of digital citizenship has undergone significant transformation over the last two decades, evolving in tandem with technological advancements and the increasing integration of digital platforms into everyday life. Initially conceived as the ability to use digital tools effectively, digital citizenship has gradually expanded to incorporate dimensions such as ethical conduct, democratic participation, and the exercise of digital rights and responsibilities (Livingstone et al., 2017).

Early definitions, such as that of Mossberger, Tolbert, and McNeal (2008), emphasized the importance of access and basic competency in digital environments, framing digital citizenship as the capacity to participate in society online. As awareness of the socio-political implications of digital engagement grew, scholars like Ribble (2011) introduced more holistic frameworks, identifying nine core elements of digital citizenship. These include digital literacy, etiquette, rights and responsibilities, communication, law, access, commerce, health and wellness, and security–categories that collectively aim to promote safe, respectful, and effective digital behavior.

Over time, the notion of digital citizenship has been further enriched by research that places greater emphasis on civic responsibility and democratic engagement. For instance, Richardson and Milovidov (2021) provide a comprehensive review of academic perspectives on digital citizenship, arguing that it should be perceived as a multi-layered concept encompassing both individual competencies and systemic societal factors. Similarly, scholars such as Choi, Glassman, and Cristol (2017) highlight the interdependence between digital citizenship and civic values, noting that participation in online environments requires more than technical skills; it demands ethical awareness, critical media literacy, and an understanding of democratic processes.

The evolution of digital citizenship is also influenced by shifts in global digital policy and education. Institutional frameworks, such as that of the European Commission (2022), have increasingly highlighted the importance of integrated pedagogical strategies that cultivate digital literacy, ethical discernment, and civic engagement, particularly among younger generations. Complementing this perspective, UNESCO (2022) advocates for a reimagined model of citizenship education, adapted to the realities of the digital age, one that equips learners with the critical understanding and active engagement skills required to navigate the complex dynamics of online participation and global interconnectivity, while simultaneously reinforcing democratic values and inclusive societal practices. As digital technologies continue to shape public discourse and access to information, these competencies are deemed essential for maintaining democratic norms and inclusive social practices.

Furthermore, the development of digital citizenship is inseparable from broader concerns about equity and access. Digital divides, rooted in socio-economic status, geography, and education, continue to restrict meaningful participation for several social groups. As Gray (2001) observes, individuals excluded from access to technological infrastructures and digital literacy risk becoming “technopeasants”–socially and politically marginalized groups unable to exercise full digital citizenship in the networked world. This techno-social exclusion reinforces existing structural inequalities and creates new forms of civic dependency and digital disenfranchisement. Addressing these disparities requires a commitment to digital inclusion, which entails not only expanding infrastructure but also creating culturally and contextually relevant learning opportunities (Soares et al., 2020; Jones & Mitchell, 2016).

2.2. Ethical and Educational Dimensions of Digital Citizenship

The ethical foundations of digital citizenship are essential to fostering responsible behavior and meaningful participation in virtual contexts. In an increasingly connected world, where individuals are constantly exposed to diverse perspectives, vast quantities of information, and complex digital systems, ethical awareness and decision-making are more crucial than ever. Digital ethics addresses issues such as online privacy, intellectual property, cyberbullying, misinformation and the societal impact of algorithmic systems. These concerns are not merely technical, but deeply human and political, influencing how individuals relate to one another and to the broader digital ecosystem.

Scholars such as Westheimer and Kahne (2004) have emphasized the need for democratic education that includes digital components, enabling citizens to critically analyze online content, engage in respectful discourse, and uphold democratic values in the cyberspace. Ribble (2011) further proposes an educational model based on the nine elements of digital citizenship, integrating ethics into daily digital practices. Ethical digital citizenship, therefore, is not limited to passive consumption or rule-following; it entails critical reflection, empathy, and accountability.

Education plays a central role in cultivating these competencies. Formal curricula increasingly incorporate aspects of digital literacy and online responsibility, but challenges remain in terms of access, educator training, and curriculum coherence. Effective digital citizenship education must go beyond technical training to include interdisciplinary approaches that combine civic education, philosophy, media studies, and information science. As Isman and Canan Gungoren (2014) argue, such approaches empower learners to not only navigate but also shape digital environments.

The ethical imperative is closely linked to the idea of participatory culture. In a participatory digital society, individuals are not just consumers of information but active contributors–creating, sharing, and remixing content. This blurs the boundaries between personal expression and public discourse, intensifying the need for ethical discernment. Educational initiatives should, therefore, cultivate critical media literacy, guiding individuals to question sources, recognize bias, and understand the consequences of digital actions (Permana et al., 2023).

Moreover, equity in digital education is paramount. Disparities in access to technology and quality instruction exacerbate existing social inequalities. Bouzguenda et al. (2019) argue that digital citizen participation plays a pivotal role in fostering socially sustainable smart cities, especially through inclusive and equitable digital planning processes. To ensure inclusive digital citizenship, policies must support marginalized communities through investment in infrastructure, teacher development, and culturally relevant content. Digital citizenship must be both a right and a responsibility, accessible to all members of society (Tapias et al., 2024).

Ultimately, it is evident that the ethical and educational dimensions of digital citizenship are inseparable from its democratic function. By fostering a sense of digital responsibility and community-mindedness, these dimensions support the broader goal of building sustainable, participatory, and just digital societies.

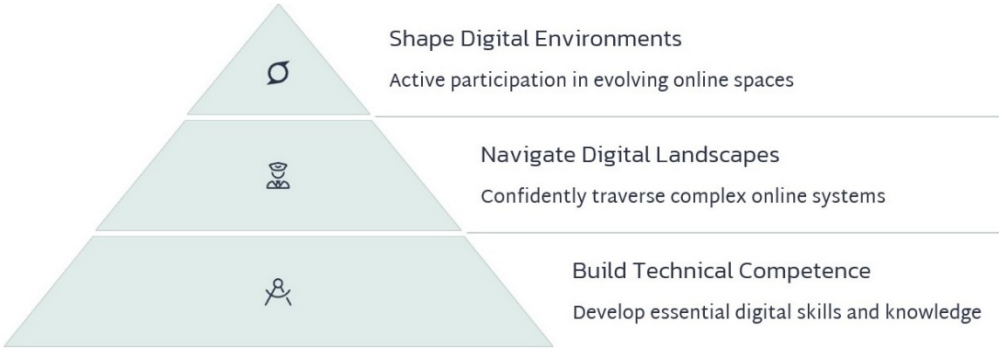

Figure 1. The three pillars of an effective digital citizenship education.

2.3. Digital Citizenship as a driver of Democratic Participation

The intersection of digital citizenship and democratic participation represents a critical area of inquiry in contemporary civic discourse. As virtual platforms increasingly mediate public engagement, access to political processes and information exchange, digital citizenship becomes central to how democracy is experienced and enacted in the digital age. The internet has opened new avenues for civic participation, enabling individuals to voice opinions, organize movements, and hold authorities accountable (Kalemis, 2025). However, these same spaces also present significant risks such as misinformation, digital polarization and unequal access. As Bimber et al. (2014) note, political interest significantly moderates the impact of digital media on various forms of civic engagement, indicating that user motivation remains a key factor in digital participation.

Digital citizenship enhances democracy by promoting transparency, fostering accountability and encouraging civic deliberation. According to Coleman and Blumler (2009), digital tools offer the potential to reconfigure the relationship between governments and citizens, shifting toward more interactive and participatory forms of governance. This is further illustrated in initiatives such as participatory budgeting platforms, digital petitions, and online consultations, which allow citizens to engage more directly in policy-making processes. Buss, Redburn, and Guo (2006) also document a range of digital and hybrid innovations in citizen participation, particularly within the context of American local governance. Their findings highlight how targeted civic technologies, such as online feedback systems and digital budget forums, can enhance democratic transparency, build trust, and provide underrepresented communities with meaningful opportunities to co-shape policy outcomes.

Nevertheless, the impact of digital engagement on democracy is not uniformly positive. Dahlgren (2009) and Guess et al. (2020) highlight how cyberspace environments can be susceptible to manipulation, echo chambers, and the spread of disinformation, undermining the quality of democratic deliberation. These challenges underscore the importance of critical digital literacy and the development of norms that support respectful and constructive dialogue in online spaces.

The role of education and media literacy is again fundamental. Equipping individuals with the skills to discern credible information, resist manipulation, and engage ethically is a prerequisite for meaningful democratic participation (Hobbs, 2010). Furthermore, special attention must be paid to bridging the digital divide. Marginalized populations, particularly those without stable internet access or digital literacy training, are often excluded from civic opportunities online, thus exacerbating social and political inequalities.

Case studies such as Spain's Decidim platform and the "We the People" petition system in the United States demonstrate the practical application of digital citizenship principles in public governance (Barandiaran et al., 2024). These examples reflect how innovative technologies can enable participatory democracy when supported by inclusive policies and robust infrastructures.

Undoubtedly, the relationship between digital citizenship and democratic participation is reciprocal and dynamic. Digital citizenship fosters active civic engagement, while democratic values inform the ethical use of digital tools. Ensuring that this synergy benefits all members of society requires investment in education, equitable access, and the continuous refinement of participatory mechanisms to meet the challenges of an evolving digital landscape. According to the literature, three dominant issues are suggested: the potential of digital platforms for democratization, the risks of misinformation and exclusion, and the critical role of education in sustaining digital civic norms. While some scholars emphasize optimism (e.g., participatory potential), others warn of the deepening of digital divides and political polarization. This divergence underscores the need for nuanced approaches grounded in both ethics and infrastructural equity.

Figure 2. A screenshot of Decidim platform homepage (https://decidim.org/, accessed 12 April 2025).

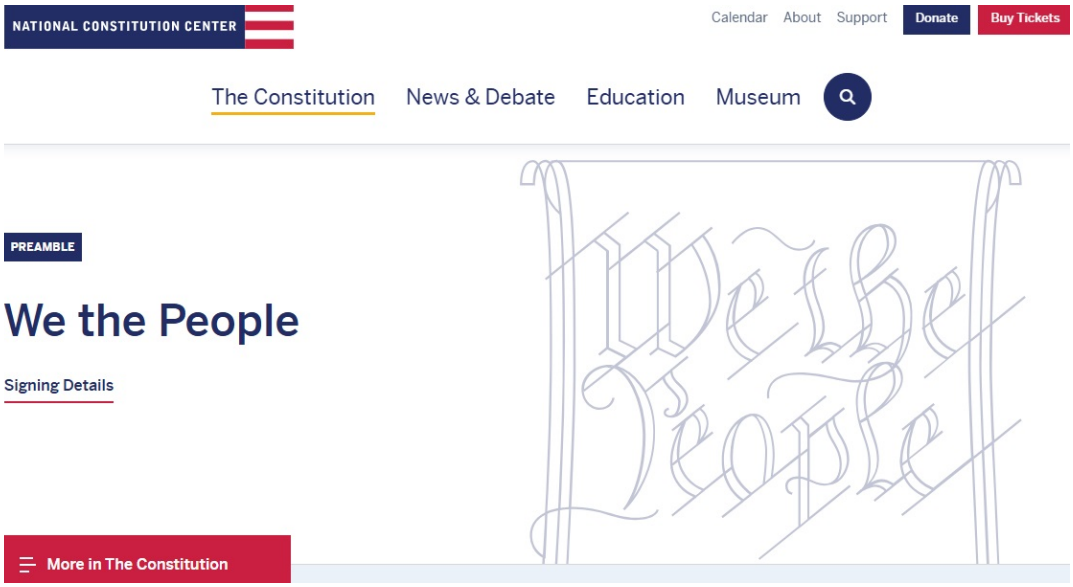

Figure 3. A screenshot of We the People platform homepage (https://constitutioncenter.org/the-constitution/preamble, accessed 12 April 2025).

3. Conclusions

Digital citizenship stands as a pivotal concept for addressing the social, ethical, and political challenges posed by the digital transformation of societies. As this paper has demonstrated, digital citizenship encompasses much more than technical skills; it requires critical thinking, ethical responsibility, and active civic participation in online environments. The evolution of the concept, from a focus on access and digital literacy to a holistic understanding of engagement, reflects the growing complexity of the post-industrial era and the need for inclusive frameworks that empower all individuals to participate meaningfully in the networked society. The synthesis of the diverse scholarly perspectives proposed are expected to contribute to the existing research by proposing an integrative model where digital ethics, access equity, and participatory culture are indelibly connected.

A central conclusion is that education remains the most effective and sustainable vehicle for fostering digital citizenship. Educational institutions should integrate interdisciplinary programs that address digital rights, ethical online behavior, critical media literacy and civic responsibility. Teachers

must be adequately trained and supported to deliver such content and curricula should hereafter be responsive to emerging technologies and societal needs.

Moreover, policy interventions are required to ensure equitable access to digital tools and learning opportunities. Bridging the digital divide is essential to prevent the exclusion of marginalized populations from the benefits and responsibilities of digital citizenship. Governments, in collaboration with civil society and private stakeholders, must invest in infrastructure, support community-based digital education initiatives, and promote inclusive policies that safeguard digital rights.

The promotion of democratic engagement in virtual spaces also demands robust media regulation and digital platform accountability. Policymakers should encourage transparency in content moderation, algorithmic processes, and data governance. Efforts to combat misinformation and polarization must be paired with initiatives that support participatory democracy and respectful dialogue.

Finally, the cultivation of sustainable digital communities depends on a shared commitment to values such as inclusion, equity, and mutual respect. Digital citizenship must be envisioned not only as an individual competency but as a collective endeavor rooted in social justice and democratic ideals. By empowering citizens to navigate and shape the digital world responsibly, societies can build resilient democratic systems that thrive in the face of technological change.

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AUGMENTED REALITY (AR) AND GAMIFICATION: CREATING COLLABORATION NETWORKS IN VIRTUAL COMMUNITIES

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Abstract

Augmented Reality (AR) and gamification are critical tools in shaping modern digital communities, enhancing collaboration and participation in educational and professional environments. The integration of game mechanics, such as challenges, scenarios, and rewards, into AR environments creates interactive experiences that promote active participation and collective learning. The aim of this research is to highlight the role of augmented reality and gamification in shaping collaborative digital communities and to examine how these technologies can contribute to improving educational and social experiences. The study is based on a systematic review of relevant literature and the analysis of case studies from educational and professional settings where AR and gamification technologies are applied. Additionally, a comparative analysis of collaboration models developed in digital communities is utilized. It is true that the use of AR enhances interaction through virtual avatars and 3D experiences, creating emotional bonds and strengthening social engagement. Furthermore, gamification in AR platforms fosters skill development, problem-solving, and the creation of innovative collaboration strategies, as observed in the educational use of serious games and gamified tools. Moreover, AR technologies enable the creation of virtual communities where participants interact and learn through simulations and experiential activities, enhancing the sense of belonging and cultural exchange. The integration of AR with the Internet of Things (IoT) and Artificial Intelligence (AI) allows for data collection and analysis, improving user experience and promoting new forms of collaboration. Conclusively, the synergy between AR and gamification creates a dynamic framework for the development of collaboration networks, enhancing both the educational process and social interactions within digital communities.

Key words: augmented reality, gamification, digital technologies, collaboration, virtual communities.

1. Introduction

The rapid development of digital technologies has transformed the way individuals interact, learn, and collaborate. Among these innovations, Augmented Reality (AR) and gamification have emerged as powerful tools in shaping collaborative environments, offering new dimensions to user engagement and participation. AR blends digital content with the physical world, while gamification applies game mechanics to non-game contexts -both contributing to the creation of immersive, interactive, and socially connected virtual communities.

The primary objective of this research is to investigate the contribution of AR and gamification to the development of collaboration networks within virtual environments. More specifically, the study aims to explore how these technologies influence user motivation, communication, and social interaction, and how they are applied in educational and professional contexts to enhance learning outcomes and group dynamics.

The methodology of the study is based on a systematic literature review, drawing upon recent academic research and case studies that examine the integration of AR and gamification in collaborative virtual settings. The analysis focuses on identifying the technological, pedagogical, and social dimensions that support the formation of effective digital communities.

The paper is structured as follows: in the Main Part, Section 2.1 presents the theoretical framework, discussing the core concepts of AR and gamification in the context of digital collaboration. Section 2.2 focuses on the role of AR in enhancing interactive experiences and

facilitating remote teamwork. Section 2.3 examines gamification as a motivational strategy that strengthens engagement and social learning. Section 2.4 analyzes the synergy between AR and gamification, highlighting case studies that illustrate their combined impact. Finally, the Conclusion summarizes the findings and offers recommendations for future research and application in digital community building.

2. Main Part

2.1. Theoretical Framework: Augmented Reality and Gamification in Digital Collaboration

The intersection of Augmented Reality (AR) and gamification has become increasingly prominent in contemporary discussions surrounding digital learning and collaboration. Both concepts contribute significantly to the transformation of traditional digital interaction into rich, participatory, and engaging experiences.

Augmented Reality refers to the integration of digital elements -such as images, videos, or 3D objects- into the physical environment, enhancing user perception and interaction in real time (Azuma, 1997). In the context of education and professional development, AR enables experiential learning through immersive simulations and contextualized information. For instance, Sommers-Hall (2013) emphasizes that AR facilitates problem-solving through scenario-based training, helping users to engage deeply with content and apply knowledge in realistic settings.

Gamification, on the other hand, involves the use of game elements -such as points, badges, leaderboards, and challenges- in non-game environments to increase motivation and engagement (Deterding et al., 2011). When applied to virtual collaboration, gamification can improve user participation, foster competition and cooperation, and enhance learning outcomes. According to Raunig (2016), gamified environments provide structured yet flexible spaces where individuals are incentivized to collaborate and innovate.

The integration of AR with gamification results in a synergistic effect, producing highly interactive and emotionally engaging learning experiences. Schleuning (2021) highlights that this combination encourages sustained attention, peer interaction, and a stronger sense of belonging within virtual communities. Additionally, embedding these technologies in collaborative platforms encourages users to develop soft skills such as communication, teamwork, and adaptability - competencies essential in both educational and professional contexts (Fisher, 2016).

Importantly, the theoretical grounding for this integration also draws from sociocultural and constructivist learning theories, which suggest that knowledge is co-constructed through social interaction and engagement with authentic tasks (Vygotsky, 1978). In AR-enhanced gamified environments, users are not passive recipients of information but active participants in dynamic, context-rich scenarios.

In summary, the theoretical framework of this study situates AR and gamification as complementary innovations that support the development of virtual collaboration networks. The immersion in interactive, goal-oriented experiences redefines the nature of digital community building, making learning and teamwork more engaging, meaningful, and effective.

2.2. The role of AR in enhancing Digital Collaboration

Augmented Reality (AR) plays a transformative role in reshaping collaborative dynamics within digital environments. Its core strength lies in its capacity to merge physical and virtual elements, generating immersive experiences that support co-presence, interactivity, and embodied learning -critical factors in fostering meaningful collaboration (Milgram & Kishino, 1994).

In educational and training contexts, AR enables learners to engage with three-dimensional content, interact with simulations and collaborate with peers in real time. For example, research into sustainability education suggests that immersive virtual tools can support cooperative learning in real-world-like contexts, allowing learners to negotiate values and co-construct ethical frameworks (Crist, 2019; Dürbeck & Hüpkes, 2021). According to Bacca et al. (2014), the use of AR enhances learners'

spatial understanding and promotes collaborative problem-solving, especially when integrated into group activities. The superimposition of digital content onto shared physical environments fosters a sense of co-location and synchrony among users, regardless of their actual physical location.

One particularly effective application of AR in digital collaboration is the use of shared augmented workspaces. These environments allow participants to manipulate virtual objects, co-design projects, and exchange feedback instantly, creating a sense of presence and joint engagement. Billinghurst and Kato (2002) have shown that AR-based interfaces enable intuitive, gesture-based collaboration, which enhances user satisfaction and promotes natural interaction. This is particularly important in fields like architecture and sustainable urban planning, where spatial and procedural accuracy are essential (Riddell, 2008).

Furthermore, AR contributes to the emotional and social dimensions of collaboration. Through the use of avatars, visual cues, and spatial audio, users can interpret gestures and expressions, leading to more nuanced communication. These multimodal features reinforce social bonds and a sense of community, which are foundational for long-term collaborative engagement (Kalemis, 2025). Droz (2021) emphasizes that ethical collaboration in digital environments benefits from such emotional and spatial depth, fostering a more inclusive and reflective digital culture.

The integration of AR with mobile technologies and cloud computing has also democratized access to collaborative tools, making them available on a variety of platforms and devices. As noted by Wu et al. (2013), this ubiquity supports flexible, location-independent collaboration, allowing users to engage in co-creative processes from virtually anywhere.

Despite its advantages, AR-facilitated collaboration does pose certain challenges, including technological limitations, the need for advanced infrastructure, and the potential for cognitive overload. However, continuous improvements in hardware performance, user-centered design, and interface simplification are addressing many of these concerns, paving the way for broader adoption of AR in collaborative settings (Pappas, 2021). In general, AR enhances digital collaboration by enabling immersive, real-time, and socially rich interactions. As argued in recent environmental and technological ethics literature, its integration into learning and working environments should be guided by considerations of ecological responsibility, accessibility, and social sustainability (Robison, 2024; Palmer et al., 2014). Its potential to support co-presence, shared task execution, and community building renders it a valuable component in the architecture of modern virtual learning and working environments.

2.3. Gamification and its impact on Engagement and Social Interaction

Gamification, the application of game design elements in non-game contexts, has emerged as a powerful strategy to enhance motivation, engagement, and collaboration within digital environments. In educational and professional settings, gamification leverages intrinsic and extrinsic motivators -such as points, levels, badges, and leaderboards -to create structured yet enjoyable experiences that drive user participation (Deterding et al., 2011).

One of the primary benefits of gamification in collaborative environments is the ability to strengthen social interaction through shared goals, friendly competition, and cooperative missions. According to Hamari et al. (2014), gamification promotes social bonding by encouraging teamwork and peer feedback, which are essential for community building. Features such as group challenges or team-based achievements serve to foster interpersonal connections and improve communication among participants.

In virtual learning contexts, gamified platforms provide learners with a sense of progression and purpose. By offering immediate feedback and tangible rewards, the users' sense of agency and involvement is increased (Domínguez et al., 2013). These mechanisms are particularly effective when aligned with meaningful tasks that support collaboration, for example solving complex problems, participating in simulations, or completing cooperative assignments.

Beyond motivation, gamification also supports the development of critical 21st-century skills, including adaptability, creativity, and emotional intelligence (Gee, 2003). Through narrative-driven

experiences and interactive challenges, users are immersed in contexts that demand collaboration, negotiation, and collective decision-making. These experiences not only facilitate learning but also mirror real-world scenarios where effective teamwork is crucial.

Moreover, the gamified design of digital platforms has the potential to reduce social barriers by creating inclusive, low-risk spaces for participation. This is especially relevant for timid or marginalized users, who may feel more comfortable expressing themselves in playful, game-like settings (Sailer et al., 2017). When properly implemented, gamification encourages inclusive engagement and empowers diverse voices within collaborative communities.

Nevertheless, the success of gamification depends on thoughtful design and alignment with user needs and learning goals. Poorly designed gamified systems risk promoting superficial engagement or fostering excessive competition that undermines collaboration. Therefore, it is essential to prioritize meaningful interactions, collective achievement, and intrinsic motivation when applying gamification strategies (Kapp, 2012). Gamification plays a vital role in enhancing engagement and fostering social interaction in virtual collaboration. By combining motivational structures with interactive design, it creates participatory environments where users are encouraged to work together, share knowledge, and develop as members of a dynamic digital community.

2.4. The synergy of AR and Gamification: applied examples and insights

The convergence of Augmented Reality (AR) and gamification represents a promising and multidimensional approach to fostering engagement, collaboration, and knowledge exchange in digital communities. When these technologies are integrated, they not only enrich user experience but also create dynamic ecosystems where learning and interaction are intrinsically motivating and socially embedded.

At a conceptual level, AR provides spatial and sensory immersion, while gamification adds narrative, goal orientation, and feedback loops. According to Silva et al. (2019), this synergy enables users to engage with digital content both cognitively and emotionally, enhancing the sense of presence and ownership within collaborative activities. The integration of AR and gamification promotes experiential learning, where users interact with virtual scenarios, receive instant feedback, and progress through levels or challenges that are anchored in real-world tasks (Kourtesis, 2024).

Practical implementations of this synergy are already evident across educational and professional domains. In the field of education, for example, AR-based serious games such as *EcoAgents* and *ARLearn* have been used to simulate environmental and social scenarios, encouraging students to collaborate in solving problems while navigating augmented environments (Bressler & Bodzin, 2013; Yu et al., 2024). These platforms combine geolocation, AR overlays, and game mechanics such as role-playing and point-based systems as a means of strengthening motivation and group cohesion.

Similarly, in corporate training environments, AR-enhanced gamified modules have been deployed to train employees in fields such as health and safety, manufacturing, and customer service. As demonstrated by Ruhama et al. (2025), participants in AR-based gamified training programs reported higher engagement, better knowledge retention, and improved teamwork compared to traditional methods.

The retail and marketing sectors have also embraced the combined use of AR and gamification. Brands such as *IKEA* and *Pepsi* have launched AR campaigns with embedded gamified elements that not only engage users through interactive experiences but also foster social sharing and customer loyalty (Rauschnabel et al., 2022). The release of these applications highlights the importance of combining interactivity, visual appeal, and rewards in transforming passive consumers into active participants within brand communities.

Despite the aforementioned progresses, integrating AR and gamification poses challenges related to design complexity, technological infrastructure, and user diversity. It is critical to ensure that such systems are inclusive, user-friendly, and pedagogically sound. As pointed out by Huang and

Soman (2013), the design of gamified AR environments should align with user goals, cultural contexts, and accessibility needs in order to maximize impact and sustainability.

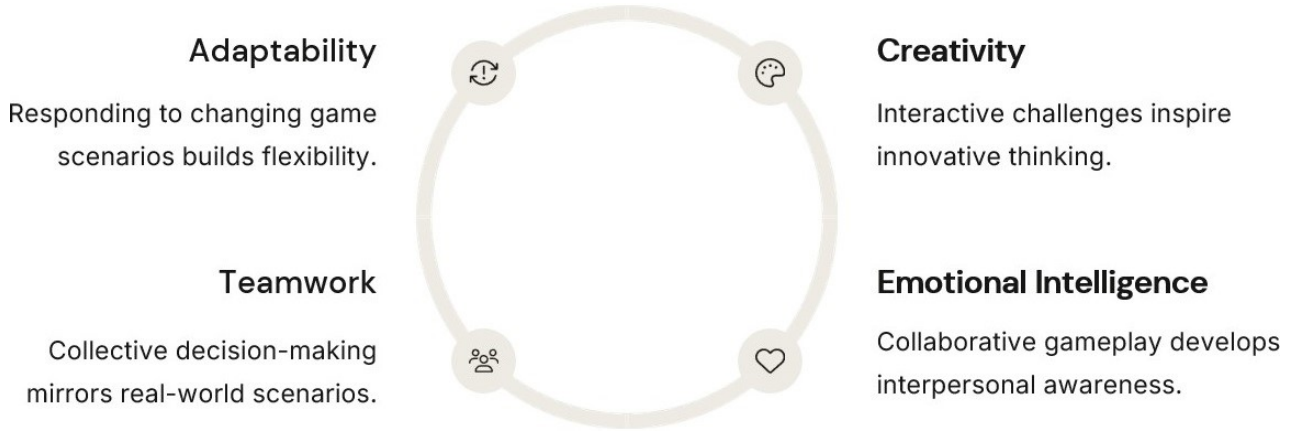

Figure 1. 21-st century skills developed through the synergy of AR and Gamification.

Overall, the synergy between AR and gamification opens new pathways for creating meaningful, participatory, and future-ready digital communities. By blending immersion with interaction and motivation, this integrated approach supports not only the transfer of knowledge but also the cultivation of collaborative and creative cultures.

3. Conclusions

The integration of Augmented Reality (AR) and gamification into digital environments represents a significant advancement in the way individuals interact, collaborate, and learn within virtual communities. This study has highlighted the distinct and complementary roles of these technologies: AR enhances immersion, presence, and contextual learning, while gamification drives motivation, engagement, and social interaction. When combined, they form a powerful toolkit that fosters participatory, goal-oriented, and meaningful digital experiences.

Across educational, corporate, and commercial domains, the synergistic application of AR and gamification has demonstrated the capacity to transform passive content consumption into dynamic co-creation. Users are empowered to collaborate in real-time, navigate challenges, and build emotional connections with content and peers. Case studies from the fields of science education, workplace training, and interactive marketing illustrate how well-designed AR-gamified platforms can promote sustained engagement, skill development, and knowledge retention.

Nonetheless, the implementation of these technologies must be carefully planned and context-sensitive. Design considerations should prioritize inclusivity, accessibility, and alignment with pedagogical or organizational objectives. The effectiveness of AR and gamification depends not only on technological sophistication but also on the quality of the experiences they support.

Looking forward, future research and practice should focus on several key directions. One important area is scalability and adaptation, exploring how augmented reality (AR) and gamified systems can be scaled across various institutions and adapted to diverse learning and working environments. Another focus is on user-centered design, involving the identification of design principles that ensure equity, emotional engagement, and cognitive effectiveness for different user groups. Additionally, it is crucial to examine the long-term impact of AR-gamified interventions on collaboration, performance, and digital well-being. Finally, addressing ethics and data privacy is essential, as it is crucial on the part of designers and stakeholders to uphold ethical standards, protect user data, and avoid manipulative practices.

In conclusion, AR and gamification offer a fertile ground for innovation in digital collaboration. Their thoughtful integration might lead to more connected, engaged, and empowered digital

communities -ones where learning is active, participation is inclusive, and technology serves human growth and creativity.

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"CAN STE(A)M ACTIVITIES IMPROVE TH STUDENTS' SPEAKING AND COMMUNICATION SKILLS?" AN ACTION RESEARCH PLAN IN PRIMARY EDUCATION

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Abstract

The present paper describes in detail the action research plan "Let's talk about STE(A)M" that took place in a 6th grade classroom consisting of 13 students. The main educational objective was for all students to engage effectively in various STE(A)M activities in order to improve their speaking and communication skills. Students were expected to participate in six STE(A)M activities, communicate with their fellow students, express their ideas and present their work. They worked collaboratively, unfolded their creativity and explored various scientific fields in an interdisciplinary way. The methodology of the intervention included inquiry-based learning, cooperative learning, project-based learning and game-based learning. The design, implementation and assessment of the plan were based on the action research method. The paper, also, discusses ethical considerations that arise when action research happens in a school setting and presents the impact of action research on both students and teachers.

Key words: Action Research, STE(A)M, speaking, communication

1. Introduction

In recent years the field of education has increasingly recognized the importance of interdisciplinarity teaching and the combination of multiple disciplines, in order to prepare students for 21st century competences. According to Papadopoulou (2024), STE(A)M education suggests a revolutionary framework that allows a more holistic perspective, and encourages critical thinking, creativity and collaboration among students. Perales & Aróstegui (2021), support that the integration of art and humanities, in general, in the curriculum along with science and technology subjects is an emerging issue in education research. STE(A)M education makes students more active and encourages them to take initiative. It also requires proper communication skills, since they are essential for today's competent world. Each of us has our own style of communication. Some facilitate relationshis with others, while other styles of communication make it difficult to develop good personal relationships. Communication styles and skills influence the way people interact, exchange information, collaborate and learn collectively (de la Torre et al., 2021). The present paper provides a theoretical overview of STE(A)M education, communication skills and action research, and examines if STE(A)M activities can improve students' speaking and communication skills through the method of action research in education.

2. STE(A)M and 21st Century Skills

2.1. STE(A)M Education

STE(A)M education is a multidisciplinary educational approach of Science, Technology, Engineering, Arts and Mathematics (Zhou & Liu, 2023). The inclusion of arts in science teaching aims for students' creativity and their ability to think "out of the box". According to Henriksen et al. (2020) creativity is pivotal for the transformation of education towards a multidisciplinary way of teaching and learning exempted from the division of knowledge into specific subject areas. Additionally, according to Pappas (2022) working in a creative environment removes the fear of

rejection, and promotes involvement, collaboration and sociability. He, also, argues that creativity is a universal human characteristic that can be cultivated given the right training and guidance.

Despite the development of educational policies and practices that foster creativity in a theoretical bases, their application in the classroom still remains a big challenge for many educators (Henriksen et al., 2020). STEAM education alleviates this difficulty and provides a useful methodology to educators, since there are no limitations in teaching. All subjects and educational techniques can be combined as long as there are clear objectives and they align to the students' needs and interests. Moreover, applying multidisciplinarity allows students to synthesize information and knowledge from different subjects and use their imagination in order to tackle problems and work on their solutions. Zhou & Liu (2023), highlight that promoting STE(A)M education improves teaching quality and effectiveness. Innovative education approaches like STE(A)M which combines Science, Technology, Engineering, Art and Math offers a fertile ground to teach in an interdisciplinary way and triggers students' interest in science (Quigley et al., 2020). Moreover, science is also promoting collaboration, and proper speaking and communication skills, which are necessary for future citizens.

2.2. Speaking and Communication Skills

Enhancing students' speaking skills from a young age constitutes a big challenge for educators of every educational level. It takes time and require a variety of methods and activities depending on students' age, cultural and educational level, background and interest. Hussain (2017), mentions multiple activities, such as dialogue and debate, role playing, asking for opinions, descriptions, songs, rhymes and tongue twisters, through which students can improve their speaking and communication skills and have fun while working together. Similar ideas were supported years ago by Harmer (2001), who mentions that role playing helps students enhance their perception and imagination, problem-solving activities improve both their verbal and writing expression, and discussions about an interesting topic motivates them to express their ideas. Moreover, speaking skills can be enhanced through brainstorming ideas, storytelling and commenting on literature texts and poems.

Unfortunately, according to Zakaria et al. (2019), speaking skills are left behind as teachers and students focus, mainly, on writing. In addition the rapid development of technology and its integration in the classroom has stepped in the contemporary schools preparing students for future careers that do not even exist today. For most of the students it is easier to use digital tools than express themselves properly. Apart from that, there is another factor that challenges students concerning their speaking skills and that factor is anxiety when they participate in speaking activities or when they need to talk in front of other people.

3. Action Research

According to Crawford (2022), action research is a practical and critically reflective research approach for enhancing explicit teaching and learning. Martler (2020), supports that action research allows teachers to study their own classrooms in order to better understand them and be able to improve the quality of their teaching methods. The improvement of educational practice, professional growth and teacher empowerment are among the factors that make action research critical to the teaching profession (Vaughan & Martler, 2020).

Hendricks (2009 in Crawford, 2022), describes four action research approaches which are the collaborative, the critical, the classroom and the participatory. Concerning education, classroom action research challenges the teachers to examine issues about their students and find innovative solutions. Through education action research teachers are empowered, since they evaluate what they are doing and how effective it is (Martler, 2021). Moreover, they take responsibility for collecting their own data and making important decisions. In ths way, they experience a higher level of professional empowerment.

Martler (2020) highlights that this procedure allows educators to bring their expertise, creativity and innovation in their classroom and then design lessons and instructional program according to their students needs and interests. Additionally, according toTahmasbi et al. (2022) action research is

a reflective practice that can effectively raise the teachers' and learners' understanding about the process of teaching and learning.

4. Implementation of the Action Research Plan

4.1. Context of Implementation, Purpose and Research Question

The intervention took place in a 6th grade classroom consisting of 13 students (7 boys and 6 girls). All 13 students came from middle class families and had technology equipment at home. None of them was diagnosd with learning disabilities or difficulties and they had made progress from the beginning of the school year. The majority loved reading books and doing activities using technology tools. However, their speaking skills needed improvement and, although, the relationships between them were good most of them didn't feel confident to express their ideas in front of the rest of the classroom or present their work.

Thinking various reasons for this situation, such as lack of skill or motivation, low level of confidence or fear for saying something wrong in front of the classroom, the teacher decided to try improve their speaking and communication skills and challenge their interest through STE(A)M education. Therefore, the research question set in the beginning was: "Can STE(A)M education help 12-year old students enhance their speaking and communication skills, and make them more confident to publicly present their work?"

4.2. Stages of Implementation - Methodology

The preparatory stage was of great assistance for the teacher in order to set the research question and decide how the implementation of the intervention would happen to improve the situation. Action Reserch was an appropriate method, since it provides the opportunity for teachers to understand and improve their practices by answering questions about how to help students. At first, the teacher conducted a bibliographical research in order to see what kind of research have been done relevant to the topic. Then she asked permission from the principal and, also, for the parents' consent to conduct action research. After that, she created a timeline for the impelementation of the activities and the data collection, which took place from 14th of March until the 15th of April. The duration was approximately 15 didactic hours of 45 minutes each. All of the observations and insights were written in the teacher's reflective journal.

Stage 1 (3 hours): At first the teacher explained to the students what the research was about, what they had to expect and how we were going to work. She started collecting demographic information, opinions and attitudes using a pre-questionnaire with a set of standardized questions. Then, a short investigation as cinducted about students' feelings when they needed to exprees their ideas in front of others using "Mentimeter". The results were presented in the form of a word cloud and were discussed in the classroom (fig. 1). Most of the students' feelings were "nervousness", "anxiety", "stress", "embarrassment", "fear", and "curiosirty". A few wrote the words "excitement" and enthusiasm". After the completion of the 1st stage the teacher discussed thoughts and the progress of the action research plan with the principal and the rest of the school teachers.

Stage 2 (9 hours/3 per week): This stage included 6 STE(A)M activities and communication games and combined different subjects. The activities were the following:

- "Draw what your partner describes" : In this activity students worked in pairs. The one had eyes closed and the partner described a drawing that the teacher was showing to them. The student with closed eyes had to make a drawing similar to the one the partner was describing. Then, they changed roles, so that all students would follow and give instructions (fig. 2). The aim of this activity was to build trust between the students and enhance communication skills through specific instructions.

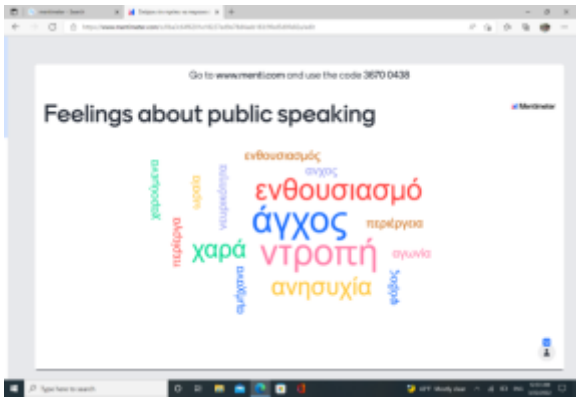

Figure 1. Word cloud from "Mentimeter"

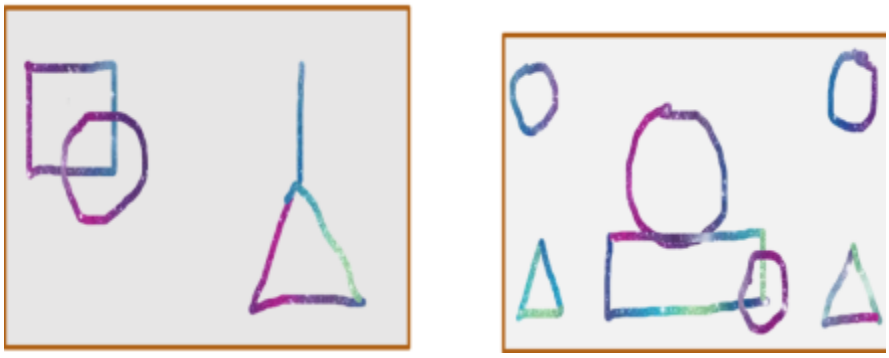

Figure 2. "Draw what your partner describes" Activity

- "Find the word" for scientists (fig.3): That was a handmade game (created by the teacher) based on the famous "Taboo". It included cards with scientific concepts of the 6th grade science and geography that the students had to describe to their partners. The word with the capital letters was the word they had to describe and the words below the line were the ones that should not be used in the description. In the example below the main word that students have to find is "Heat" and the words they shouldn't use in their description are "energy", "flow", and "sun".

Figure 3. "Find the word" Activity

- "Setting questions": Students observed the photos below (fig. 4) concerning natural phenomena, thought of relevant questions and expressed them efficiently.

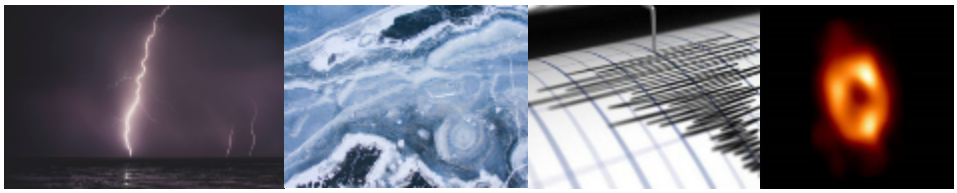

Figure 4. Pictures for the "Setting Questions" Activity

- "A bridge of popsicle sticks" (fig. 5): Students worked in groups in order to design, create and test a "bridge" made of popsicle sticks. They commented on the work of the other groups and discussed two things they liked about their collaboration and work.
- "Pocket Solar System": In this activity students were divided in groups and they followed instructions in order to create a pocket solar system, using roller paper, markers and any other material they thought it would complete their work. Afterwards, they discussed their difficulties, presented their solar system and mentioned two things they liked about others' work.
- "The Data Wall" (fig. 6): After every activity each student anonymously wrote and completed each one of the following expressions on the data wall: "I was surprised to see that…", "What still puzzles me is…", "While presenting my team's work I…", "The part I enjoyed the most was…".

Figures 5 & 6. The "popsicle bridge" & The "Data Wall" Activities

Between every 3-hours sessions the teacher had brief meetings with the principal and other school teachers to discuss the progress or the non-progress of the research plan. During the implementation of the activities she was writing insights, thoughts and observations in the reflective journal and was taking pictures, audio recordings and videos of the presentations.

Stage 3 (3 hours): Students completed a post-questionnaire with the same set of standardized questions. Each of them expressed and discussed their best, funniest and worst moment of the intervention and got their award for their participation.

After the implementation and the gathering of the data from different sources, the teacher started archiving and analyzing them. The final thing to do was to present and disseminate the results and benefits to the school staff.

4.3. Data collection, validity and ethical considerations

To enhance the validity and the reliability of the findings the teacher used multiple independent sources of data according to the triangulation process. She used a pre and post questionnaire, created with Google Forms, observations made during the implementation of the intervention and all the activities, voice recordings and videos from the students' presentations, as well as, photos of their work, a data wall for students to report their own progress, and transcripts of short conversations. An important source of data was the teacher's reflective journal, enriched continuously with new insights.

Action research happening in school setting arise ethical considerations concerning permission to conduct the research, confidentiality of the students' personal information, the risks of psychological or social harms and the potential benefits. In order to protect the research subjects the teacher asked for permission to conduct the research in the classroom from the Directorate of Primary Education and the school's principal. She wrote two letters explaining the purposes of the research and the procedure that would be followed.The next step was to get an informed consent from the parents of the studenst explaining the benefits of the research and guaranteeing the confidentiality of the students' personal information.

Afterwards, the teacher explained to the students the research in which they would participate and asked for their assent, explaining that all of their personal information would be confidential. The questionnaires were anonymous. Students got random code names to use in both pre and post questionnaire. All the photos, videos and other data of their work were privately labelled and archived. All educational material and activities were age-appropriate and to the level of their understanding. The activities were planned in a way students would get positive feedback and no one would feel uncomfortable or marginalized. In the end of the action research plan implementation they got a reward for their participation and progress.

4.4. Results and Recommendtations

According to the results of the pre-questionnaire test most of my students (10 out of 13) were feeling more comfortable speaking in front of their fellow students when they were working together on an activity. The majority, also, was afraid of saying something wrong in front of the others and all of them thought that is important to listen carefully when others talk and express their ideas. In addition, the majority said that it was quite difficult for them to express what they were thinking verbally and, most of the times they feel very anxious when they have to give a verbal answer. However. most of them believed that what they were saying was understood by their fellow students.

Apart from that, 11 out of 13 students admitted that thy feel very anxious to present their work individually and that when they participate in a group work they prefere other memebers of the group to present the group work. The "Mentimeter" short investigation gave more evidence on the subject. Most of the words in the word cloud described awkward feelings, like stress, anxiety, fear and embarrassment. Two students wrote that public speaking would be weird and two thought that they feel enthusiastic about it.

After the first activity students were quite surprised to see that it is not that easy to give instructions or follow instructions from someone else. In the end, we had a conversation about how difficult it is to be specific and clear when giving instructions to others. They enjoyed the activity and believed they had done their best when listening to their partner giving instructions. Some of them were happy to see that their drawing was very close to the one presented by the teacher and others were satisfied with the instructions they gave.

When they started palying the "Find the Word" game all of the students were very anxious. Although they knew the words, their description was not easy. It was interesting for them to see how inaccurate their descriptions were and how tricky it is to improve. However, they enjoyed playing and had a lot of fun.

In the beginning of the third activity in which they had to set questions based on four images, the majority of them had a difficulty to start writing and needed some help from the teacher. When they finished we discussed their questions and they suggested their own changes in order to make the meaning more appropriate and clear.

The creation of the "Bridge of popsicle Sticks" was the activity that all students enjoyed the most. They enjoyed their collaboration and they were not at all anxious to express their ideas. After four activities they were really creative and all the memebers of each group wanted to present their work.

The "Pocket Solar System" activity was the most challenging for the majority of the students because the teacher would take a video of them presenting what they did. It was surprising that there

was big progress during the presentations. They were more confident, were not moving backwards and, the most important, they were smiling.

The results of the post-questionnaire were quite different from the results of the pre-questionnaire. After all the activities, students were not that anxious to express their opinion and they were willing to present their work, either individually or in groups.

However, if this study would be implemented again, there would be some changes from teacher's part. The duration of the implementation stage would be extended and the students would repeat some activities, like the "Find the Word" game or the "Setting Questions" activity more times, so that they would have more time to get familiar with the procedure. Moreover, apart from the pre- and post-questionnaire it would be more helpful to take videos with the students presenting themselves in the beginning, in order to see clearer the difference from the beginning to the end of the action research.

5. Conclusions

Conducting action research in the classroom turned out to be a wonderful experience for the teacher the students. It was exciting for the teacher to observe the progress in the students' speaking skills and, also, to see how confident felt the majority of them through the activities. Based on the results of the research, the teacher's observations, and the students' feelings and opinions, scientific projects based on STE(A)M activities can help students improve their communication skills and strengthen their confidence. The main reason is that all of the activities mentioned above require creativity, critical thinking and problem solving. All of the students realized how important it is to practice our speaking skills. They felt more confident when they were prepared and had practiced their presentations.

Moreover, collaboration promoted careful listening and mutual support and understanding. In this way they got more confident and less anxious of speaking in front of others. Science and STE(A)M education can be a fertile ground to cultivate basic and important skills like speaking and efficient communication. Cross-cultural educational approaches that combine science and language can be an extremely handful tool for educators of every educational level.

The results of this study helped the teacher understand in a deeper level the connection between STE(A)M approach and students' speaking skills and, also, how this connection affects their confidence and self-esteem. Reflecting on the results and on what worked and what didn't, the teacher thought how her teaching methods could be improved and what adjustments should be made.

For the students, the intervention was exciting and enjoyable. They improved speaking skills, appreciated teamwork, supported their fellow-students and were supported by others. Through the opportunities for collaboration and discussion they became more confident to express themselves and accept others' opinion about their work.

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EVOLUTIONARY PATTERNS OF PRESSURE GROUPS IN THE PUBLIC POWER CORPORATION POLITICAL INTENTION, MOVEMENT REFERENTIALITY

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Abstract

Our paper examines the political influences and strategies reflecting the combined dynamics of trade unionism, while also analysing the work environment as a micro-environment that exerts its own impact on parties, governments, and local communities. Exemplary choices and decisions of trade unions are considered in relation to synchronous decisions of parties and governments to reveal commonalities or divergences.

Within the framework of the University of Western Macedonia's research laboratory "Social Policy and Lifelong Education", research fields are being developed with an increasing sample of non-unionised workers in parallel with the development of archival studies and bibliographic research, with the simultaneous cooperation of relevant scientific institutions. This research will examine how actions of these groups may influence political culture and decision-making in the PPC, with particular reference to the discriminatory practices they may engage in depending on the party, political, or ideological identity, or even the origin of the employees.

Keywords: pressure groups, trade unionism, PPC (DEH), qualitative research, bibliographical analysis, archive study, content analysis

1. Introduction

This research was conducted within the framework of a project titled *"Assessing the Implicit Impact of the Crisis at Work. From Social Theory to Field Research. Examples of Case Studies"* which has been conducted since 2023 at the research laboratory "Social Policy and Lifelong Education" of the University of Western Macedonia, School of Social Sciences and Humanities, Department of Early Childhood Education.

In our research, we examine, as a case study, trade unionism in the Greek Public Power Corporation (PPC) at the power plants in the Western Macedonia region, across different historical phases. Specifically, we focus on the views of non-unionised employees (in PPC, all employees historically had a portion of their wages withheld by the central office for the operation of the company's trade union; thus, "non-unionized" here refers to employees who, despite this compulsory registration, are not actively involved in the union and have not undertaken leadership positions) as to the degree of influence of pressure groups on working conditions in the largest company in Greece. Employees describe and interpret trade union choices and practices that determine structures, operational schemes and economic objectives in direct correlation with policies heterodyned by the European Union and international developments, with possibly an indirect consequence of an emergence of new work ethics. The interviews cover historical phases shaped by complementary shifting conditions during the transition from the public character of the PPC to privatisation.

Secondary objectives are both identifying this positive or negative influence of pressure groups and confirming previous research in the literature.

2. Trade Unionism

2.1. Concept and content of pressure groups

Many researchers define interest groups as voluntary organisations that have a mediating role in government without participating as collectives in elections (Erne, 2020). The main objective and role of pressure groups is to mediate the demands of the interest groups they represent. In a democratic system, lobby groups are an indicator of the functionality of the institution of democracy itself. They are indirectly involved in party roles because they represent party tendencies. In the evolution of the historical phenomenon of lobby groups, leading figures of trade union bodies acquire dynamics and distinction to join parties and governmental schemes. For example, Yoho (2022) links the origins of pressure groups to the American independence movement, noting that their influence on the adoption of the U.S. Constitution, though significant, is not widely recognised. In any case, a key element of interest groups is that they define an interventionist plan of action by conceptualising the labour agenda and promoting specific interests (Hobbs, 2020).

The dynamic element of pressure groups includes the interrelation of national and international environments, where domestic policy interacts with international policy. In this respect, the evolution of labour environments and the interconnection of national policies with the agendas of the European Union and international organisations is highlighted. Indeed, as Mavrogordatos (1998) and Gerston and Christensen (2002) observe, pressure groups are not uniform entities; they are diverse in their characteristics and operate across both domestic and international political arenas. These scholars also point out the distinction between non-governmental organisations and pressure groups, noting that the latter influence public and private policies. In the evolution of movement actions, labour rights policies delineate new relations within the capitalist system, reifying capitalist goods, interests, and redistributive policies of capital. Issues of economic crises, technological developments, and broader scientific advances create new conditions for pressure groups to redefine positions, perspectives, and means of intervention (Gouzi, 2024). The issues of concern to the scientific community include the diminishing dynamics of collectives; in the post-2000 period, collectives in working environments are becoming differentiated from previous collectives, and their interventionist role is diminishing. The relationship of technology and social networks could also be seen as a distinct theme. In relation to collectivities, the connection between technology and pressure groups appears to be evolving in a phase of transition from traditional conditions to postmodern idiosyncratic, selective individual or group expressions of political intervention discourse.

2.2. Trade unionism at PPC SA within the general framework of trade union representation

Gradually, since the 1980s, forms of trade unionism have evolved continuously, signifying models of representation and politics that form the basis of what we would call the modern democratic model. We do not ignore that in previous historical periods, such as the 1930s and 1970s, issues of trade union organisation are mentioned through the discourse of unions as part of a dynamic taking shape in the primary and secondary sectors of production. Even if there is discussion in the literature about the late development of Greece's secondary sector of production, it does not negate an economic and political condition of labour relations in the form of dominant and dominated – employer and employee. This general scheme is differentiated into individual subdivisions when child labour, female labour, seasonal employment, and other factors are considered.

Pressure groups can be found in all forms of organisation and in all social institutions. In PPC SA, as in other companies and organisations, lobby groups are set up to promote the interests and concerns of employees. These groups aim to represent employees on issues such as safety at work, working conditions, pay, and labour relations, as well as training and social mobility within the work environment by taking up prestigious positions within the company, accompanied by corresponding increases in pay.

The public character of the PPC represents an initial policy of concentrating private energy production units to create a strong public enterprise with legislative regulations and economic arrangements—mainly in the post-independence period when the public PPC enterprise was formed. Since 2000, we can schematically consider that the reverse process—the segmentation of the Public Power Corporation into private units—has been reinforced. In these differentiated phases of operation, the trade union organisation also acquires different characteristics.

From 1974 to 1980, the PPC trade union movement became increasingly participatory in management issues, creating an interventionist hub that continued until the early 1990s. Certainly, particular conditions that differentiate trade union discourse—such as globalisation and the global oil and gas economic crisis—must be considered, forcing states to adapt at the social and political level. As Psimmenos (1999) notes, under the umbrella of such institutional, political and economic restructuring, the role of workers in the decision-making process, while intensified until 1990, seems to be gradually downgraded. He further observes that changes in work ethics during periods of crisis are slow and gradual, often formed "underground" and independent of formal or informal work contexts. Within the workplace and the wider social fabric of workers (including their families and communities), a web of silent actions is formed. This matrix influences the way people perceive their life challenges and develop social initiatives to address them, constantly redefining the questions, choices, expectations, boundaries, habits and forms of solidarity they embrace (Psimmenos, 1999; Asproulis, 2024). An outgrowth of this phenomenon—a substantial weakening of collective action—is that collective representative bodies are now unable to respond to a workforce increasingly fragmented by processes of deregulation (Asproulis, 2024).

In the case of the PPC, pressure groups have influenced and determined the management of the company through negotiations, demonstrations, strikes and other forms of collective action. Their objectives, depending on the circumstances, have been to preserve jobs, oppose proposed changes in the operations of the firm, or resist reforms perceived to be negative for workers.

3. Methodology - Purpose of the research

The impact of pressure groups on public enterprises is a complex and dynamic field of research in contemporary political economy. Studies often focus on analysing the role and influence of pressure groups in shaping public policies and their impact on decision-making processes (Mavrogordatos, 1998; Thieme, 2019; Yevtsenko, 2022).

In this context, the present paper aims to investigate the role of pressure groups in PPC SA, especially during the financial crisis and its privatisation. Similar research has been studied in detail, especially in the modules of trade unions and broader politico-social interventions in local communities; indicatively, we mention the research of Psimmenos (1999), Tsotsoros (1995), and Asproulis (2024), as well as more recent studies by Kiki et al. (2023) and Metsiou et al. (2023). Collectively, these works suggest that the Greek crisis and its impact on workers is a process and not an ad hoc phenomenon, beginning gradually with the deregulation of labour relations, the breakdown of worker and collective participation, and the emergence of new forms of employment in Greece (Kouzis, 2001, 2011, 2016; Lolis, 2015; Psimmenos, 1999; Asproulis, 2024).

The importance of this research stems from the need to understand how external influence groups operate within the structures of a large firm and their impact on the internal dynamics and functioning of the firm. The initial research through qualitative analysis is based on the processing and synthesis of preliminary exploratory interviews with non-unionised employees to select one individual to explore in depth issues of union actions, influences, and the issues of perspectives and evaluations of non-unionised employees. As previously mentioned, the research employs a combination of biographical analysis and repeated semi-structured interviews.

A survey of a sample of thirty (30) employees was conducted beforehand for the research team to arrive at that one person. This individual had time available, which was essential to the conduct of the research because throughout the course of the research from 2023 to 2025, the

research team utilised the interviewee in a parallel role of raising issues and providing checks. Methodological tools of interviewing and literature analysis with intersubjective content analysis were used in combination. The research leader and the researchers continuously monitored the development of archival material, literature and publications.

In particular, the interviewee acted as an informant in the sense that at the local level (PPC Western Macedonia), he followed developments within PPC services, within the trade unions, within the privatisation developments, but also broader correlations with political and cultural factors. Apart from being an informant, he also contributed to the extended work of researchers by checking and linking issues arising from archives and literature. We note that the research team had included him within its circle indirectly so that his work was gradually upgraded, and he became a contributor. This was considered necessary by the head of the research (Aristidis Asproulis) and the researchers (Kiki Magdalini, Trogaidou Argiro) to maximise engagement time, ensure availability, take notes and recall events, thereby enriching perspectives and perceptions. Regarding the particulars of the informant-interviewee-analyst, we note that in the 2023–2025 survey period, he was employed until the end of 2024, while since the beginning of 2025, he has been in retirement. In particular, (X.X), as we will call him hereafter in all the above capacities, was hired by the company in 1986. It should be noted that as a PPC worker employed in a mine, he had combined training in Public Employment Agency schools and a six-month accelerated training in PPC schools. Working in the mine was considered a privileged environment by the head researcher and the researchers, as it created a close-knit core of workers where demands and political issues were addressed, news was circulated, and—especially during the period from 1980 to 2000—many mine workers were active in trade unions.

4. Comparative Research Analysis

PPC emerges in a work and social environment where the micro-level of the workplace maximises opportunity structures at the macro level of the formation of the social subject as a citizen, with a social status that determines his upward social mobility. As the interviewee says, he considers himself "blessed" because he left the uncertainty of a rural life and entered the PPC—an organised work environment with a stable salary, the "dream" of the residents of Western Macedonia, where the PPC is another public sector employer, like a ministry, etc. The difference is that the "public sector of PPC" is local to his region, thus explaining why he feels "blessed." His membership in the PPC was linked to a salary to "make it" in life. With discretion, he comments that apart from the "legal opportunities" he could take advantage of situations—an indirect reference is made to the salary which exceeds the initial target of a satisfactory wage. The evaluation of the work he provides, he considers, does not justify his salary. "I do not deserve it," he notes. Combined with the broader analytical framework of the survey and the recurring interviews and discussions, this confirms that the pressure groups' usual discourse—wage increases, allowances, etc.—seems to him an inappropriate discourse. He compares, on the one hand, work in the agricultural livestock sector, increased unemployment, and migration, with, on the other hand, the permanent positions and fixed salaries in the PPC.

Interviewee (I): "*I think I'm blessed to have made it into the PPC. Everything I've achieved in my life I've done on this salary. I'm very happy; even now I'm trying to do better. I didn't try to take advantage of situations. Not that I'm a saint—when I could, I took advantage too, I always tried to get a job. Even now, the money we get... I don't think I deserve it. Because we have one of the best salaries nationwide—for the work I do, I don't think I deserve it.*"

On the issue of pay satisfaction, in addition to comparisons with other occupations, he also compares those who worked for contractors with the category of "disadvantaged workers." At this point, the evolutionary process of indirect privatisation from 1990 onwards, with the increase in outsourcing to contractors, is pointed out. In these cases, the worker was not a PPC employee; it seems that this differentiation is of concern to PPC workers who, as permanent employees with high pay, according to H.H., evolve into elite workers. The comparisons are stark because the differences in pay, working conditions and social status shape different strata of labour.

(I): "*But look, when I see the contractors, that the guys and I are doing the same job and they get a third of what I get, I get upset. I'm not saying I should drop in pay—they should get the same money, because we do the same work. The contractor, under the cover of the state or the PPC, does not give them what they are entitled to, so there are inequalities. So, I feel bad too. Someone may be my friend, and he has the same obligations—he may have more than me. We do the same job, that's the main thing; we're in the same business. In our work we are thirty-five people; fifteen are permanent and twenty are contractors. They may get less than half the money I get*."

(I): "*Nothing, right now nothing. They used to be able to demand a better collective agreement, because they would say: 'Don't sign this collective agreement that we are demanding, and if you don't give us some things, we will take people out on strike.' People were closer in the past; there were a lot more of them, so the management wouldn't like to have problems with the community—to have power cuts—and they could and did achieve some things, a better collective agreement. Now I think now they can't achieve anything at all. Whatever management says – 'I'll give you these and if you want them, take them; if not, you can leave,' they say.*"

Among the special topics is the anthropogeography of the region with the distribution of population groups (Pontians, people from Kozani, Thracians, etc.). From the macro level of the city and its visibility in structures of opportunity to the micro level of the working environment, these groups stand out; their representative, their trade unionist, acts as a "middleman"—he is the one who brings together those who are "alike" or "our own." Indirectly, these groups, represented by their trade unionists, gained momentum.

(I): "*You are a local, a Thracian, a Pontian, from Kozani... they looked at you in a different light. Depending on the trade unionist—if he was a local—the trade unionist would look to accommodate me, to cover for me, or vice versa. They didn't look at the fact that we were all together and had equal rights. Unfortunately, even in our society this happens; even now, there are no equal rights. The deserving is not rewarded; it's all a matter of knowing the right people*."

(I): "*A lot of times, when you feel that you're being unfairly treated because you're not, quote, 'theirs'—buddy, you're being unfairly treated, and others go into certain positions, the better positions, when you really deserve it. They had an enormous impact; at least they did, and still do, but not to that extent. Very little now. But I used to feel it very strongly, personally. Without deserving it, just because they are 'theirs'—and depending on the period they were in and whoever was in the party (their party)—would be comfortable. Before, they [the pressure groups] influenced things too much; now it's the members of parliament*."

The role of women was invisible until the 1990s, when the first female "graduates" timidly appeared—until they gradually reached positions of responsibility. Attitudes towards them were, at the very least, sceptical.

(I): "*Around the '90s the first women began to come in—electrical engineers, civil engineers. At first, when the first women came in, we laughed a little bit because [people] couldn't understand that we men have a woman as a boss [...] There was a surveyor in the PPC who emerged and became a boss. There were some 'androgynous women' (sic)—several who were in positions of responsibility, and they were very capable... and a few were also elected as representatives of employees*."

5. Discussion

The study confirms that public enterprises like PPC provided secure employment with permanent posts and family benefits. One participant noted, "*the PPC provided subsidies for the camp... some money was given for the kindergartens,*" which let him send his children to daycare at the company's expense. Such benefits, including company excursions and celebrations, improved workers' lives. In Western Macedonia, job stability and benefits at PPC discouraged out-migration, helping families remain and thrive.

Beyond these benefits, PPC's expansion had major socio-economic impacts. As it grew, it absorbed private mining units as part of a state strategy to bring energy (especially lignite) under public control. In Western Macedonia, this reshaped the landscape and society: villages were

wiped out as inhabitants relocated to nearby towns. One Pontian village was dismantled and its residents dispersed into an urban area, irreversibly altering the community's cultural fabric.

Displaced and diverse workers reconstituted social networks within the PPC workplace. The workforce became a microcosm of Greek society, as employees of Pontian, Thracian, Epirote and other origins formed informal associations and mutual-support networks, maintaining solidarity and advancing common interests along regional or ethnic lines. In theory, a large organisation might homogenise its workforce; in practice, PPC allowed particularistic identities to persist—even thrive—so traditional attitudes and cultural practices continued to shape daily work life. Thus, although employees outwardly shared a unified corporate identity as permanent staff, internal divisions along cultural and social lines remained pronounced.

In short, PPC's unity was illusory: beneath a cohesive image lay stratification by gender, ethnicity, politics, and local loyalties. The entry of women into technical and managerial ranks in the 1990s—initially met with scepticism—signalled a broader shift toward gender equality. Local issues mirrored national and international trends, as post-1974 democratisation and EU integration introduced new labour and inclusion policies that filtered into PPC. As technology and corporate objectives advanced, practices were updated to align with European standards, continually shaping workplace dynamics in response to broader socio-political changes.

The study highlights the pivotal role of trade unions within PPC and how it evolved. In the late twentieth century, primarily through the 1980s and early 1990s, unions wielded considerable influence. Leaders moved beyond wages and safety, becoming deeply involved in strategic decisions and day-to-day operations. In Western Macedonia, representatives participated in regional development planning and controlled aspects of personnel management, influencing promotions, assignments, and the allocation of overtime or leave. For a time, unions effectively decided who received workplace privileges, fostering a patron–client dynamic in which union-affiliated workers often benefited first. Nevertheless, favouritism was tempered by the close-knit community: workers and officials lived in the same towns, so extreme clientelism was constrained. A system of limited favouritism emerged; if one employee obtained a privilege, another would soon receive a different perk, maintaining a sense of balance. Even at unionism's peak, this broad distribution of benefits helped prevent major grievances, and, by the mid-1990s, efforts began to rationalise and standardise benefits to address equity.

Since the mid-1990s—especially with privatisation and market-driven management—union power declined sharply. A shrinking, more precarious workforce, with fewer permanent staff and more contractors, further weakened collective bargaining. Interviewees describe a situation in which representatives have little sway over management. One worker contrasted past and present, noting that "*ten years ago [unions] could push a little harder… Now we beg for a pair of gloves, and unionism doesn't have the power anymore."* Where unions once negotiated favourable terms backed by the threat of strikes, they now struggle to win even minor concessions.

As these structures waned, workers turned to preserving their memories and identities. Employees and retirees began documenting their experiences in autobiographies and personal narratives that recount life in the mines, power stations, and the surrounding social milieu. On social media, groups of current and former PPC workers share photographs and reminisce about past conditions, affirming that they were "*contributors, protagonists of a PPC scenario in a locality that does not exist.*" These personal and digital archives introduce new linguistic codes and storytelling models for understanding PPC's socio-cultural impact. Researchers also examine cinematic portrayals—documentaries and other audiovisual works that mix reminiscence with historical footage—to trace how changing conditions are depicted. By analysing these forms of memory and representation, the study adds a dimension to understanding the legacy of pressure groups and trade unionism in PPC, underscoring how narrative and perception continue to shape interpretation over time.

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THE SCHOOL IN THE CONTEMPORARY WESTERN WORLD AS A COMMUNITY PROVIDING OPPORTUNITIES FOR THE EXPERIENCE OF WELL-BEING

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Abstract

In a world where the crisis of the meanings through which societies are constituted shows no sign of abating—so much so that the very sociality and historicity of societies are now being profoundly affected—the school, as a central social institution responsible for their perpetuation, cannot but be equally profoundly impacted. The aim of this study is to show that, in order to overcome this condition, we must reflect on how an ethics and politics of responsibility might once again be cultivated, in order to preserve our shared world and to revitalize the school's function as a democratic institution. In response to this demand, the contribution of educational theory is central–yet today, it appears equally incapable of fulfilling its social and ethical-political role.

Key words: contemporary western world, ethical and political education, educational community, well-being

1. Introduction

Education in the contemporary western world, while still identifying itself as democratic, draws its ethical and political orientation from the historical outcome of humanity's efforts to build democratic societies and clarify their meaning. Today, however, this material has grown frail –due to the profound crisis of political action and civic education that marks western societies, as well as the tepid reception of anthropological, political, and ethical thought within educational theory. As a result, even when this conceptual and historical achievement is invoked, it is often done so merely in formal terms- emptied of substantive meaning- serving mainly to justify a pedagogical practice that still claims to be inspired by the grandeur of democracy (Theodoridis, 2012a, 2012b). Educational theory, for its part, does not yet appear willing to adopt the view –prevalent in broader political and social discourse– that holds it accountable for the ethical and political decline of the modern western world. According to this view, education bears responsibility for having nurtured utopian aspirations through which people hoped, by means of action, to expand human goodness, all the while ignoring the supposed "truth" of human nature- namely, that the human being is inherently selfish, weak, and unfit for such aims. While this cynical conception of human nature increasingly shapes public life, educational theory has, thus far, resisted aligning itself with it. Postmodern thought, however, has contributed significantly to the consolidation of such a recognition, insofar as it rejects the overarching narrative of history as a story of progress and liberation. Yet it fails to open up a critical inquiry into whether all historical periods and socio-historical formations are truly equivalent. Moreover, it often provides a rationalization—thinly veiled in apologetics—that ultimately expresses a conformist banality (Lyotard, 1979; Deligiorgi, 1996). Frequently entangled in verbose rhetoric about pluralism and "respect for difference", it ends up celebrating eclecticism, obscuring what must at all costs be discerned within the social and politico-ethical sphere, and concealing the sterility of our era (Deligiorgi, 1996).

Surrendered, then, to the inertia brought about by the collapse of its own expectations of becoming a humanized world, the contemporary western world has installed at its very core a deep and multifaceted crisis that afflicts it profoundly- rendering it incapable of desiring or imagining how it might escape the condition of meaninglessness, the disintegration of social bonds and communities of solidarity, the spread of suspicion and hatred, dehumanization, and the pervasive discomfort individuals feel in having to endure a society they have come to detest. (Castoriadis, 1996, 2005; Bauman, 2002). This crisis has, for some time now, unavoidably assumed the form of an ever-

expanding violence, which seems to express the accumulated burden borne by western societies as they live through an unlivable present—and most likely, an unlivable future as well. In expressing their sense of powerlessness, these societies declare in every possible tone that the only world left to inhabit is the present one: a world defined by dominant violence—namely, the world of authoritarian capitalism (Maffesoli,1991; Deconchy, Dru, 2011).

As in every socio-historical reality, so too in this one, education- being an institution that fundamentally contributes to the cohesion and continuity of societies- constructs the anthropological types of social individuals who align with this demand, as they embody the meaning of social life and, above all, the values that give it significance. Therefore, there is no form of education that does not contribute to establishing the meaning of well-being as desired and defined by society.

2. Main Part

Now, if the meaning of the well-being is the answer to the question of what life is worth living, then this meaning for the western world is obvious. Deeply attuned to the desires of the western individual, it permeates all realms of both public and private life, is invested in all social objects, and thus essentially holds together social life itself. This meaning is carried and actualized by social significances, which are embodied in the contents of social life, as they represent the meaningful focal points of emotional investment for social individuals. At the same time, they enable social individuals. These significances, therefore, serve as identity poles and orientation points, as they meet the fundamental anthropological need to assign meaning to things—immediately available. This very meaning circulates within the contents of society's educational activities and is strongly and heavily actualized during the process of identification, particularly during childhood and adolescence (Theodoridis, 2023).

The recognition of this very anthropological condition, which reveals the immense importance of education in the lives of individuals and societies, necessitates that any discussion of the content of the well-being must take it into account. Ignoring it would lead to the formulation of incoherent ideas (Theodoropoulou, 2017). However, it also enables us to understand that the democratic individual can only be the product of the education provided by a democratic regime, not by a society that merely operates based on democratic procedures, as some strands of related theory suggest (Lipovetsky, 1992; Butler, 2014), or as is proclaimed by the political, primarily, elites of Western societies, attuned to the postmodern spirit of the age, when they declare their faith in democracy.

Having clarified these points, we may now ask: what is the meaning of the well- being currently offered through the educational institution to children, which they are expected to embody? I believe that even a cursory glance at our world shows that the values constituting the material of children's social, ethical, and political education are values of wealth acquisition, power possession, and prestige. If this claim holds true, one immediately understands the ethical and political insignificance of the contemporary western world (Theodoridis, 2012b; Badiou, 1993). However, one also understands why, within such a condition that can only suffocate freedom, abolish equality, and undermine justice—thus, eroding the democratic imperative—the exercise of domineering violence is deeply linked to one's ability to secure the coveted well-being (Marcuse, 1964). In this sense, it becomes clear once again why the only discourse that can still be articulated, under the guise of defending democracy, is not one that recognizes it as a regime, but rather as a series of procedures that allegedly ensure its power and continuity.

This conception of democracy as a series of procedures is not new. It began in the second half of the 20th century as a result of the deep crisis of politics and stands in opposition to the earlier political thought that viewed democracy as a regime, connected to a substantial understanding of the purposes of political activity. Indeed, it also conflicts with the perspective on the creation of the anthropological type of social individual corresponding to this regime. Such a procedural conception of democracy essentially obscures the crisis of meaning concerning the goals of collective life, disconnecting any discussion about these goals from the form of the political system, and even abolishing the idea of such goals. It is also clear that this stance is deeply connected to the so-called

modern individualism (Lipovetsky, 1989). Both of these situations rest, in terms of understanding the social individual, on the incoherent construction of an individual as an essence, whose characteristics are assumed to be defined independently of the society within which they are educated, neglecting the fact that an isolated from society or a-social human being cannot exist (Aristotle, 1926, 1932)- either materially or, more importantly, psychologically- in the sense, as we have said, that the human being must be humanized through socialization. This process of socialization, undertaken by any given society, is mediated by the child's immediate environment. Therefore, society must provide meaning to everything, that is, to the very social world it creates, within which people must live and die.

When we say that society can only produce individuals who conform to it and who, in turn, reproduce it in order to perpetuate itself, it is clear that we are moving far beyond any desire, will, mechanism, intention, conspiracy, etc. It is also clear that such activity takes place within the framework of an implicit, primary form of power, alongside which there will always be an explicit, institutionalized power that, through its specific function, imposes enforceable commands, as a guarantor of the meaning it has imposed (Theodoridis, 2023). This very power is the political element- i.e., the explicit dimension of power that can issue enforceable imperatives. However, we know that throughout history, there have been societies without a hierarchically organized bureaucratic apparatus, separate from them and dominant. This is a piece of knowledge that seems to have no resonance in the modern world. But we also know that there has never been a society without explicit institutions of power. From this, it follows that democracy, as a regime, is one in which political activity defines institutions as those set by the clearest possible activity of the citizens, within which no position is predetermined or guaranteed in advance. It is the regime within which meaning can rupture, breaking the confinement and repetitiveness. In this very regime, where questioning the status quo is necessary, where any source of meaning not deriving from the immediate activity of people is rejected, and therefore any authority that would not give an account and justification for the validity of its decisions is also rejected, political activity presupposes the equality of all, with the goal of making this equality a reality.

Among those who argued in an interesting way that democracy, when conceived as a regime, leads us to a substantive conception of citizens' happiness- and thus to totalitarianism, which is why such a path should be avoided- was I. Berlin (1969). Implicitly, of course, a similar line of reasoning can also be found in the thought of Rawls (1973) and Habermas (1985). Such a view, however, not only underestimates the vast truth of the fact of totalitarianism- which compels us to examine the political question much more deeply- but also distorts the truth that politics is not an activity concerned with the happiness of citizens, but one whose aim is freedom. There is no doubt that the realization of this freedom requires and presupposes institutional arrangements, among which formal and procedural ones are included. However, these are merely defensive arrangements, based on the recognition of an authority external to the community-hostile and dangerous- that must be constrained, since it disregards the principle that freedom under the law means participation in the making of the law. Therefore, in order for a procedural democracy to be something other than a sham, what is required is deep intervention in the substantive organization of social life (Lipovetsky, Serroy, 2008).

Of course, in the procedural position it is not disputed that, regardless of the particular type of regime, decisions must be made concerning substantive issues. However, it maintains that in a democratic regime, what matters is the form- the procedure- by which such decisions are made, or also that this form or procedure is sufficient for a regime to be characterized as democratic. This position, however- the only one currently articulated within the political sphere of the western world- fails to recognize that every process is implemented by human beings, and that these individuals must be educated in such a way that they are both capable of and committed to applying the process in accordance with its spirit (Theodoridis, 2023). And since such individuals cannot simply emerge out of nowhere, as we have seen, they must have been shaped by a socio-historical environment capable of conveying that spirit. We are thus deluding ourselves by surrendering uncritically to a metaphysical conception of the social individual, one that imagines the individual as possessing pre-determined

essential attributes that would allow them, within any socio-historical context, to meet the demands of such a spirit. This conception presumes that individuals would naturally tend—independent of their education or personal history—to embody these ideals. Such an idea, however, is clearly incoherent. On the contrary, we are obliged to accept that social individuals are what they are- always already shaped by society, by their personal history, by their desires, and by the myriad choices they have made; in other words, by the pedagogical activity that a given society undertakes and the institutional weight it assigns to it. For things to be different, the institutional weight must also be different—both in terms of substantive issues and essential perspectives. If individuals are to be capable of activating democratic functions in accordance with their true spirit, then a significant portion of the work of society and its institutions must be directed toward the formation of individuals who correspond to this demand- even if only in the strictly proceduralist sense of the term. However, this brings us face to a dilemma: either this cultivation of individuals is authoritarian and dogmatic, in which case the so-called democracy begins to resemble a kind of religious ritual; or the individuals who embody these procedures have been educated in a critical manner and are thus genuinely capable of fulfilling this role. (Theodoridis, 2009; Theodoropoulou, 2018).

Tracing, now, the historical origins of the meaning of the well-being -as it is experienced today in the western world, we can argue that it begins to take shape already in the 1970s and, more decisively, from the 1980s onward, within the framework of consumer capitalism. In this context, individuals, by consuming goods, are reassured that they are living a good life—that their lives, therefore, have value. This is also the era of neoliberal policies, which dismantled the welfare state and allowed the economic sphere to dominate the center of social life, thereby generating political instability and deepening social divisions (Lipovetsky, 1989, 2008; Lasch, 2008; Harvey, 2011). From that point onward, democracy began to experience a profound crisis. Crouch (2006) has shown quite convincingly that the main characteristic of this "post-democracy" is the abolition of the *dēmos* and the simultaneous dominance of the economic elite, while at the same time, the instituting of society remains unshaken and the formal democratic rules unchanged. The system of control imposed by the market does not require the abolition of constitutions. Yet, in this seemingly paradoxical situation, democratic rules are, in essence, rendered ineffective. We owe to Deppe (2013) the observation that, especially after the global crisis of 2008, capitalism has increasingly asserted its authoritarian character. Unemployment and poverty have risen, both individual and public debt have expanded, wages have declined, the public sector has been dismantled, and drastic transformations have been introduced in the labor market and the welfare state, all while the economy suffocates. Individuals are driven to exhaustion and despair. Society itself appears to be unraveling.

In this environment of growing amorality, children and young people are educated within the institutional framework of schooling by pedagogical figures who are becoming increasingly diminished—figures overtaken by a spirit of discrediting the democratic ideals that once nurtured an interest in a common good befitting them. This erosion has occurred as they gradually lost both the desire and the capacity to claim ethical and political courage, and consequently, the agency that stems from it. Like the western world at large, they have surrendered to the degradation of consumerism. Children and young people, therefore, have become alienated from political engagement (gradually over historical time and not only due to consumerist desires, but also because of the modes of communication through the internet), and have turned their attention exclusively to their personal well-being (Castoriadis, 1996). Indifferent now to social well-being and solidarity within the community, they surrender to the pursuit of a "good life," abandoning their existence to the suffocating demands of competition and the dominant violence that accompanies it – with all the corresponding consequences for their lives (Sutter, 2008; Jacoby, 2008, sporadically).

We may thus say that a pedagogy of irresponsibility- or rather, of non-commitment- emerged in the last quarter of the 20th century, and today, in its magnified form, it is the only one available to sustain any kind of pedagogical practice. This pedagogy is, of course, embodied by educators, who continue to lack the strength to serve as strong figures of identification. This is because their role has been reduced to merely facilitating the child's encounter with knowledge, while supposedly activating their self-agency, thereby rendering the child allegedly autonomous. This process, presented as the

result of a supposedly anti-authoritarian education that equates the possession of knowledge with power as domination, has removed the educators' fundamental social role: to welcome the child into the common world and reveal that world to them- meaning to connect the child with the historical past and the present, so that they might become capable of imagining and working toward the future (Arendt, 1986). It is indeed paradoxical that the aspiration to overcome an authoritarian model of education- one that imposed a specific worldview through coercion- has, in recent decades, also swept away the understanding of education as the adult's responsibility to help the newcomer become anchored in the world. What has ultimately become possible through this choice is that the child has been left abandoned in a world of commodities, where the acquisition of goods is equated with the meaning of a good life.

It is self-evident that the responsibility of welcoming and anchoring the child into the common world does not necessarily manifest through a desire for omnipotence or domineering violence – nor through an authority that seeks to subjugate the one being educated (Horkheimer, Fromm, Marcuse, 1995). In a democratic society, such authority is not possible. Pedagogical authority must, as a guiding and cohesive figure, place the child into the world and protect them from it, humanizing them in the process. This is the figure of the educator who renders real the possibility that their authority may be questioned by the learners, so that the latter may come into being as autonomous beings. This is, of course, a highly difficult task, one that only profoundly democratic figures can assume and carry out (Theodoridis, 2020). It is fortunate that such authentic figures still exist—though in limited numbers—even today within education, and that they undertake this labor and this responsibility. These educators understand that, in a democracy, the pedagogical relationship as one of imposition must be overcome. Education should aim to liberate the learner from the violence of dominating authority and support their entry and establishment into the autonomy of free will and independent judgment.

At the same time, of course, we know that the absence of such figures –those capable of serving as meaningful points of orientation– is inevitably replaced by pedagogical figures that appear authentic but are, in fact, domineering. And in a framework of social life shaped, as we have described, by capitalist competition and profound social inequality, these powerful figures are the bearers of absolute authority. They inevitably form alliances within communities of a corresponding nature, offering supposed acceptance and protection to the powerless. In the darkest periods of modern western history, such communities have been the breeding grounds of absolute evil.

3. Conclusions

As we wonder today whether it is possible to curb the growing expansion of the desire to impose domineering violence that reduces the human being to inhumanity - we must recall Adorno, who, when he gave his anxious 1966 speech *Education after Auschwitz* on Hessian Radio, defined the primary aim of education as the demand that Auschwitz never happen again. He was struck by the fact that people had not engaged with this issue as one might have expected. He concluded—nearly sixty years ago—that this very fact reveals that the monstrous has not become part of human awareness, which is a symptom indicating that, with regard to the state of human consciousness and unconsciousness, the possibility of repetition still exists (Adorno, 2017: 14).

So, if there is something we must become conscious of today, in relation to the issue at hand, it is that educational policy must place at the very center of its concern the need to regenerate the democratic human being- bearing in mind, moreover, that theory is not competent for this task. No theory could show us the way out of a condition such as the present one, just as no theory can define a meaningful common good that politics might then take up as a basis for action. It is history itself, as an act of creation, that will ultimately decide whether even the remaining, weakened democratic spirit of western humanity can succeed in awakening its imagination- to discover ways of halting the spread of barbarism and of reviving the democratic political ethos that could allow us to live in a truly humanized world.

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THE EVALUATION OF TEACHERS ACCORDING TO LAW 4823/2021: A QUALITATIVE INVESTIGATION OF THE EXPERIENCES OF EVALUATED PRIMARY EDUCATION TEACHERS

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Abstract

The teacher's evaluation process is a new established reality for the Greek Educational System. After several years of inactivity during which various laws were enacted but later repealed or never implemented, the Greek educational system is now experiencing a new era where teacher evaluation is a current reality rather than a hypothetical scenario for potential future implementation. This qualitative study was conducted in Greece to investigate teacher's experiences in the evaluation procedure in public schools in Patras. Six primary school teachers articulate their thoughts, share their views and perceptions regarding their evaluation experience. The analysis of the collected data reveal that the evaluated teachers are concerned about the credibility of the evaluation outcomes and question the objectivity and fairness of the whole process.

Keywords: teacher evaluation, Law 4823/2021, Greece

1. Introduction

International research underscores the significance of teacher evaluation in fostering effective educational systems (OECD, 2020) by enhancing teacher performance and educational quality (Eurydice, 2021). Data from the 2018 Teaching and Learning International Survey (TALIS), encompassing educators and school leaders from 48 countries, reveal that teacher evaluation is a widespread global practice, with only 7% of teachers lacking evaluation experience. However, evaluation systems differ internationally regarding their objectives, criteria, implementation authorities, frequency, methods, and outcome utilization. For example, while Sweden and Switzerland conduct annual evaluations, Serbia implements them every six years. In Hungary and Slovenia, evaluations influence promotion decisions, whereas in Romania, they determine salary increases. Regulatory authority varies, with local communities overseeing evaluations in Spain, while state authorities manage them in England and Germany. The evaluation process also differs, with school principals acting as evaluators in Luxembourg and Malta, and external evaluators participating in Belgium and Albania. Japan and the UAE employ multiple assessment methods, including classroom observations, teacher knowledge assessments, and student performance, whereas Sweden relies solely on evaluator interviews. In Greece, teacher evaluation has been a contentious issue for over five decades, characterized as the 'Curse of Sisyphus' of the Greek education system (Kassotakis, 2016). Until recently, Greece remained among the few countries where teachers were not evaluated for their work. This long-standing situation changed with the enactment of Law 4823/2021, signifying a transformative phase in the Greek educational system.

2. Literature Review

Evaluation, as a transdisciplinary field, develops tools applicable across diverse academic and practical contexts, supporting decision-making from daily interactions to global policies (Scriven, 1994). It is defined as a process for collecting and using information to assess the merit and worth of an object, guiding improvement, ensuring accountability, and enhancing understanding (Stufflebeam, 2000, 2005). "Merit" relies on stable criteria, while "worth" evolves with social and economic conditions, making it geographically and socially specific (Lincoln & Guba, 1985).

Teacher evaluation, a subset of evaluation, focuses on assessing teachers' achievements and identifying areas for growth, serving as a critical tool for educational improvement (Almutari & Shraid, 2021). It is a systematic process of collecting data to evaluate teaching quality, provide feedback, and guide improvement decisions (Eurydice, 2015; Nolan & Hoover, 2008). Evaluation enhances school functionality by enabling corrective interventions and evidence-based improvements, while its absence hinders progress (Koumentos, 2021; Ganakas, 2006).

Effective teacher evaluation systems address information gaps by combining feedback and formal scoring, fostering reflection, collaboration, and improved teaching practices (Taylor & Tayler, 2012b). They benefit educators by offering actionable insights for professional growth and policymakers by providing data for informed decisions, ultimately advancing both teacher performance and educational systems (Almutari & Shraid, 2021; Alwaely et al., 2023).

2.1. Aspects of evaluation

The evaluation process, governed by laws and accompanied by penalties for non-compliance, is a mechanism of surveillance and control rooted in Foucault's concept of disciplinary power. Classroom observation, a central element of teacher evaluation, mirrors the dynamics of Bentham's Panopticon, rendering teachers visible and subject to observation that informs evaluative decisions (Foucault, 1977; O'Leary, 2016). Teachers internalize these power dynamics, aligning their practices with evaluative standards, often at the cost of authentic pedagogical methods (Howard, 1996). This process pressures teachers into "surface acting," where performance is tailored to meet external expectations, sometimes causing stress and compromising personal values (Erdington, 2013; Ball, 2003).

While evaluative structures impose authority, they also foster positive change when feedback is constructive, allowing teachers to improve practices within a continuous power dynamic (Taylor & Taylor, 2012a; Foucault, 1977). Resistance, as a counterbalance to power, enables teachers to challenge imposed standards and preserve their agency, reflecting Foucault's notion of "struggles against subjection" (Foucault, 1982).

The qualifications of evaluators are critical for effective assessments. They must possess sociological and anthropological skills, technical expertise, and the ability to provide actionable feedback while avoiding biases (Scriven, 1971, 1979; Stufflebeam, 2000). Observations, though inherently subjective, require evaluators to engage with context, participants, and reflective practices to ensure informed and impartial judgments (Greene & McClintock, 1991).

Lastly, fostering an evaluative culture involves cultivating shared beliefs and practices that enhance teaching and lifelong professional development. Overcoming resistance and reducing instrumental use of evaluations require transparency, meta-reflection, and self-assessment to support continuous improvement and alignment with educational goals (Scheerens, 2004; Koumentos, 2021).

3. Research Method

This research focused on exploring teachers' attitudes and perceptions of the evaluation process under Law 4823/2021. Specifically, it aimed to examine the process's effectiveness in improving teacher performance and the quality of their work, identify challenges encountered during the evaluation, uncover perceived benefits, and gather suggestions for improvements. These objectives were pursued through a qualitative framework rooted in the interpretive paradigm, emphasizing the subjective experiences and meanings constructed by participants in their daily lives.

The study involved six experienced primary education teachers from the Achaia region, evaluated during the 2023–2024 school year under the provisions of Law 4823/2021. The selection of participants (P) was purposeful, with two main criteria guiding the process: prior evaluative experience and the existence of familiarity and trust with the researcher. The first criterion ensured alignment with the research objectives and questions, while the second facilitated rich and reliable data collection, as trust and rapport were deemed crucial for the semi-structured interview approach.

Semi-structured interviews were employed as the primary data collection method due to their qualitative nature, which allows for rich descriptions and the discovery of previously unconsidered insights (Warren & Karner, 2005; Gill et al., 2008; Silverman, 2000). A total of six interviews, each lasting 30 to 45 minutes. To ensure transparency and foster trust, participants were informed in advance about the research questions. After the interviews, transcriptions were sent to participants for review and revisions, further ensuring accuracy of the data and adherence to ethical research practices.

The collected data were analysed using thematic analysis as described by Braun and Clarke (2006). This method follows a six-phase process that begins with familiarization through repeated readings of the data and progresses to coding, where significant patterns and meanings are identified. The codes were then grouped to develop themes aligned with the research questions. These themes were reviewed to ensure internal consistency and external validity, as suggested by Patton (1990), and subsequently they were refined and named to delineate their scope and narrative. The final stage involved writing up the findings, supported by participant excerpts, to present a coherent and compelling analysis of their evaluative experiences.

Ethical considerations were a key component of this study. All participants voluntarily consented to participate after being fully informed about the study's purpose, the research questions, and the intended use of their data. Measures to protect confidentiality, anonymity, and personal data privacy were rigorously implemented. Informed consent was further supported by participants reviewing and amending their interview transcripts to ensure their views were accurately represented.

The study's reliability and validity were ensured by adhering to four key criteria. *Credibility* was established through member checks, detailed descriptions of the research process, and the trust established between the researcher and participants (Lincoln & Guba, 1985; Anney, 2014). *Transferability* was achieved through purposive sampling and the provision of thick descriptions to allow the findings to be applied to other contexts (Bitsch, 2005). *Dependability* was supported by employing a code-recode strategy with a two-week gap, ensuring consistency and depth in the analysis (Anney, 2014). Finally, *confirmability* was ensured by rigorously following the outlined methodology and incorporating verbatim participant quotes in the findings, minimizing researcher bias and reinforcing the integrity of the study (Tobin & Begley, 2003).

Overall, the methodology underscores the study's commitment to capturing the nuanced experiences of teachers under the new evaluation framework, offering insights that go beyond those typically uncovered through quantitative research methods

4. Data Analysis

4.1. Necessity but ineffectiveness

All participants expressed a positive attitude toward the necessity of teacher evaluations, particularly as public servants. As P5 noted '*I agree with the whole process, I cannot understand all this resistance actions by other teachers'*. In the same sense P4 underlined '*why shouldn't I agree with the evaluation process?...all the public servants are getting evaluated'*. However, participants consistently highlighted the ineffectiveness of the evaluation process in achieving its stated goals, as outlined in Law 4823/2021. P1 raised concerns about the impartiality of evaluations, noting that '*the evaluators are our colleagues... it's difficult to imagine a colleague being deemed unsatisfactory*'. P2 echoed this scepticism, questioning the objectivity of a process where '*98% of teachers were rated as excellent... is that possible? Are we being fooled?*'.

Disappointment with the outcomes of the evaluation was widespread. P3, lamented, '*this process... doesn't work properly, it doesn't clarify, it doesn't differentiate, it doesn't reward those who work hard*'. P4 criticized the evaluation as '*fictional'*, describing it as '*fabricated'*, while P5 questioned its usefulness, stating that '*I can't find anything positive in the evaluation... it should only provide positive feedback to help you grow'*.

Finally, P6 emphasized the lack of constructive feedback, observing that '*it's not just about getting a good grade... there should be feedback like «you did well, but….you need to work more on*

this area»'.The consensus among teachers is that while evaluations are deemed necessary, the current process fails to foster meaningful improvement or align with the goals of enhancing education quality.

4.2. Time consuming and bureaucratic burden

A central issue identified by all participants was the time and bureaucratic burden imposed by the evaluation. Teachers were required to prepare extensive documentation, including self-assessments and lesson plans, which resulted in significant stress and anxiety. As P1 stated '*the negative part was the time needed for preparation... it takes time from your life, your personal life... it stressed me out in terms of time'*. Similarly, P5 noted, '*I found it all very stressful... we had to get into the mindset quickly, understand what they wanted... adapt to that'*.

4.3. Performativity versus Authenticity

Another challenge identified was the tension between performativity and authenticity in the evaluation process. Teachers felt compelled to present an idealized version of their teaching to meet evaluators' expectations. Relevantly P2 described that '*you sit down, you work hard, you prepare the perfect lesson... not what you'd normally do in class'*. This disconnection between the evaluation and real classroom practice raised concerns about the value of the evaluation in fostering meaningful improvement.

4.4. Subjectivity, bias and personal relationships

Most of the participants questioned the impartiality of evaluators. P2 noted that '*the personal criteria of each evaluator'* often shaped their assessments, while P3 reflected on how '*personal or professional relationships*' between evaluators and teachers could compromise objectivity. These subjective elements undermined trust in the evaluation process and its ability to provide fair, unbiased assessments.

4.5. Evaluator's skills

While some teachers, like P1, appreciated supportive and constructive feedback from the evaluators, others expressed frustration with evaluators' lack of preparation. P1 described her positive experience by saying that '*the way she handled it... the questions she asked me... not about making me feel bad, but about improving*'. In contrast, P5 found the feedback critical and undermining, '*it felt like a critique of my professional abilities'*. P6 on the other hand emphasized the need for evaluator training, stating that '*they haven't been trained or prepared on how to conduct evaluations*'.

4.6. Evaluative culture

Some participants expressed reluctance to accept negative feedback, viewing it as punitive rather than constructive. P2 pointed out that in Greece, '*there is a resistance to accepting negative evaluations*'. Moreover, participants emphasized the need for a shift toward an evaluative culture that supports professional growth. P6 recommended that '*the evaluation process should be established with clear goals and ongoing training'*, to ensure that evaluations become tools for self-improvement rather than sources of stress or conflict.

4.7. Feedback, Self-Evaluation and Professional Growth

The post-observation feedback was unanimously praised as a critical component of the evaluation process. Teachers found the discussions with evaluators to be both constructive and empowering. As P1 explained *'the discussion after the observation helped me a lot… The questions she asked made me reflect, not just on paper… I realized I often underestimate the things I do. It really helped me'*. P2 echoed this sentiment, describing the process as an opportunity for introspection, *'it made me engage in introspection… critique myself, reflect on my teaching, and get a professional's perspective'*.

Participants noted that constructive feedback reinforced their professional identity and boosted their confidence. P6 stated, *'that kind of feedback really strengthens my self-esteem… I feel more confident when I know I'm doing something well, but also when they point out areas for improvement.'*. She highlighted the practical benefits, such as refining teaching methods and considering previously overlooked aspects, '*it made me think about things I hadn't considered before… like giving more visual aids or providing more photocopies for weaker students'*.

4.8. Evaluation as a catalyst for change

Several participants reflected on how the evaluation process could act as a catalyst for long-term change and professional renewal. P2 remarked that *'evaluation could push us to modernize, to stop teaching like it's the 1950s… It could be the catalyst for change'*. Teachers described how the process encouraged them to step out of their routines and reexamine their practices. As P3 observed '*the process activated us as teachers, encouraging us to enhance and update our teaching approach'*.

However, participants emphasized that meaningful change depended on personal choice and readiness. P6 noted that *'if you want to change… if you're willing to make improvements, you'll use the feedback… if you don't care, you'll just carry on doing the same thing'*. Despite this potential, concerns were raised about superficial compliance. As P5 reflected, '*what bothers me is the superficial change… it's not enough just to 'do it right' during the observation. If you're really learning and changing, the next day you should apply what you've learned permanently'*.

4.9. Unscheduled observations

P1 proposed the idea of unscheduled observations explaining that '*the evaluation could take place during our regular teaching... the counselor could drop in unexpectedly to observe, and then afterwards, discuss it with us. This would make the process more authentic and transparent*'. Similarly, P4 stated that '*I would prefer an evaluation where I'm not aware beforehand about the day and the time of the evaluation….it would be more genuine and transparent*'. P5 echoed this sentiment by noting that '*it wouldn't bother me if the principal or the counselor came in unannounced... I would appreciate it*'.

4.10. Scepticism abou the future of the evaluation

The participants expressed their doubts about the current system's effectiveness. P1 remarked that '*the evaluation will go on for a year, and then... it will end... because it ultimately won't serve its purpose... everyone is 'excellent'…what kind of evaluation is this?*'. P2 believed that improvement is possible with time and clearer guidelines, '*I think it needs time to develop... if evaluators get clearer guidelines, the evaluation will progress... but if all teachers are rated as 'excellent' nothing will change'*.

P4 highlighted the political challenges involved by stating that '*there is political cost... no one is ready to work with teachers who didn't do well during their evaluation ... it's more about complying with the law than improving education'*. Finally, P6 expressed her frustration with the system's superficiality commenting that '*it's just a well-organized show... everyone says everything went great, but nothing changes... what's the real plan to help teachers improve?*'.

5. Discussion-Concluding Remarks

The participants in this study recognized the necessity of the evaluation process but highlighted its shortcomings, which often render it a bureaucratic exercise rather than a tool for improving teaching quality. These concerns align with findings from Strikas (2018), Collins (2004), Flores (2012), Krana & Vryonidi (2017), and Al Maktoum & Al Kaabi (2024).

A recurring issue is the perceived lack of objectivity due to personal relationships between evaluators and teachers. Participants expressed frustration, echoing the "widget effect" identified by Weisberg et al. (2009), where evaluation systems fail to differentiate teacher performance,

undermining the process. Similar concerns about bias and fairness have been documented by Krekis (2012) and Strikas (2018).

The participants also criticized the evaluators' inadequate training, which impedes impartial and professional judgments. This mirrors findings by Kosma (2008), Larsen (2009), and Rallis (2020). Moreover, the process was viewed as excessively time-consuming, focusing on paperwork rather than meaningful improvement—a sentiment shared by teachers in Flores (2012) and Larsen (2009).

Participants described the preparation for evaluations as anxiety-inducing and artificial, with teachers crafting idealized lessons that do not reflect daily practices. This performative approach has been likened to a theatrical show, as noted by Ball (2003), Collins (2004), and Roberts (2019).

Despite these criticisms, participants valued the feedback and self-reflection opportunities provided, which they felt supported their professional growth. Similar positive effects of reflective practices were noted by Svarna (2022). However, scepticism persists, with participants emphasizing the need for a stronger culture of evaluation (Zvarna, 2022; Tzanidou, 2024).

Key recommendations include reducing bureaucratic demands, ensuring objectivity through external evaluators, and introducing unannounced observations to better capture authentic teaching practices. These changes could address current limitations and enhance the evaluation process. Future research should expand to include a larger, more diverse group of educators to explore these findings further.

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EDUCATION AND SOCIAL INCLUSION OF ROMA STUDENTS IN PRIMARY EDUCATION: THE EXAMPLE OF TWO SCHOOLS IN GREECE AND TURKEY

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Abstract

The issue of education and, more broadly, social inclusion of the Roma has occupied the scientific community for many years. Addressing social exclusion largely depends on education as a key pathway to empowerment. A longstanding objective has been to provide children with equal opportunities and appropriate support to develop the skills necessary for their equitable and active participation in society.

Purpose

This study aims to present the profile of education in the context of Roma students' inclusion in primary education. Specifically, it investigates how the educational reality in this field is shaped. The specific objectives include identifying common challenges faced by educators in two countries, as well as highlighting good practices adopted by teachers in these settings.

Methodology

This is a qualitative research study based on semi-structured interviews conducted with primary school teachers from two schools that enroll Roma students—one in Greece and one in Turkey. Six teachers from each school participated in the interviews. Following transcription, the responses were open-coded and subjected to thematic content analysis.

Results

Notable findings emerged regarding the operational dynamics of each school. The study documented the specific challenges educators encounter in each context, as well as overarching issues affecting teaching staff across both settings. Additionally, several good practices were identified—some yielding modest but meaningful improvements, others demonstrating significant positive impact on student engagement and inclusion.

Conclusions

The results yield valuable insights that can inform both the design and implementation of interventions aimed at improving Roma students' educational inclusion. While existing literature frequently addresses this topic, this study uniquely illustrates, through concrete examples, how educational realities are experienced and navigated on the ground.

Keywords: Education, Roma students, Social inclusion.

1. Introduction

Social inclusion of the Roma constitutes a complex process that requires overcoming structural barriers and entrenched misconceptions. They are one of the most marginalized groups in Europe, frequently excluded from various dimensions of social life, with education playing a pivotal role in advancing their integration. Local communities often function as reproducers of social prejudice, subjecting Roma individuals to discrimination that directly impedes their access to education. Linguistic and cultural differences between Roma populations and the majority society can present significant obstacles to learning; the lack of adequate support for their language or cultural identity

frequently leads to academic struggles. Many Roma families live in conditions of extreme poverty, which hinders their access to basic services—including education—while economic constraints often render school attendance unattainable. The social inclusion of the Roma represents one of the most complex social challenges in Europe, Turkey, and Greece. Despite numerous policies and interventions, this group continues to face substantial inequalities in key areas such as education, employment, and health (European Union Agency for Fundamental Rights [FRA], 2020). Education is widely recognized as a primary mechanism for social inclusion; yet, school participation among Roma children remains low due to economic, cultural, and social barriers (UNICEF, 2019). In both Greece and Turkey, the social inclusion of Roma (Romani/Gypsy communities) is a critical issue in educational policy. Although both countries have long-standing historical Roma populations, these communities continue to endure severe social and educational exclusion (ERG, 2018). Education is a vital instrument for reducing inequalities, yet Roma children frequently drop out prematurely or encounter systemic discrimination (European Roma Rights Centre [ERRC], 2020). This study examines efforts toward the social inclusion of Roma students through education, focusing on two primary schools—one in Greece and one in Turkey. It seeks to identify shared challenges and promising practices currently implemented—or potentially adaptable—in these contexts, contributing to a deeper understanding of how inclusive education can be meaningfully advanced at the local level.

.2. Main Body

The State of Roma Education

The Profile in Greece. In Greece, many Roma children either drop out of school prematurely or never enroll at all. According to a 2020 survey by the European Union Agency for Fundamental Rights (FRA), only 30% of Roma children in Greece complete primary education, and their participation in secondary education is extremely limited. The main factors contributing to this phenomenon include:

- Economic Deprivation: Many Roma families face severe poverty, forcing children to work or contribute to household survival (Cudworth, 2015).
- Social Exclusion and Stereotypes: Roma children frequently encounter discrimination and negative stereotypes from peers and educators, leading to low self-esteem and absenteeism (Kóczé & Trehan, 2021).
- Cultural Differences: Some Roma communities prioritize family life and traditional forms of education over formal schooling, reducing the perceived value of institutional education (Levinson, 2015).Educational Initiatives for Roma Student Inclusion
Several countries have implemented policies to strengthen Roma education. In Greece, key initiatives include:
- Targeted Support Programs: Programs such as *Esperia* (2012–2015) and *RODAS* (2018–2021) aim to improve school attendance through financial stipends, transportation assistance, and psychosocial support (Ministry of Education, Greece, 2021).
- Intercultural Education: Educational curricula designed to promote cultural awareness and combat stereotypes (Banks, 2017).
- Parental Engagement: The UNICEF initiative *All Children in Education* (2022) seeks to raise Roma families' awareness of the importance of schooling.
- However, each school and geographic region exhibits unique characteristics. The educational profile varies significantly depending on local contexts and the individual needs of students.

Similarly in Turkey:

Roma communities in Turkey often reside in urban impoverished neighborhoods (e.g., Sulukule in Istanbul—though not universally the case in Edirne) and face significant economic and social challenges. Research indicates:

- Low School Enrollment: Only 30–40% of Roma children attend primary school regularly; far fewer progress to middle or high school (Kaya & Açıkalın, 2019).
- Early School Dropout: Many Roma children leave school to work or support their families financially (UNDP, 2017).
- Linguistic and Cultural Barriers: Some Roma communities speak Romani as their first language, creating additional obstacles to integration within the Turkish education system (Marushiakova & Popov, 2021).

Barriers to Roma Education

a) Social and Economic Exclusion

- Poverty: Many Roma families live below the poverty line, with limited access to school supplies, textbooks, and digital devices (World Bank, 2019).
- Stereotypes and Discrimination: Roma children often face prejudice from peers, resulting in isolation or school withdrawal (ERRC, 2020).

b) Weaknesses in the Education System

- Lack of Culturally Sensitive Programs: The Turkish education system has not consistently adapted to the cultural needs of Roma students (Kırkış & Kan, 2020).
- Absence of Adequate Support Measures: Insufficient programs exist to support linguistic and social adaptation for Roma children (ERG, 2018).

3. Policies and Initiatives for Roma Inclusion

a) National Policies

- Roma Strategic Plan (2016–2021): The Turkish government adopted a national strategy to improve Roma education, employment, and housing (UNDP, 2021).
- Free School Meals: Some schools provide free meals and materials to encourage enrollment (Ministry of National Education, Turkey, 2020).

b) NGOs and International Initiatives

- “Romani Godi” (Roma Speak): An ERRC program empowering Roma youth through education and mentorship (ERRC, 2022).
- UNICEF – “Her Çocuk İçin Eğitim” (Education for Every Child): A program enhancing Roma children’s access to education (UNICEF Turkey, 2021).

2.1 Research Methodology

This study aims to map the educational profile of Roma students within broader efforts toward social inclusion. It employs a qualitative research design. The sample consisted of 12 primary school teachers (six from Turkey and six from Greece). The vast majority (11) were female, and all worked directly with Roma students in elementary education settings. Semi-structured interviews were conducted using open-ended questions. Data were processed using open coding, followed by identification of recurring thematic axes and completed through thematic analysis. The goal was not generalization but the generation of new theoretical and empirical insights. Qualitative research is a critical methodological approach in the social sciences, prioritizing interpretive and contextual

understanding of human experiences (Bryman, 2016). Thematic analysis, one of the most widely used methods for analyzing qualitative data, enables researchers to identify, organize, and offer insight into patterns of meaning (themes) across datasets (Braun & Clarke, 2006). This paper examines thematic analysis as a tool for qualitative inquiry, outlining its steps, theoretical foundations, and practical applications.

Qualitative Research: Theoretical Background

Qualitative research focuses on interpreting human experiences through non-numerical data (e.g., interviews, ethnographic observations, open-ended surveys) (Denzin & Lincoln, 2018). Its core principles include:

- Naturalism: Studying phenomena in their natural settings.
- Interpretive Approach: Emphasizing the meanings participants assign to their experiences.
- Flexibility: Adapting methods according to evolving research questions (Silverman, 2020).

2. Thematic Analysis: Definition and ApproachThematic analysis is an inductive-deductive method that identifies themes within qualitative data. According to Braun & Clarke (2006), it can be applied in two ways:

Inductive (data-driven): Themes emerge directly from the data without pre-existing frameworks.

Deductive (theory-driven): Analysis is guided by existing theories or research questions.

Steps of Thematic Analysis (Braun & Clarke, 2006)

- Familiarization with the data (reading and re-reading).
- Generating initial codes.
- Searching for themes.
- Reviewing themes.
- Defining and naming themes.
- Producing the report.

3. Applications and AdvantagesThematic analysis is widely used in:

- Psychology: Exploring identity and mental health (Joffe, 2012).
- Sociology: Analyzing social inequalities (Fereday & Muir-Cochrane, 2006).
- Educational Research: Understanding teaching and learning experiences (Nowell et al., 2017).

4. Criticisms and Limitations

- Subjectivity: Theme interpretation depends on researcher bias (Kiger & Varpio, 2020).
- Time-Consuming: Requires extensive data review and iterative coding.
- Risk of Oversimplification: Complex realities may be reduced to overly neat categories (Sundler et al., 2019).

2.2 Research Findings

Thematic analysis revealed compelling insights into the complex realities of Roma education. Key recurring themes identified include:

Major Challenges in Daily Educational Practice

The role of the family environment is decisive. Many difficulties are directly linked to the functioning of students' home environments:

"They face economic and social hardships as a family. Of course, these are economic difficulties—they force children to work at a young age. They marry early. Families often marry off girls at 15–16. By age 30, there are many children at home. We search for a child: 'Why aren't you here? Why aren't you at school at this hour?'" (Interview 1, Turkish teacher)

A Greek teacher noted:

"I've observed problems even in acquiring basic school supplies. Often, they ask for an eraser, a pencil, a sharpener. Since the family environment doesn't encourage attending school or learning what it offers…" (Interview 1, Greek teacher)

Other teachers echoed similar concerns:

"Families don't value education. Due to social structure, absenteeism is widespread. We face problems with all of this." (Interview 3, Turkish teacher)
"The biggest problem is frequent absenteeism due to issues at home. This leads to concentration difficulties—children aren't fed properly or sleeping regularly, so the first lessons are ineffective." (Interview 5, Turkish teacher)

Greek educators added:

"The main problem is, I'd say, indifference. Parents at home offer no help whatsoever." (Interview 2, Greek teacher)

Additional challenges highlighted:

"There's marginalization and resistance from classmates when they try to participate in class. Unfortunately, sometimes even teachers respond this way—but we're trying to address it. Also, if teaching materials aren't well adapted to their needs, comprehension becomes difficult. As a result, they don't easily engage in lessons, which causes anxiety and dislike." (Interview 1, Greek teacher)

"The biggest difficulty is frequent absences. Unfortunately, we fail to reach desired levels in reading and writing because families are uneducated. We have no academic outcomes…" (Interview 6, Turkish teacher)

"They're inconsistent in class—one day they come, then two or three days absent. When you ask why, they give excuses: 'I'm sick.' There's always a justification." (Interview 2, Greek teacher)

"They come one day, disappear for three. We can't achieve effectiveness in our teaching process. They can't prioritize education. What does education offer if it's not prioritized? They cannot think long-term. What good is bringing them to school if they don't see its value? These economic and social problems cause us deep concern." (Interview 1, Turkish teacher)

"They lack motivation to learn. That's why I keep trying to help them understand why it's good to learn something. I consider this fundamental—to give them a small incentive. The big problem is their lack of motivation. In their culture and circle, knowledge and education aren't highly valued." (Interview 3, Greek teacher)

"Absences are a huge problem. We call daily, but the child hasn't even gotten up. Their sense of time isn't developed. Some arrive during second or third lesson. Economic hardship is another issue—we request supplies, but often there aren't even notebooks or pens. Sadly, we provide them ourselves. The lack of understanding regarding the importance of school and learning is a massive problem for us." (Interview 4, Turkish teacher)

"The major difficulties begin with language. They don't know the official language well enough, so communication problems arise. Another challenge is school rules—they struggle to follow classroom conduct, even during breaks. Sitting still for a full lesson is very hard for them." (Interview 5, Greek teacher)

Proposals for Improving the Situation

Teachers offered diverse and multidimensional suggestions for improvement:

"To integrate them socially, instead of sending Roma children only to neighborhood-specific schools, they should be dispersed across all schools. This would aid their development and reduce differences. Currently, even in school, they remain together as a group from the same neighborhood—we're not progressing." (Interview 4, Turkish teacher)

"I believe one solution is early integration into the school environment. And what I always tell them—though they rarely follow—is that if children learn Greek, they'll connect more easily with other kids. Young children don't hold racism—they play with everyone." (Interview 4, Greek teacher)

"The Ministry of Education could introduce vocational training at the middle school level—for example, carpentry, hairdressing, electrical work. Changes in national education policy are needed.

Families could be economically empowered through vocational training too. If families achieve economic stability, they'll support education more. Instead of continuously giving aid (e.g., food), let's teach them to fish. Give them a profession. Then they'll support education. Also, there's the logic of isolated neighborhoods and schools just for Roma—that can change. They can be integrated into society." (Interview 3, Turkish teacher)

"We must be close to the Roma. Let them feel we are near them. Listen to their problems. Don't ignore them or push them to the margins. When we're close, I believe we gain much—and they will bring their children to school. Integration will become smoother. I think we won't have problems—if we are close. We must make them feel that the state hasn't abandoned them. They must feel safe knowing the school and the state are with them." (Interview 2, Greek teacher)

"More impactful actions are needed to explain to families the importance of education and skills training—not just in school, but in their social lives. Students could rotate between different schools regardless of neighborhood or location. I believe this would allow them to interact with other children. Role models are vital, but they have none around them. Very few finish middle or high school. They need to meet people who can serve as role models—perhaps individuals among them who studied, went to university, and succeeded." (Interview 1, Turkish teacher)

"Teachers must have excellent attitudes and enthusiasm. Teaching materials are vast and must be constantly filtered to suit each student's needs. Teachers should strive to foster group cohesion, continuously dialogue, and resolve conflicts so children also learn to resolve differences beautifully—and everyone feels satisfied." (Interview 1, Greek teacher)

5. Conclusions

The findings of this study demonstrate that education can serve as a key pathway to Roma social inclusion—but only if supported by holistic policies that address the root causes of exclusion. Enhancing educational participation benefits not only Roma communities themselves but society as a whole, promoting social cohesion and equality.

Despite ongoing efforts, persistent challenges remain:

- Chronic Social Isolation: Many Roma communities live in remote areas with limited infrastructure (Hancock, 2020).
- Insufficient Educator Capacity: Lack of specialized teachers trained to support Roma learners (Kyuchukov, 2016).

Key recommendations for improvement include:

- Strengthening incentives for Roma families (e.g., conditional cash transfers tied to school attendance).
- Training educators in intercultural pedagogy.
- Expanding transition programs from school to employment.

Moreover, context-sensitive, locally tailored practices are essential for effective intervention. One-size-fits-all approaches fail to account for the diversity within Roma communities. Sustainable inclusion requires listening to lived experiences, respecting cultural identities, and building trust through consistent, empathetic engagement. Education is not merely about literacy or numeracy—it is about dignity, belonging, and opportunity. For Roma children, inclusive education is not a privilege; it is a right—and a necessity for a just society.

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Ευρωπαϊκά Προγράμματα

ΕΝΣΩΜΑΤΩΣΗ ΤΗΣ ΤΕΧΝΗΤΗΣ ΝΟΗΜΟΣΥΝΗΣ ΣΕ ΕΝΑ ΠΡΟΣΑΡΜΟΣΜΕΝΟ ΠΡΟΓΡΑΜΜΑ ΤΑΧΕΙΑΣ ΕΚΜΑΘΗΣΗΣ (SPEED SCHOOL-AI) ΓΙΑ ΜΑΘΗΤΕΣ/ΤΡΙΕΣ ΠΡΩΤΟΒΑΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΣΤΗΝ ΕΛΛΑΔΑ

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Περίληψη

Η παρούσα αναφορά εξετάζει το πρόγραμμα Speed School ως καινοτόμος προσέγγιση για την αντιμετώπιση της σχολικής διαρροής, με έμφαση στις ευάλωτες κοινότητες. Χρησιμοποιώντας ταχεία εκμάθηση και τεχνολογικά εργαλεία, το πρόγραμμα παρέχει εξατομικευμένη εκπαίδευση σε παιδιά που έχουν αποκλειστεί από το παραδοσιακό σχολείο. Η μελέτη διερευνά την προσαρμογή του προγράμματος στην ελληνική εκπαιδευτική πραγματικότητα, όπου η σχολική διαρροή παραμένει πρόβλημα. Προτείνεται μια πιλοτική εφαρμογή για να αξιολογηθεί η αποτελεσματικότητά του και να εντοπιστούν απαραίτητες προσαρμογές για την ενσωμάτωση στο ελληνικό εκπαιδευτικό σύστημα. Η ανάλυση στοχεύει στην παροχή στοιχείων για την αποτελεσματικότητα του προγράμματος στην καταπολέμηση της σχολικής διαρροής και την ενίσχυση των εκπαιδευτικών ευκαιριών. Παράλληλα, προτείνει συγκεκριμένες προσαρμογές που μπορούν να ενισχύσουν την εφαρμογή του στην Ελλάδα. Μέσω της συστηματικής αξιολόγησης και παρακολούθησης της πιλοτικής εφαρμογής, αναμένονται βελτιώσεις που θα συμβάλουν στην εκπαιδευτική διαδικασία.

Λέξεις κλειδιά: Speed School, σχολική διαρροή, εξατομικευμένη εκπαίδευση, ευάλωτες ομάδες, τεχνολογικά εργαλεία

1. Εισαγωγή

1.1 Εισαγωγική Αναγνώριση του Προβλήματος: Οι Χαμένοι Ρυθμοί Μάθησης στην Πρωτοβάθμια Εκπαίδευση

Η πρόωρη εγκατάλειψη του σχολείου και η μαθητική διαρροή από το εκπαιδευτικό σύστημα αποτελεί ένα από τα πλέον σημαντικά κοινωνικά προβλήματα που ασχολείται με την εκπαιδευτική κοινότητα σε όλο τον κόσμο. Τα τελευταία στοιχεία της UNESCO παρουσιάζουν μια ανησυχητική εικόνα της παγκόσμιας εκπαίδευσης. Σύμφωνα με την έκθεση από την Global Education Monitoring Report Team (2023), ο αριθμός των παιδιών εκτός σχολείου έχει αυξηθεί κατά έξι εκατομμύρια από το 2021, φτάνοντας τα 250 εκατομμύρια. Αυτή η ανησυχητική τάση αποδίδεται σε μεγάλο βαθμό στον μαζικό αποκλεισμό κοριτσιών και νεαρών γυναικών από την εκπαίδευση στο Αφγανιστάν, σε συνδυασμό με μια επίμονη στασιμότητα της εκπαιδευτικής προόδου παγκοσμίως (UNESCO, 2021). Η υποσαχάρια Αφρική φέρει το κύριο βάρος αυτής της κρίσης, αντιπροσωπεύοντας σχεδόν το 30% όλων των παιδιών που δεν πηγαίνουν σχολείο. Τα κορίτσια επηρεάζονται δυσανάλογα, αποτελώντας το 48% του συνόλου. Η έκθεση υπογραμμίζει σημαντικές ανισότητες μεταξύ των περιοχών, με την Κεντρική και Νότια Ασία και τη Βόρεια Αφρική και τη Δυτική Ασία να παρουσιάζουν ιδιαίτερα υψηλά ποσοστά εξωσχολικής φοίτησης (Dharamshi et al., 2023; Abulikemu, 2023; Rongrong, 2024). Η φτώχεια παραμένει ένα σημαντικό εμπόδιο, ιδίως σε περιοχές όπως η υποσαχάρια Αφρική, όπου

πολλά παιδιά δεν έχουν πρόσβαση σε βασικούς εκπαιδευτικούς πόρους. Σε πολλές φτωχές οικογένειες, τα παιδιά αναγκάζονται να εργαστούν για να συμβάλουν στο οικογενειακό εισόδημα, αντί να παρακολουθούν σχολείο. Αυτό είναι ιδιαίτερα συχνό σε αγροτικές περιοχές όπου τα παιδιά εργάζονται στα χωράφια ή σε άλλες χειρωνακτικές εργασίες. Επίσης, οι φτωχές οικογένειες συχνά δεν έχουν τους απαραίτητους πόρους για να υποστηρίξουν την εκπαίδευση των παιδιών τους, όπως σχολικά είδη, βιβλία και μεταφορικά έξοδα. Αυτό καθιστά δύσκολη την τακτική παρακολούθηση των μαθημάτων (Aluko & Tony, 2022). Σε χώρες όπως η Νιγηρία, οι συγκρούσεις έχουν επιδεινώσει την κατάσταση, με εκατομμύρια παιδιά να εκτοπίζονται και τα σχολεία να καταστρέφονται ή να κλείνουν λόγω βίας. Η βία, ιδιαίτερα στις περιοχές της Βόρειας Νιγηρίας, έχει οδηγήσει στην καταστροφή σχολείων και την απαγωγή μαθητών, αποθαρρύνοντας την εγγραφή και παρακολούθηση μαθημάτων (Ndanusa et al., 2021).

Στην Ελλάδα, η εκπαίδευση θεωρείται παραδοσιακά ως βασικό μέσο για την επίτευξη κοινωνικής ισότητας και κινητικότητας. Το ζήτημα της εγκατάλειψης του σχολείου από τους μαθητές/τριες στην Ελλάδα είναι πολύπλοκο και επηρεάζεται από διάφορους παράγοντες, συμπεριλαμβανομένων των περιφερειακών ανισοτήτων, της κοινωνικοοικονομικής κατάστασης και των προκλήσεων που αντιμετωπίζουν οι μεταναστευτικοί πληθυσμοί. Η μετάβαση της Ελλάδας από χώρα μετανάστευσης σε χώρα υποδοχής μεταναστών επηρέασε τα ποσοστά εγκατάλειψης. Πολλοί μαθητές/τριες μεταναστών και μειονοτήτων αντιμετωπίζουν πρόσθετες προκλήσεις που μπορούν να οδηγήσουν σε υψηλότερα ποσοστά εγκατάλειψης, όπως κοινωνική περιθωριοποίηση και πολιτιστικά εμπόδια (Kyridis & Tsakiridou 2011).

1.2 Speed School: Ένα Καινοτόμο Πρόγραμμα Εκπαίδευσης για Παιδιά που Βρίσκονται Εκτός Σχολείου

Το πρόγραμμα Speed School (πρόγραμμα ταχύρρυθμης εκμάθησης) αποτελεί μια πρωτοποριακή παρέμβαση στον τομέα της εκπαίδευσης, με στόχο την παροχή εκπαιδευτικών ευκαιριών σε περιθωριοποιημένα παιδιά που έχουν αποκλειστεί από το παραδοσιακό σχολικό σύστημα. Αποτελείται από ένα συμπυκνωμένο πρόγραμμα σπουδών που καλύπτει τα τρία πρώτα χρόνια της πρωτοβάθμιας εκπαίδευσης (Akyeampong et al., 2018). Το πρόγραμμα αυτό αποτέλεσε προϊόν συστηματικής συνεργασίας μεταξύ διακεκριμένων εμπειρογνωμόνων της Δυτικής Αφρικής και διεθνών οργανισμών, με στόχο την προώθηση εκπαιδευτικών ευκαιριών για παιδιά εκτός σχολείου. Η πιλοτική εφαρμογή του καινοτόμου αυτού εκπαιδευτικού μοντέλου πραγματοποιήθηκε στη Δημοκρατία του Μάλι το 2004, θέτοντας τα θεμέλια για την περαιτέρω ανάπτυξη και διάδοσή του και έκτοτε οι τρεις οργανισμοί εισήγαγαν και συνεχίζουν να εφαρμόζουν το πρόγραμμα στην Μπουρκίνα Φάσο, την Αιθιοπία, την Νίγηρα και την Ουγκάντα. Μετά την ολοκλήρωση του προγράμματος, τα παιδιά μεταφέρονται σε δημόσια σχολεία, όπου συνεχίζουν την εκπαιδευτική τους πορεία (Rauchwerk, 2017). Τα αποτελέσματα αυτής της παρέμβασης είναι εντυπωσιακά καθώς ενισχύει την πρόσβαση των μαθητών/τριών στην εκπαίδευση, καλλιεργεί τη χαρά της μάθησης και ανοίγει τον δρόμο για ένα καλύτερο μέλλον (Zerihun et al., 2019) (εικόνα 1).

Εικόνα 1: Αξιολόγηση της εφαρμογής του Speed School σε διάφορες αφρικανικές χώρες.

2. Μέθοδος της έρευνας

2.1. Μελέτη για προτεινόμενη αξιοποίηση των τεχνολογιών Τεχνητής Νοημοσύνης στο πλαίσιο του καινοτόμου εκπαιδευτικού προγράμματος Speed School για την ενίσχυση της μαθησιακής διαδικασίας

Στο σύγχρονο εκπαιδευτικό περιβάλλον, η Τεχνητή Νοημοσύνη (ΤΝ) αναδεικνύεται ως ένας καταλυτικός παράγοντας μετασχηματισμού της εκπαιδευτικής διαδικασίας, προσφέροντας πολυεπίπεδη υποστήριξη τόσο στο διδακτικό προσωπικό όσο και στο μαθητικό δυναμικό. Η ενσωμάτωση της ΤΝ στην εκπαιδευτική πράξη χαρακτηρίζεται από την ικανότητά της να επαναπροσδιορίζει το παραδοσιακό εκπαιδευτικό παράδειγμα, εισάγοντας εξατομικευμένες μαθησιακές εμπειρίες μέσω προηγμένων αλγορίθμων μηχανικής μάθησης (Ray & Sikdar, 2023; Buşu, 2024; Souza et al., 2024).

Σε αυτό το πλαίσιο, η καινοτόμος εκπαιδευτική πρωτοβουλία "Speed School" είναι εφικτό να ενσωματώνει τις δυνατότητες της ΤΝ, δημιουργώντας ένα ολοκληρωμένο σύστημα υποστήριξης της μαθησιακής διαδικασίας. Το σύστημα αυτό προτείνεται να διαρθρώνεται σε τέσσερις θεμελιώδεις πυλώνες:

- (α) Η διαγνωστική αξιολόγηση, υποστηριζόμενη από προηγμένους αλγόριθμους, επιτρέπει τη λεπτομερή ανάλυση των μαθησιακών αναγκών και τον εντοπισμό γνωστικών κενών.
- (β) Η εξατομίκευση του εκπαιδευτικού περιεχομένου προσαρμόζεται δυναμικά στις ιδιαίτερες ανάγκες και τον ρυθμό μάθησης κάθε μαθητή.
- (γ) Η ενσωμάτωση διαδραστικών παιχνιδιών αξιοποιεί τις αρχές της παιχνιδοποίησης για την ενίσχυση της μαθητικής εμπλοκής.
- (δ) Η συστηματική παρακολούθηση της προόδου παρέχει συνεχή ανατροφοδότηση και εξατομικευμένη καθοδήγηση.

Η συγκεκριμένη προσέγγιση θα επιτρέπει στους εκπαιδευτικούς να απελευθερώσουν πολύτιμο χρόνο από διαχειριστικές εργασίες, επικεντρώνοντας την προσοχή τους στην καλλιέργεια ανώτερων γνωστικών δεξιοτήτων, όπως η κριτική σκέψη και η δημιουργικότητα. Παράλληλα, η ανάλυση δεδομένων σε πραγματικό χρόνο επιτρέπει την έγκαιρη προσαρμογή των εκπαιδευτικών παρεμβάσεων, διασφαλίζοντας τη βέλτιστη υποστήριξη της μαθησιακής διαδικασίας. Συνεπώς, η συνέργεια μεταξύ της ΤΝ και του προγράμματος Speed School αντιπροσωπεύει μια καινοτόμο προσέγγιση στην εκπαιδευτική διαδικασία, η οποία αξιοποιεί τις τεχνολογικές εξελίξεις για την ενίσχυση της μαθησιακής εμπειρίας και την προώθηση της εκπαιδευτικής αποτελεσματικότητας (πίνακας 1).

Πίνακας 1: Οι προτεινόμενοι πυλώνες του συστήματος Τεχνητής Νοημοσύνης στο Speed School και τα οφέλη τους για μαθητές/τριες και εκπαιδευτικούς

Πυλώνας	Περιγραφή	Οφέλη για τους μαθητές/τριες	Οφέλη για τους εκπαιδευτικούς	Τεχνολογίες/Εργαλεία ΤΝ
Διαγνωστική Αξιολόγηση	Λεπτομερής ανάλυση των μαθησιακών αναγκών και εντοπισμός γνωστικών κενών.	• Εξατομικευμένη μάθηση. • Καλύτερη κατανόηση των δυνατοτήτων και αδυναμιών τους.	• Απελευθέρωση χρόνου από διοικητικές εργασίες. • Εστίαση στην εξατομικευμένη διδασκαλία.	• Αλγόριθμοι μηχανικής μάθησης. • Συστήματα ανάλυσης δεδομένων.
Εξατομίκευση Εκπαιδευτικού Περιεχομένου	Προσαρμογή του περιεχομένου στις ανάγκες και τον ρυθμό μάθησης κάθε μαθητή.	• Μαθησιακή εμπειρία προσαρμοσμένη στις ανάγκες τους. • Βελτίωση της κατανόησης και της επίδοσης.	• Δυνατότητα παροχής εξατομικευμένης υποστήριξης. • Αποτελεσματικότερη διδασκαλία.	• Πλατφόρμες εξατομικευμένης μάθησης. • Συστήματα προσαρμογής περιεχομένου.
Ενσωμάτωση Διαδραστικών Παιχνιδιών	Χρήση παιχνιδιών για ενίσχυση της μαθητικής εμπλοκής και της μάθησης.	• Ενίσχυση του ενδιαφέροντος και της συμμετοχής. • Δημιουργία θετικού μαθησιακού περιβάλλοντος.	• Δυνατότητα αξιοποίησης της παιχνιδοποίησης για την υποκίνηση των μαθητών.	• Εκπαιδευτικά παιχνίδια βασισμένα στην ΤΝ. Πλατφόρμες δημιουργίας διαδραστικών παιχνιδιών.
Συστηματική Παρακολούθηση της Προόδου	Συνεχής ανατροφοδότηση και εξατομικευμένη καθοδήγηση.	Συνεχής ενημέρωση για την πρόοδο τους. Υποστήριξη και καθοδήγηση για την επίτευξη των στόχων τους.	• Άμεση ανατροφοδότηση για την αποτελεσματικότητα της διδασκαλίας. • Δυνατότητα έγκαιρης παρέμβασης.	• Συστήματα παρακολούθησης και ανάλυσης δεδομένων. • Εργαλεία δημιουργίας αναφορών προόδου.

2.2 Προσαρμογή και εφαρμογή του μοντέλου Speed School στις ιδιαίτερες συνθήκες της Ελληνικής Πρωτοβάθμιας Εκπαίδευσης.

Η παγκόσμια κοινότητα αναγνωρίζει την εκπαίδευση ως θεμελιώδες ανθρώπινο δικαίωμα και ως βασικό εργαλείο για την κοινωνική ανάπτυξη. Ωστόσο, στην Ελλάδα, όπως και σε πολλές άλλες χώρες, παρατηρείται ένα ανησυχητικό το φαινόμενο της απόκλισης παιδιών από το σχολείο, ιδιαίτερα σε ευάλωτες κοινωνικές ομάδες. Με βάση την έρευνα του Γραφείου Διερεύνησης και Αποτίμησης Εκπαιδευτικού Έργου του Ινστιτούτου Εκπαιδευτικής Πολιτικής (ΙΕΠ), η διαρροή μαθητών στην πρωτοβάθμια εκπαίδευση κυμαίνεται γύρω στο 5% - 7%, με υψηλότερα ποσοστά σε αγροτικές περιοχές (ΥΠΕΘ & ΙΕΠ, 2019). Οι οικονομικοί παράγοντες, η έλλειψη υποστήριξης από την οικογένεια, τα προβλήματα υγείας και η έλλειψη ενδιαφέροντος για τη μάθηση είναι οι κύριες αιτίες της διαρροής (πίνακας 2). Οι συνέπειες που έπονται από τα παραπάνω είναι σοβαρές, επηρεάζοντας τις μελλοντικές ευκαιρίες των μαθητών (αύξηση της ανεργίας και η μείωση των ευκαιριών για κοινωνική ανέλιξη). Ωστόσο, η εφαρμογή στοχευμένων προγραμμάτων υποστήριξης έχει αποδειχθεί αποτελεσματική στη μείωση της διαρροής, προσφέροντας ελπίδα για τη βελτίωση της κατάστασης.

Πίνακας 2: Συγκριτικά: Η μαθητική διαρροή στο δημόσιο δημοτικό σχολείο ανά διοικητική Περιφέρεια

ΔΙΟΙΚΗΤΙΚΕΣ ΠΕΡΙΦΕΡΕΙΕΣ	ΤΑΞΕΙΣ Α'-Β'-Γ'			ΤΑΞΕΙΣ Δ'-Ε'-ΣΤ'		
	2013-16	2014-17	2015-18	2013-16	2014-17	2015-18
	ΠΟΣΟΣΤΑ ΔΙΑΡΡΟΗΣ (%)					
ΑΝ. ΜΑΚΕΔΟΝΙΑΣ ΚΑΙ ΘΡΑΚΗΣ	2,96	2,83	2,4	2,68	2,81	2,4
ΚΕΝΤΡΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ	1,09	1,24	1,3	1,13	1,4	1
ΔΥΤΙΚΗΣ ΜΑΚΕΔΟΝΙΑΣ	0,55	0,61	0,4	0,31	0,31	0,4
ΘΕΣΣΑΛΙΑΣ	1	1,58	1,7	0,45	0,39	0,8
ΗΠΕΙΡΟΥ	1,88	0,82	1,2	1,62	0,85	1
ΙΟΝΙΩΝ ΝΗΣΩΝ	2,19	2,13	2	1,83	2,3	1,4
ΔΥΤΙΚΗΣ ΕΛΛΑΔΑΣ	2,88	2,26	2,2	2,68	2	2
ΣΤΕΡΕΑΣ ΕΛΛΑΔΑΣ	2,37	1,88	1,8	2,14	1,69	1,6
ΠΕΛΟΠΟΝΝΗΣΟΥ	2,48	2,35	2	2,23	2,1	1,7
ΑΤΤΙΚΗΣ	1,89	1,11	1,3	1,73	1,2	1,4
ΒΟΡΕΙΟΥ ΑΙΓΑΙΟΥ	1,37	1,18	1,1	1,18	1,3	0,7
ΝΟΤΙΟΥ ΑΙΓΑΙΟΥ	1,78	1,35	1,3	1,52	1,4	1,2
ΚΡΗΤΗΣ	1,78	1,33	1,3	1,46	1,4	1,2
ΣΥΝΟΛΟ ΧΩΡΑΣ	1,79%	1,79%	1,70%	1,54%	1,50%	1,40%

Πηγή: Πληροφοριακό σύστημα myschool, επεξεργασία: Γραφείο Διερεύνησης και Αποτίμησης Εκπαιδευτικού Έργου ΙΕΠ (2019)

Η προσαρμογή του μοντέλου Speed School στην ελληνική εκπαιδευτική πραγματικότητα αποτελεί μια σύνθετη διαδικασία πρόκλησης που απαιτεί διεπιστημονική προσέγγιση και λεπτομερή σχεδιασμό. Ωστόσο, η ενσωμάτωση του μοντέλου αυτού προσφέρει ένα μοναδικό πεδίο για την ανάπτυξη καινοτόμων εκπαιδευτικών πρακτικών και την δημιουργία ενός εξατομικευμένου μαθησιακού περιβάλλοντος. Η υιοθέτηση του μοντέλου Speed School μπορεί να συμβάλει στην αντιμετώπιση σημαντικών προκλήσεων του σύγχρονου εκπαιδευτικού συστήματος, όπως η βελτίωση της αποτελεσματικότητας της διδασκαλίας, η ενίσχυση της συμμετοχής των μαθητών/τριών και η προετοιμασία τους για τις απαιτήσεις της σύγχρονης κοινωνίας. Οι κεντρικοί άξονες γύρω από τους οποίους θα πρέπει να περιστραφεί η διαδικασία προσαρμογής του μοντέλου Speed School στην Ελληνική Εκπαίδευση, ώστε να ανταποκριθεί στις ανάγκες και τα χαρακτηριστικά του ελληνικού εκπαιδευτικού περιβάλλοντος επικεντρώνονται σε γλωσσικές, πολιτισμικές και εκπαιδευτικές διαστάσεις (πίνακας 3).

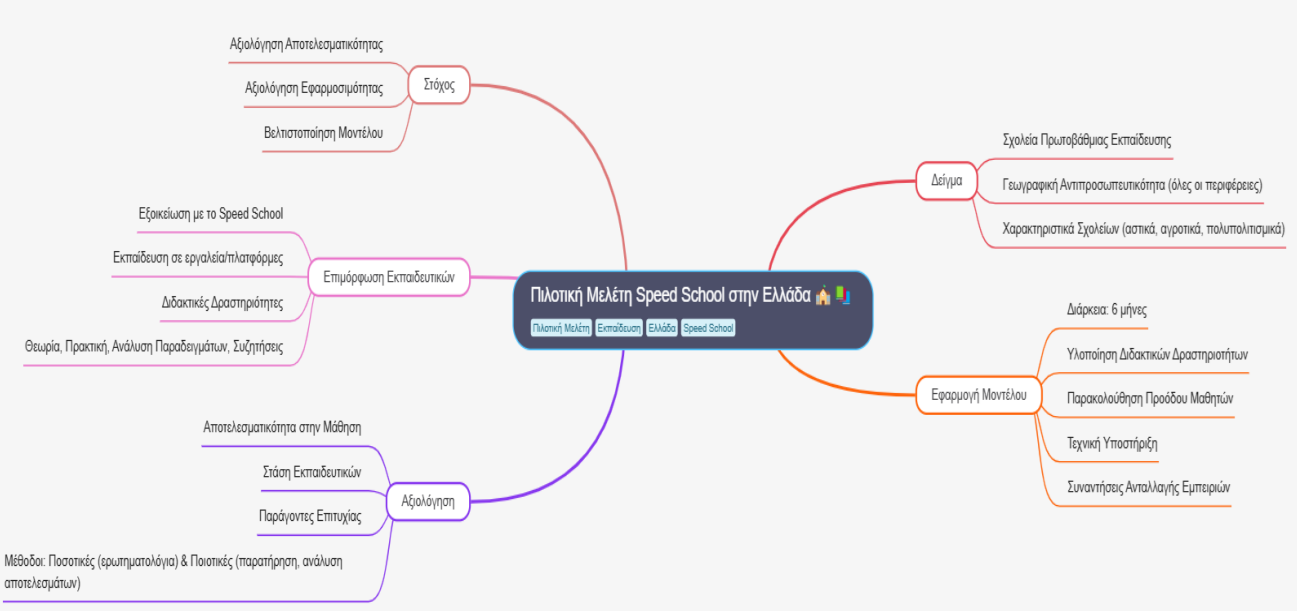
Πίνακας 3. Κεντρικοί άξονες γύρω από τους οποίους θα πρέπει να περιστραφεί η διαδικασία προσαρμογής του μοντέλου Speed School, ώστε να ανταποκριθεί στις ανάγκες και τα χαρακτηριστικά του ελληνικού εκπαιδευτικού περιβάλλοντος

Διάσταση	Κριτήρια	Στόχοι
Γλωσσική	Όλο το περιεχόμενο (οδηγίες, ασκήσεις, παραδείγματα, εξηγήσεις) να είναι στα ελληνικά.	Εξασφάλιση κατανόησης και εμπλοκής των μαθητών.
	Χρήση απλής και σαφούς γλώσσας, προσαρμοσμένη στην ηλικία και τις γνώσεις των μαθητών/τριών.	Αποφυγή δυσκολιών κατανόησης.
Πολιτισμική	Αντλήσεις παραδειγμάτων και ασκήσεων από την ελληνική ιστορία, πολιτισμό και καθημερινότητα.	Σχετικότητα και ενδιαφέρον για τους μαθητές/τριες.
	Ενσωμάτωση της πολυπολιτισμικότητας της Ελλάδας.	Προώθηση της ανοχής και του σεβασμού προς τη διαφορετικότητα.

Εκπαιδευτική	Συμβατότητα με τα Νέα Προγράμματα Σπουδών.	Κάλυψη των βασικών μαθησιακών στόχων και δεξιοτήτων.
	Διαθεματική προσέγγιση των μαθημάτων.	Ανάπτυξη κριτικής σκέψης, δημιουργικότητας και σύνδεσης γνώσεων.
	Ενσωμάτωση των ΤΠΕ.	Δημιουργία διαδραστικών μαθημάτων και ανάπτυξη ψηφιακών δεξιοτήτων.

2.3 Προτεινόμενη πιλοτική μελέτη για την προσαρμογή του Speed School στην Ελληνική Εκπαίδευση

Μια προτεινόμενη πιλοτική μελέτη είναι εφικτό να αξιολογήσει την αποτελεσματικότητα και την εφαρμοσιμότητα του εκπαιδευτικού μοντέλου Speed School στο ελληνικό εκπαιδευτικό σύστημα, προκειμένου να διαπιστωθεί η δυνατότητα υιοθέτησής του. Μέσω της συστηματικής συλλογής και ανάλυσης δεδομένων, η μελέτη θα συμβάλει στην περαιτέρω ανάπτυξη και βελτιστοποίηση του μοντέλου, προσαρμόζοντάς το στις ιδιαίτερες ανάγκες και τα χαρακτηριστικά του ελληνικού εκπαιδευτικού περιβάλλοντος. Για να εξασφαλιστεί η αντιπροσωπευτικότητα των αποτελεσμάτων, θα επιλεγούν σχολεία Πρωτοβάθμιας Εκπαίδευσης από όλες τις περιφέρειες της χώρας, λαμβάνοντας υπόψη τη γεωγραφική κατανομή και τα χαρακτηριστικά των σχολικών μονάδων (π.χ. αστικά, αγροτικά, πολυπολιτισμικά). Αυτή η ποικιλία θα επιτρέψει την αξιολόγηση της εφαρμοσιμότητας του μοντέλου σε διαφορετικά εκπαιδευτικά περιβάλλοντα. Πριν από την εφαρμογή του μοντέλου, οι εκπαιδευτικοί των επιλεγμένων σχολείων θα παρακολουθήσουν ένα εξειδικευμένο πρόγραμμα επιμόρφωσης. Οι στόχοι του προγράμματος είναι η εξοικείωση με τις βασικές αρχές του μοντέλου Speed School, η εκπαίδευση στη χρήση των σχετικών εργαλείων και πλατφορμών, καθώς και η ανάπτυξη των απαραίτητων δεξιοτήτων για τη σχεδίαση και υλοποίηση αποτελεσματικών διδακτικών δραστηριοτήτων. Το πρόγραμμα επιμόρφωσης θα περιλαμβάνει θεωρητικές παρουσιάσεις, πρακτικές εφαρμογές, ανάλυση παραδειγμάτων και συζητήσεις για τις προκλήσεις και τις ευκαιρίες που ενέχει η εφαρμογή του μοντέλου. Η εφαρμογή του μοντέλου στα επιλεγμένα σχολεία θα διαρκέσει έξι μήνες. Κατά τη διάρκεια αυτής της περιόδου, οι εκπαιδευτικοί θα εισαγάγουν το μοντέλο στις τάξεις τους, θα υλοποιήσουν τις σχεδιασμένες διδακτικές δραστηριότητες και θα παρακολουθούν την πρόοδο των μαθητών. Για την υποστήριξη των εκπαιδευτικών θα παρέχεται τεχνική υποστήριξη και θα οργανώνονται τακτικές συναντήσεις για την ανταλλαγή εμπειριών και την επίλυση τυχόν προβλημάτων. Η αξιολόγηση της πιλοτικής μελέτης θα επικεντρωθεί στην αποτελεσματικότητα του μοντέλου στην ενίσχυση της μάθησης των μαθητών, στη στάση των εκπαιδευτικών απέναντι στο μοντέλο και στην ταυτοποίηση των παραγόντων που επηρεάζουν την επιτυχία της εφαρμογής του. Για την αξιολόγηση θα χρησιμοποιηθούν ποσοτικές και ποιοτικές μέθοδοι, όπως ερωτηματολόγια για μαθητές/τριες, εκπαιδευτικούς και γονείς, παρατήρηση στην τάξη και ανάλυση των μαθησιακών αποτελεσμάτων των μαθητών (διάγραμμα 1).



Διάγραμμα 1: Βασικά στοιχεία της προτεινόμενης πιλοτικής μελέτης που αποσκοπεί στην αξιολόγηση της αποτελεσματικότητας και της εφαρμοσιμότητας του εκπαιδευτικού μοντέλου Speed School στο ελληνικό εκπαιδευτικό σύστημα

Συνολικά, η προτεινόμενη πιλοτική μελέτη αποτελεί ένα σημαντικό βήμα για την αξιολόγηση και την περαιτέρω ανάπτυξη του μοντέλου Speed School στο ελληνικό εκπαιδευτικό περιβάλλον. Τα αποτελέσματα της μελέτης θα συμβάλουν στην ενημέρωση των εκπαιδευτικών πολιτικών και στην ανάπτυξη καινοτόμων εκπαιδευτικών πρακτικών.

2.4 Ανάλυση των Αναμενόμενων Αποτελεσμάτων της Πιλοτικής Μελέτης Speed School.

Η πιλοτική μελέτη του προγράμματος Speed School στην Ελλάδα στοχεύει στην αξιολόγηση της αποτελεσματικότητας ενός καινοτόμου εκπαιδευτικού μοντέλου για την υποστήριξη περιθωριοποιημένων μαθητών/τριών. Το πρόγραμμα, με τη χρήση συμπυκνωμένης ύλης και διαδραστικών μεθόδων, φιλοδοξεί να βελτιώσει σημαντικά τις μαθησιακές επιδόσεις των παιδιών σε σύντομο χρονικό διάστημα (πίνακας 4). Οι συγκεκριμένοι στόχοι της μελέτης συνοψίζονται στα παρακάτω στοιχεία:

1. Βελτίωση της μαθησιακής απόδοσης: Μέσω της σύγκρισης των επιδόσεων των μαθητών πριν και μετά την εφαρμογή του προγράμματος σε τυποποιημένα τεστ (ανάγνωση, γραφή, μαθηματικά), θα αξιολογηθεί η αποτελεσματικότητα του Speed School στην ενίσχυση των βασικών μαθησιακών δεξιοτήτων. Επιπλέον, θα παρακολουθηθούν δείκτες συμμετοχής, ενδιαφέροντος και αυτοεκτίμησης των μαθητών.
2. Αύξηση της συμμετοχής σε δραστηριότητες υψηλότερου επιπέδου: Το πρόγραμμα προωθεί δραστηριότητες που απαιτούν κριτική σκέψη και επίλυση προβλημάτων. Η μελέτη θα αξιολογήσει αν οι μαθητές/τριες αποκτούν αυξημένη αυτοπεποίθηση και συμμετέχουν πιο ενεργά σε τέτοιου είδους δραστηριότητες.
3. Θετική στάση των εκπαιδευτικών απέναντι στην ΤΝ: Θα αξιολογηθεί η επίδραση του προγράμματος στη στάση των εκπαιδευτικών απέναντι στη χρήση τεχνολογικών εργαλείων στην εκπαίδευση.

Στόχος	Δείκτες Μέτρησης	Μέθοδοι Συλλογής Δεδομένων
Βελτίωση μαθησιακής απόδοσης	Σταθεροποιημένα τεστ επίδοσης: • Ανάγνωση (ταχύτητα, κατανόηση, λεξιλόγιο). • Γραφή (ορθογραφία, γραμματική, σύνταξη, έκφραση ιδεών). • Μαθηματικά (αριθμητικές πράξεις, γεωμετρία, μέτρηση, επίλυση προβλημάτων).	Τυποποιημένα τεστ πριν και μετά το πρόγραμμα.
Αύξηση συμμετοχής σε δραστηριότητες υψηλότερου Επιπέδου	Δείκτες συμμετοχής και ενδιαφέροντος: • Ποσοστό παρακολούθησης μαθημάτων.	Παρατήρηση στην τάξη, αρχεία παρακολούθησης, ερωτηματολόγια μαθητών.
	• Συμμετοχή σε δραστηριότητες τάξης.	Ερωτηματολόγια, συνεντεύξεις.
	• Ολοκλήρωση εργασιών. • Εκδήλωση ενδιαφέροντος για τη μάθηση. • Δείκτες αυτοεκτίμησης: • Ερωτηματολόγια αυτοεκτίμησης μαθητών. • Συνεντεύξεις με μαθητές/τριες. • Παρατήρηση της συμμετοχής σε ομαδικές εργασίες, συζητήσεις, δραστηριότητες κριτικής σκέψης.	Παρατήρηση στην τάξη, ανάλυση προϊόντων ομαδικών εργασιών.
Θετική στάση εκπαιδευτικών απέναντι στην ΤΝ	Ερωτηματολόγια για τις απόψεις τους σχετικά με τη χρήση της τεχνολογίας στην εκπαίδευση.	Ερωτηματολόγια εκπαιδευτικών.
	Παρατήρηση της χρήσης τεχνολογικών εργαλείων στην τάξη.	Παρατήρηση στην τάξη.

Πίνακας 4. Στόχοι και δείκτες μέτρησης των επιδόσεων των μαθητών/τριών πριν και μετά την ολοκλήρωση του προγράμματος

Συμπεράσματα και μελλοντικές κατευθύνσεις

Το πρόγραμμα Speed School αποτελεί μια πρωτοποριακή και καινοτόμα πρωτοβουλία, η οποία έχει αποδειχθεί εξαιρετικά αποτελεσματική σε διάφορες χώρες, προσφέροντας μια ελπιδοφόρα λύση στο παγκόσμιο πρόβλημα της σχολικής διαρροής. Το πρόγραμμα αυτό αξιοποιεί σύγχρονες και ταχείες μεθόδους εκμάθησης, σε συνδυασμό με την ενσωμάτωση προηγμένων τεχνολογικών εργαλείων, προκειμένου να παρέχει ποιοτική εκπαίδευση σε παιδιά που έχουν αποκλειστεί από το παραδοσιακό εκπαιδευτικό σύστημα. Η βασική φιλοσοφία του προγράμματος Speed School στηρίζεται στην ανάγκη για γρήγορη και αποτελεσματική ενσωμάτωση των παιδιών στο σχολικό περιβάλλον. Μέσω της συμπυκνωμένης ύλης και των διαδραστικών μεθόδων διδασκαλίας, το πρόγραμμα επιτυγχάνει την ταχεία εκπαιδευτική αποκατάσταση των μαθητών/τριών και τη βέλτιστη προετοιμασία για την επανένταξή τους στο σχολείο τυπικής εκπαίδευσης.

Η χρήση τεχνολογίας παίζει κρίσιμο ρόλο σε αυτή τη διαδικασία, καθώς επιτρέπει την εξατομίκευση της διδασκαλίας και την προσαρμογή της στις ανάγκες κάθε μαθητή, ενισχύοντας έτσι τη μαθησιακή του εμπειρία. Επιπλέον, το πρόγραμμα Speed School δίνει έμφαση στην ανάπτυξη βασικών δεξιοτήτων, όπως η ανάγνωση, η γραφή και η αριθμητική, οι οποίες αποτελούν τον πυρήνα της εκπαιδευτικής διαδικασίας στην Πρωτοβάθμια Εκπαίδευση. Οι μαθητές/τριες που συμμετέχουν στο πρόγραμμα, μέσω της ενεργούς εμπλοκής τους σε ποικίλες μαθησιακές δραστηριότητες, αναπτύσσουν τις γνωστικές τους ικανότητες και αποκτούν αυτοπεποίθηση, προετοιμασμένοι έτσι κατάλληλα για την επανένταξή τους στο τυπικό σχολικό περιβάλλον.

Η προσαρμογή του προγράμματος Speed School στις ιδιαίτερες συνθήκες της ελληνικής εκπαιδευτικής πραγματικότητας συνιστά αφενός μια σημαντική πρόκληση και αφετέρου μια μοναδική ευκαιρία για το ελληνικό εκπαιδευτικό σύστημα. Η υλοποίηση μιας πιλοτικής εφαρμογής αυτού του προγράμματος θα παρέχει την απαραίτητη πλατφόρμα για την αξιολόγηση της αποτελεσματικότητάς του στην αντιμετώπιση της σχολικής διαρροής, καθώς και στην προώθηση της ισότητας των εκπαιδευτικών ευκαιριών μεταξύ των μαθητών.

Το πρόγραμμα Speed School, μέσα από τη χρήση μεθόδων ταχείας εκμάθησης και την ενσωμάτωση της τεχνολογίας, έχει αποδείξει την αποτελεσματικότητά του σε διάφορες χώρες παγκοσμίως. Ωστόσο, η προσαρμογή αυτού του προγράμματος στο ελληνικό εκπαιδευτικό σύστημα απαιτεί να ληφθούν υπόψη οι ιδιαιτερότητες του εθνικού πλαισίου, όπως η γλώσσα, ο πολιτισμός, και οι κοινωνικοοικονομικές συνθήκες που επικρατούν.

Ένας από τους κύριους στόχους της πιλοτικής εφαρμογής θα είναι η αξιολόγηση της επίδρασης του προγράμματος στην αντιμετώπιση της σχολικής διαρροής. Αυτό μπορεί να επιτευχθεί μέσω της καταγραφής και ανάλυσης των ποσοστών σχολικής διαρροής πριν και μετά την εφαρμογή του προγράμματος, καθώς και μέσω της συλλογής ποιοτικών δεδομένων από συνεντεύξεις με μαθητές/τριες, εκπαιδευτικούς και γονείς. Επιπλέον, η πιλοτική εφαρμογή θα επιτρέψει την αξιολόγηση της αποτελεσματικότητας του προγράμματος στην ενίσχυση της ισότητας των εκπαιδευτικών ευκαιριών. Αυτός ο στόχος μπορεί να επιτευχθεί μέσω της ανάλυσης της πρόσβασης των μαθητών σε εκπαιδευτικούς πόρους και ευκαιρίες μάθησης, καθώς και μέσω της εξέτασης της επίδρασης του προγράμματος στις ακαδημαϊκές επιδόσεις και την αυτοπεποίθηση των μαθητών.

Η προσαρμογή και εφαρμογή του προγράμματος Speed School στην ελληνική εκπαιδευτική πραγματικότητα συνιστά μια καινοτόμο στρατηγική, η οποία, υπό ορθολογική υλοποίηση, δύναται να προσφέρει σημαντικά πλεονεκτήματα στο εκπαιδευτικό σύστημα, ενισχύοντας παράλληλα το υφιστάμενο παράδειγμα της εκπαιδευτικής συμπερίληψης και διασφαλίζοντας την πρόσβαση όλων των παιδιών στην εκπαίδευση. Μέσω της πιλοτικής εφαρμογής, θα καταστεί δυνατό να αξιολογηθεί η αποτελεσματικότητα του προγράμματος και να εντοπιστούν τυχόν βελτιώσεις που απαιτούνται για την πλήρη ενσωμάτωσή του στο εθνικό εκπαιδευτικό πλαίσιο.

Προτάσεις για την ενσωμάτωση της AI στο καινοτόμο πρόγραμμα Speed School

Η ενσωμάτωση της AI στο πρόγραμμα Speed School για μαθητές δημοτικού στην Ελλάδα αποτελεί μια μοναδική ευκαιρία για αναβάθμιση της εκπαιδευτικής εμπειρίας, ειδικά για μαθητές που έχουν βρεθεί εκτός του τυπικού σχολικού συστήματος. Για επιτυχή εφαρμογή, συνιστάται να δοθεί προτεραιότητα στην εξατομικευμένη μάθηση μέσω διαγνωστικών εργαλείων AI που θα αξιολογούν τις ανάγκες κάθε μαθητή, προσαρμόζοντας το περιεχόμενο και το ρυθμό μάθησης στις ατομικές ικανότητες. Η χρήση διαδραστικών παιχνιδιών με ενσωματωμένη τεχνητή νοημοσύνη θα ενισχύσει τη συμμετοχή και θα κάνει τη μάθηση πιο ελκυστική. Ταυτόχρονα, είναι ζωτικής σημασίας να ενδυναμωθούν οι εκπαιδευτικοί μέσω της στοχευμένης εκπαίδευσης στη χρήση εργαλείων τεχνητής νοημοσύνης και στη χρήση δεδομένων για την εξαγωγή συμπερασμάτων και την προσαρμογή των διδακτικών πρακτικών. Η αυτοματοποίηση των διοικητικών εργασιών με τη βοήθεια της τεχνητής νοημοσύνης θα απελευθερώσει χρόνο για τους εκπαιδευτικούς, επιτρέποντάς τους να επικεντρωθούν στην ανάπτυξη ανώτερων γνωστικών δεξιοτήτων στους μαθητές. Η γλωσσική και πολιτιστική προσαρμογή του προγράμματος, με την ενσωμάτωση της ελληνικής γλώσσας και στοιχείων του ελληνικού πολιτισμού, είναι απαραίτητη για τη δημιουργία ενός οικείου και αποτελεσματικού μαθησιακού περιβάλλοντος. Η διεξαγωγή πιλοτικής μελέτης για την αξιολόγηση της αποτελεσματικότητας του προγράμματος και η συλλογή δεδομένων για τη βελτίωσή του είναι επίσης θεμελιώδης. Η διασφάλιση της ίσης πρόσβασης στην τεχνολογία για όλους τους μαθητές, ιδιαίτερα για μαθητές από περιθωριοποιημένες ομάδες, και η συνεργασία με εκπαιδευτικά ιδρύματα και την κοινότητα θα συμβάλει στη βιωσιμότητα και την επιτυχία του προγράμματος. Τέλος, η μακροχρόνια παρακολούθηση της επίδρασης του προγράμματος στην ακαδημαϊκή τροχιά των μαθητών θα παρέχει πολύτιμες πληροφορίες για τη συνεχή βελτίωση και επέκταση του προγράμματος.

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ΔΙΚΤΥΟ TEACHERS 4 EUROPE (T4E): ΚΑΙΝΟΤΟΜΑ ΕΚΠΑΙΔΕΥΤΙΚΑ ΠΡΟΓΡΑΜΜΑΤΑ ΣΤΟ ΝΗΠΙΑΓΩΓΕΙΟ

Γρηγοριάδου Ευθαλία
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Περίληψη

Τα Ευρωπαϊκά Προγράμματα προσφέρουν πολλές ευκαιρίες για εφαρμογή καινοτομιών και δημιουργικής μάθησης στη διδακτική πράξη μέσα από τις δυνατότητες που παρέχουν. Οι εκπαιδευτικοί, αλλά κυρίως οι μαθητές που συμμετέχουν, αποτελούν κοινότητες μάθησης και δημιουργίας, καθώς επωφελούνται από την συνεργασία που έχουν με τα σχολεία των άλλων χωρών, βγαίνοντας από τα στενά όρια της τάξης και το μάθημα αποκτά ευρωπαϊκή διάσταση.

Το δίκτυο Teachers 4 Europe (T4E), με τα πολυάριθμα projects που υλοποίησαν οι εκπαιδευτικοί με τους μαθητές τους, έχει αποδειχθεί αρκετά αποτελεσματικό, έχοντας ως στόχο τη διαμόρφωση ενεργών ευρωπαίων πολιτών του αύριο. Το Τ4Ε αποτελεί μία ενεργή, διασυνοριακή, βιώσιμη κοινότητα μάθησης και δημιουργίας, που προάγει τις κοινωνικές και πολιτικές ικανότητες των μαθητών και προασπίζει τις δημοκρατικές αξίες, τα θεμελιώδη δικαιώματα, την διαπολιτισμική κατανόηση και την οικειοποίηση τους.

Η παρούσα εργασία παρουσιάζει δύο καινοτόμα εκπαιδευτικά προγράμματα που εμπνεύστηκαν, οργάνωσαν και εφάρμοσαν οι εκπαιδευτικοί του Νηπιαγωγείου Παλαγίας Αλεξανδρούπολης με τους μαθητές τους, στα πλαίσια της συμμετοχής τους στην Ευρωπαϊκή δράση Τ4Ε. Θα αναφερθούν οι λόγοι που επέλεξαν να συμμετέχουν στο δίκτυο, ο σκοπός και οι στόχοι, η κρισιμότητα της συμμετοχής στο δίκτυο, η συνάφεια με το αναλυτικό πρόγραμμα του νηπιαγωγείου, η διδακτική μεθοδολογία και οι δραστηριότητες. Η εργασία θα ολοκληρωθεί με την αξιολόγηση των εκπαιδευτικών προγραμμάτων και με συμπερασματικές αναφορές για την συμμετοχή στο δίκτυο ως συνεργατική κοινότητα μάθησης.

Λέξεις κλειδιά: κοινότητα μάθησης και δημιουργίας, συνεργασία, νηπιαγωγείο, Τ4Ε

1. Εισαγωγή.

Τα Ευρωπαϊκά Προγράμματα (Erasmus, eTwinning, Τ4Ε, κλπ) έχουν ως βασικό τους στόχο την προβολή των ευρωπαϊκών αξιών και των πλεονεκτημάτων της συμμετοχής σε αυτά, τη διάδοση των επιτευγμάτων και τον διαμοιρασμό των εμπειριών όσων παίρνουν μέρος με άλλους συμμετέχοντες, όπως επίσης και την παρακίνηση της συμμετοχής νέων μελών της σχολικής κοινότητας και την επικοινωνία μεταξύ φορέων για νέες συνεργασίες (Αθανασάκου, 2021). Προσφέρουν το καινοτομικό εκπαιδευτικό περιβάλλον στο οποίο ο μαθητής χρησιμοποιεί τη μέθοδο πρότζεκτ για να γίνει «νέος ερευνητής» και «νέος επιστήμονας» στην πράξη. Αυτό βρίσκεται σε πλήρη συμφωνία με τους στόχους των Νέων Προγραμμάτων Σπουδών.

Οι κύριες περιοχές προστιθέμενης αξίας στις πρακτικές διδασκαλίας και μάθησης μέσα από τα έργα των ευρωπαϊκών προγραμμάτων, άρα και του Τ4Ε, είναι οι ακόλουθες :

- Αυθεντική μάθηση: οι μαθητές έχουν μεγαλύτερα κίνητρα όταν συμμετέχουν σε αυθεντικές και με σημασία μαθησιακές δραστηριότητες
- Συνεργασία: τα έργα απαιτούν συνεργασία σε πολλά επίπεδα όπως εκπαιδευτικού-εκπαιδευτικού, μαθητή-μαθητή και/ή εκπαιδευτικού-μαθητή.
- Ευρωπαϊκή διάσταση: τα έργα από τη φύση τους τονίζουν την ευρωπαϊκή διάσταση και την διαπολιτισμική εκπαίδευση φέρνοντας μαθητές και εκπαιδευτικούς από διαφορετικές χώρες σε επαφή και ενισχύοντας την αμοιβαία κατανόηση.

- Χρήση Νέων Τεχνολογιών: προωθούν την χρήση των Νέων Τεχνολογιών στα σχολεία, διευκολύνοντας τους μαθητές και τους εκπαιδευτικούς να αναπτύξουν τις τεχνολογικές δεξιότητές τους σε αυθεντικές καταστάσεις.

Οι λόγοι που ώθησαν τους εκπαιδευτικούς του Νηπιαγωγείου να συμμετάσχουν στο δίκτυο Τ4Ε ήταν:

ότι συμβάλει στην πραγματοποίηση συνεργειών και στη βελτίωση της ποιότητας της κατάρτισης και της μάθησης για την Ευρώπη, τις αξίες της και τον Δημοκρατικό Πολιτισμό της.

η δυνατότητα διερεύνησης για θέματα που αφορούν την Ευρωπαϊκή Ένωση μέσα από βιωματικές μεθόδους διδασκαλίας με απώτερο στόχο να δημιουργηθεί μια κοινότητα μάθησης και συνεργασίας μεταξύ εκπαιδευτικών από διαφορετικά γεωγραφικά μέρη

ότι «ρίχνει» μια γέφυρα" προς την Ευρώπη και βοηθάει τους μαθητές να αποκτήσουν καλύτερα εφόδια για να αντιμετωπίσουν τις προκλήσεις της πραγματικής ζωής.

ότι διαμορφώνει νέες πολιτιστικές νόρμες, πιο ανοιχτές στην αλλαγή, την καινοτομία και τη διαφορετικότητα, διαπερνάει σχολεία και το σύνολο της τοπικής κοινότητας, όπως και όλα τα κοινωνικά επίπεδα, με τον δυναμισμό ενός δικτύου εκπαιδευτικών που δεν ταξιδεύουν σε φυσικό χώρο για να συναντήσουν τους εταίρους τους, αλλά χρησιμοποιούν τις ΤΠΕ για να βρίσκονται σε επαφή καθημερινά.

2. Κυρίως μέρος

Τα καινοτόμα διεπιστημονικά προγράμματα αποσκοπούν στην ανανέωση του περιεχομένου της σχολικής γνώσης και της μαθησιακής διαδικασίας και εντάσσονται στις σχολικές δραστηριότητες (Φ.Ε.Κ. 629/23-10-1992). Δύο καινοτόμα εκπαιδευτικά προγράμματα θα παρουσιαστούν στη συνέχεια, τα οποία εκπονήθηκαν στο Νηπιαγωγείο Παλαγίας Αλεξανδρούπολης, στα πλαίσια της συμμετοχής του Νηπιαγωγείου στο ευρωπαϊκό δίκτυο Τ4Ε.

2.1. 1ο εκπαιδευτικό πρόγραμμα «Ευρωπαίοι Συγγραφείς Παιδικής Λογοτεχνίας»

Ως έναυσμα της δράσης ήταν η παρατήρηση της βιβλιοθήκης της τάξης που οδήγησε στον προβληματισμό πως μπορεί να αξιοποιηθεί καλύτερα. Σημαντικές έρευνες των τελευταίων δεκαετιών (Τάφφα, 2001) επισημαίνουν ότι τα παιδιά πρέπει να υιοθετούν θετικές στάσεις απέναντι στο βιβλίο, στην ανάγνωση, στον γραπτό λόγο. Δημιουργήθηκε η «Ομάδα της Ευρώπης», στα πλαίσια της συμμετοχής στην Ευρωπαϊκή Δράση Τ4Ε, την οποία αποτελούσαν τα μεγάλα νήπια και δραστηριοποιούνταν κάθε Παρασκευή. Το χρονικό διάστημα διεξαγωγής ήταν από τον Φεβρουάριο έως και τον Μάιο 2015. Το σενάριο περιλάμβανε δραστηριότητες που κάλυπταν όλα τα γνωστικά αντικείμενα που προέβλεπε το Δ.Ε.Π.Π.Σ. και το Α.Π.Σ. για το Νηπιαγωγείο, δηλαδή: γλώσσα, μαθηματικά, μελέτη περιβάλλοντος, δημιουργία και έκφραση και πληροφορική.

Σκοπός ήταν η εξοικείωση των μικρών μαθητών με το βιβλίο και την ανάγνωση και η σταδιακή εδραίωση μιας φιλικής σχέσης τους με το λογοτεχνικό βιβλίο (ΥΠΠΕΠΘ,Π.Ι., 2006). Αυτή η σχέση θα τα βοηθούσε να αναπτύξουν την κριτική και δημιουργική τους σκέψη, να δραστηριοποιήσουν τη φαντασία τους και την εφευρετικότητά τους, να εμπλουτίσουν την αισθητική τους καλλιέργεια, αναπτύσσοντας έτσι τη συναισθηματική τους νοημοσύνη, να καλλιεργήσουν τη γλωσσική τους έκφραση με έμμεσο και βιωματικό τρόπο, και εν κατακλείδι να συγκροτήσουν ολόπλευρα την προσωπικότητά τους (Γκλιάου, 2003). Επίσης, βασικός στόχος του προγράμματος Τ4Ε αποτέλεσε η μετάδοση γνώσεων και ιδεών στους μαθητές για τις αξίες και τους στόχους της Ε.Ε. μέσω των πρωτότυπων εργασιών που δημιουργήθηκαν από την αλληλεπίδραση των δασκάλων και των μαθητών τους με τη χρήση καινοτόμων εκπαιδευτικών εργαλείων.

Στόχοι:

Να καλλιεργηθεί η αναγνωστική απόλαυση

Να ασκήσουν τη δεξιότητα της προσεκτικής ακρόασης και ως εκ τούτου πρόληψη φαινομένων διάσπασης προσοχής, όταν δεν οφείλεται σε παθογόνα αίτια, που είναι πολύ συχνή στο Νηπιαγωγείο

Να καλλιεργήσουν δεξιότητα αναδιήγησης ιστοριών, συναισθημάτων ή καταστάσεων
Να αναπτύξουν δυνατότητα κατανόησης κειμένου
Να αναπτύξουν επικοινωνιακή ικανότητα
Να καλλιεργήσουν την αφηγηματική τους ικανότητα
Να εξοικειωθούν με τη λειτουργία ομάδων
Να δημιουργηθεί κλίμα συντροφικότητας και δημιουργικότητας μέσα στην τάξη, και όχι μόνο, η οποία σταματά να αποτελεί ένα άθροισμα μεμονωμένων μαθητών αλλά γίνεται μια «κοινότητα αναγνωστών».
Να μάθουν να συνεργάζονται με συνομηλίκους μαθητές, όπως και με μαθητές μεγαλύτερων ηλικιών
Να εκφράζουν τις απόψεις τους και να συμμετέχουν ενεργά στο σχεδιασμό των δραστηριοτήτων
Να εμπλουτιστεί το λεξιλόγιό τους και οι γνωστικοί τους ορίζοντες
Να κάνουν επισκέψεις που θα τα βοηθήσουν στην καλύτερη γνωριμία με το βιβλίο, την ανάγνωση, τη δημιουργία ενός δικού τους βιβλίου
Να οργανώσουν μία έκθεση βιβλίου και να προσκαλέσουν τους γονείς τους, τους φίλους τους, τους συγγενείς τους, τους μαθητές όμορων σχολείων, την τοπική κοινωνία.

Η εκκίνηση έγινε με την ομάδα των μαθητών να γνωρίζουν την Ευρώπη και τα κράτη μέλη της Ε.Ε. με οδηγό την υδρόγειο σφαίρα και τον χάρτη της Ευρώπης. Εντόπισαν τις χώρες της ΕΕ, την πρωτεύουσα της κάθε χώρας, τη θέση της σε σχέση με την Ελλάδα, τη σημαία της και το νόμισμά της. Μίλησαν για την οργάνωση και τη διοίκηση της ΕΕ. Επιλέχθηκε μία γωνιά της τάξης να γίνει γωνιά της Ευρώπης. Φτιάχτηκε πρώτα η πινακίδα της γωνιάς και τοποθετήθηκε στον τοίχο μαζί με τον χάρτη της Ευρώπης. Στη συνέχεια κατασκευάστηκε ένα παιχνίδι ταύτισης με τις σημαίες των χωρών-μελών της ΕΕ και ένα παιχνίδι μνήμης. Τα παιδιά της ομάδας είχαν την ευθύνη να ενημερώσουν και τα υπόλοιπα παιδιά του σχολείου, να τα «ξεναγήσουν» στη γωνιά της ΕΕ με τη βοήθεια του χάρτη και να τους μάθουν να παίζουν τα παιχνίδια που είχαν δημιουργήσει. Διαβάζοντας το βιβλίο « Τα αστέρια της Ευρώπης » των Θοδωρή Παπαϊωάννου και Λήδας Βαρβαρούση, μυήθηκαν στις αξίες που πρεσβεύει η ΕΕ. Από το βιβλίο « Η Ευρώπη κι εσύ» (Ευρωπαϊκή Επιτροπή, 2014), κάθε παιδί διάλεξε μία χώρα και χρωμάτισε τη σημαία της. Οι χρωματισμένες σελίδες των χωρών διακόσμησαν τη γωνιά της Ευρώπης. Κάθε μέλος της ομάδας διάλεξε μία χώρα της Ε.Ε. και σε συνεργασία με τους γονείς του, ερεύνησε στο διαδίκτυο και διάλεξε έναν συγγραφέα παιδικής λογοτεχνίας της χώρας που είχε επιλέξει. Έφερε στο σχολείο πληροφορίες για το συγγραφικό έργο του και τις παρουσίασε πρώτα στην «Ομάδα της Ευρώπης» και μετά στην ολομέλεια του Νηπιαγωγείου χρησιμοποιώντας Η/Υ και βιντεοπροβολέα. Αυτή η ομάδα, με εργαλείο την εφαρμογή story jumper, δημιούργησε το ηλεκτρονικό βιβλίο με τίτλο «Ευρωπαίοι Συγγραφείς Παιδικής Λογοτεχνίας»,

Εικόνα 1: Το ηλεκτρονικό βιβλίο

Η μεθοδολογία που επιλέχτηκε ήταν η διερευνητική και συνεργατική μάθηση με καταιγισμό ιδεών, παρατήρηση, παράλληλα εργαστήρια, project, χρήση ΤΠΕ, εκπαιδευτικές επισκέψεις. . Το Σάββατο 2 Απριλίου 2016, παγκόσμια ημέρα βιβλίου, σε ανοιχτή εκδήλωση στο Δημοτικό Θέατρο Αλεξανδρούπολης, πραγματοποιήθηκε παρουσίαση των δράσεων σε γονείς, εκπαιδευτικούς και στην ευρύτερη τοπική κοινωνία. Στις 13/14/15-4-2016 διοργανώθηκε έκθεση βιβλίου στο Νηπιαγωγείο την οποία επισκέφθηκαν γονείς και συγγενείς των νηπίων, οι μαθητές του δημοτικού σχολείου Παλαγίας με τους δασκάλους τους και η τοπική κοινωνία του οικισμού Παλαγίας.

2.2. 2ο εκπαιδευτικό πρόγραμμα «Παιχνιδοπαίζοντας … στης Ευρώπης τη γειτονιά»

Την επόμενη σχολική χρονιά 2016-17, οι εκπαιδευτικοί και οι μαθητές του νηπιαγωγείου συνεχίζοντας το ταξίδι τους για την ανακάλυψη της γνώσης και της συνεργατικής εμπειρίας, συμμετείχαν στο ευρωπαϊκό δίκτυο T4E με το προαναφερθέν θέμα.

Σκοπός ήταν η γνωριμία των μικρών μαθητών με τα παιχνίδια από την Αρχαία Ελλάδα έως σήμερα (Διαμαντόπουλος, 2009). Με τα παραδοσιακά αλλά και τα σύγχρονα παιχνίδια, από την Ελλάδα αλλά και την Ευρώπη (Χρυσικόπουλος, 2006). Μέσα από το παιχνίδι το παιδί έχει την ευκαιρία να κατανοήσει τον κόσμο, να αλληλεπιδράσει με τους άλλους γύρω του με κοινωνικό τρόπο, να εκφραστεί , να αναπαραστήσει τις σκέψεις και τις ιδέες του, να ελέγξει τα συναισθήματά του, να αναπτύξει την ικανότητα συμβολισμού, την φαντασία και δημιουργικότητά του (Κάππας, 2005). Στόχοι:

Να κατανοήσουν ότι το παιχνίδι υπάρχει από τότε που υπάρχουν οι άνθρωποι και ότι είναι μια παγκόσμια ανθρώπινη ανάγκη
Να γνωρίσουν τα «παλιά» παιχνίδια και να αποκτήσουν γνώσεις γι αυτά με βάση τα δικά τους ενδιαφέροντα
Να διαπιστώσουν ότι πολλά από τα τωρινά παιχνίδια είναι διαχρονικά
Να συνδέσουν το παρόν με το παρελθόν μέσα από το παιχνίδι και να κατανοήσουν τη χρονική σχέση παρόν-παρελθόν
Να γνωρίσουν τους κανόνες των παιχνιδιών και μέσα από αυτούς να μάθουν να τους σέβονται
Να αναπτύξουν επικοινωνιακή ικανότητα
Να καλλιεργήσουν τις ικανότητες για παρατήρηση και έρευνα
Να εξοικειωθούν με τη λειτουργία ομάδων
Να μάθουν να συνεργάζονται με συνομηλίκους μαθητές, όπως και με μαθητές μεγαλύτερων ηλικιών
Να εκφράζουν τις απόψεις τους και να συμμετέχουν ενεργά στο σχεδιασμό των δραστηριοτήτων
Να εμπλουτιστεί το λεξιλόγιό τους και οι γνωστικοί τους ορίζοντες
Να ενισχυθούν οι κοινωνικές τους δεξιότητες

Προσκαλέσαμε σε συνεργασία το Δημοτικό Σχολείο Παλαγίας. Συνεργαστήκαμε με τους μαθητές και τους εκπαιδευτικούς των Α΄ και Β΄ τάξεων καθώς και με την εκπαιδευτικό θεατρικής αγωγής. Επίσης, συνεργαστήκαμε με το Πειραματικό Δημοτικό Σχολείο Αλεξανδρούπολης. Με το Α2΄ τμήμα παίξαμε παραδοσιακά παιχνίδια πχ «περνά περνά η μέλισσα», με το Β1΄ τμήμα παίξαμε σύγχρονα παιχνίδια πχ σκυταλοδρομίες με κώνους και με το Δ2 και την εκπαιδευτικό της αγγλικής γλώσσας παίξαμε παιχνίδια από την Αγγλία πχ “what’s the time Mr. Woolf?”. Με το 11ο Νηπιαγωγείο Αλεξανδρούπολης ανταλλάξαμε επισκέψεις με βιωματικές δράσεις. Μαζί γνωρίσαμε, κατασκευάσαμε και παίξαμε παιχνίδια από την Αρχαία Ελλάδα πχ «πήλινες πλαγγόνες», «τζαμί». Άκρως ενδιαφέρουσα ήταν η εξ αποστάσεως συνεργασία μας με το ιδιωτικό Νηπιαγωγείο Κωνσταντινούπολης OKYANOUS. Με την βοήθεια των ηλεκτρονικών μέσων (skype) διαπιστώσαμε ότι παίζαμε πολλά κοινά παιχνίδια με διαφορετική ονομασία. Δημιουργήθηκε η «Ομάδα της Ευρώπης» και εκείνη την σχολική χρονιά. Η ομάδα αυτή, γνώρισε την Ευρωπαϊκή Ένωση, τα κράτη-μέλη, τις πρωτεύουσες, τις σημαίες, το νόμισμα, τις αξίες, μέσα από βιβλία και παιχνίδια (έντυπα και ηλεκτρονικά). Κάθε μέλος της ομάδας διάλεξε μία χώρα της Ε.Ε. και σε συνεργασία με τους γονείς του, ερεύνησε στο διαδίκτυο και έφερε πληροφορίες στο σχολείο για τα παιχνίδια που παίζουν τα παιδιά της χώρας που είχε επιλέξει. Τις παρουσίασε πρώτα στην «Ομάδα της Ευρώπης» και μετά στην ολομέλεια του Νηπιαγωγείου χρησιμοποιώντας Η/Υ και βιντεοπροβολέα.

Η μεθοδολογία που επιλέχτηκε ήταν η διερευνητική και συνεργατική μάθηση με καταιγισμό ιδεών, παρατήρηση, παράλληλα εργαστήρια, project, χρήση ΤΠΕ, εκπαιδευτικές επισκέψεις. Οι μικροί μαθητές δημιούργησαν βιβλιαράκια με εικόνες από παιχνίδια όλων των χρονικών περιόδων.

Εικόνα 2: Βιβλιαράκι παιχνιδιών

Έγιναν αμοιβαίες επισκέψεις με το Δημοτικό Σχολείο Παλαγίας κατά τις οποίες οι μαθητές γνωριστήκαν, μιλήσαν και παίξανε κουκλοθέατρο και καραγκιόζη. Το ίδιο έγινε και με το Πειραματικού Δ.Σ. Αλεξανδρούπολης με τις οποίες παίξανε παραδοσιακά και νεότερα παιχνίδια αλλά και αγγλικά παιχνίδια. Επίσης, με τους μαθητές του 11ου Νηπ/γείου Αλεξ/πολης παίξανε παιχνίδια της Αρχαίας Ελλάδας και κατασκεύασαν πήλινες πλαγγόνες, αυτοκινητάκια, τσέρκια, κλπ. Παράλληλα η «ομάδα της Ευρώπης» δηλ. τα μεγάλα νήπια, παρουσίασαν παιχνίδια από χώρες της Ευρώπης, ανέλυσαν τους κανόνες τους και τα παίξανε όλοι μαζί. Οι μαθητές του Νηπιαγωγείου παρακολούθησαν σχετικό εκπαιδευτικό πρόγραμμα στο Ιστορικό Μουσείο Αλεξ/πολης. Πραγματοποιήθηκε συνάντηση με όλα τα συνεργαζόμενα σχολεία στο πάρκο Ανατολικής Θράκης στην Αλεξ/πολη όπου γνωρίστηκαν, κάνανε πικ-νικ και παίξανε όλοι μαζί οργανωμένα παιχνίδια που είχε ετοιμάσει το κάθε σχολείο. Στις 2 Απριλίου 2017, σε ανοιχτή εκδήλωση στο Δημοτικό Θέατρο Αλεξανδρούπολης, παρουσίασαν όλα τα σχολεία, σε γονείς, εκπαιδευτικούς και στην ευρύτερη τοπική κοινωνία, παιχνίδια από την Αρχαία Ελλάδα, το Βυζάντιο, την τουρκοκρατία, τη νεότερη εποχή και τις χώρες της Ε.Ε. Προβλήθηκε, επίσης, παρουσίαση του τούρκικου Νηπιαγωγείου OKYANOUS με τις αντίστοιχες δραστηριότητες που έκαναν τα νήπια εκεί.

2.3. Αξιολόγηση των δύο εκπαιδευτικών προγραμμάτων

Η αξιολόγηση των προγραμμάτων ήταν διαμορφωτική και γινόταν στην έναρξη κάθε προγράμματος με την καταγραφή των πρότερων γνώσεων των παιδιών και των προσδοκιών τους, κατά την ολοκλήρωση κάθε χρονικής περιόδου με ομαδική και ατομική συνέντευξη με κάθε μαθητή, για να διαπιστωθεί το ενδιαφέρον των μαθητών, η συνεργασία τους με την ομάδα, η απόκτηση και κατανόηση γνώσεων και η δράση τους στα πλαίσια του μαθήματος. Στην ολοκλήρωση κάθε προγράμματος με ψηφιακά εργαλεία ετεροαξιολόγησης και ρουμπρίκες αυτοαξιολόγησης. Οι μαθητές κρίνονταν και αξιολογούνταν διαρκώς κατά τη ροή των προγραμμάτων δίνοντας συνεχώς ερεθίσματα ανατροφοδότησης και ανανέωσης της παιδαγωγικής διαδικασίας. Με την ολοκλήρωση, ο Σύλλογος Διδασκόντων σε συνεδρίασή του με θέμα την αξιολόγηση των συγκεκριμένων προγραμμάτων διαπίστωσε ότι οι μαθητές συμμετείχαν με ιδιαίτερο ενδιαφέρον. Σε προγραμματισμένη συνάντηση με τους γονείς των μαθητών, εκφράστηκε η ικανοποίησή τους για τα πεπραγμένα των προγραμμάτων. Θετικά ήταν και τα μηνύματα που έλαβε το Νηπιαγωγείο από τα συνεργαζόμενα σχολεία, ελληνικά και τούρκικο, όπως και από την τοπική κοινωνία. Τα παιδιά είχαν τη δυνατότητα κατά την πορεία των προγραμμάτων να αποκτήσουν γνώσεις, να εκφραστούν, να προβληματιστούν, να παίξουν, να συνεργαστούν, να κατασκευάσουν, να πειραματιστούν (Κουρεντζής, 2008). Ήρθαν σε επαφή με τον συναρπαστικό κόσμο του βιβλίου και του παιχνιδιού, ταξίδεψαν σε άλλες εποχές και άλλες χώρες, βίωσαν ποικίλα συναισθήματα, εκφράστηκαν εικαστικά και θεατρικά και άνοιξαν νέους πνευματικούς ορίζοντες. Παρόμοια οφέλη απεκόμισαν και οι εκπαιδευτικοί του Νηπιαγωγείου. Οι στόχοι επιτεύχθηκαν. Η πολυεπίπεδη συνεργασία που αναπτύχθηκε με τους γονείς, με τα άλλα σχολεία και με τους φορείς της ευρύτερης τοπικής κοινωνίας ήταν άψογη, ενδιαφέρουσα και δημιουργική. Η εμπειρία μας από την ευρωπαϊκή δράση Τ4Ε ήταν ευχάριστη και απολαυστική για δύο συνεχόμενες χρονιές.

3. Συμπεράσματα

Αναφορικά με τα εκπαιδευτικά προγράμματα, οι μαθητές έμαθαν να συνεργάζονται για ένα κοινό στόχο, ανέλαβαν πρωτοβουλίες, διαμόρφωσαν θετική στάση απέναντι στο σχολείο και τη

μαθησιακή διαδικασία και ενδιαφέρθηκαν για τα βιβλία, τα παραδοσιακά παιχνίδια, την ελληνική παράδοση και την ευρωπαϊκή κουλτούρα (Diamantopoulou, 2006). Η εφαρμογή των προγραμμάτων έδωσε κίνητρα και προκάλεσε το ενδιαφέρον και την επιθυμία των μαθητών να συνεργαστούν, να συμμετέχουν και βιωματικά να κατακτήσουν τη γνώση, να μάθουν μέσα από χαρούμενες δραστηριότητες τη διαδικασία του «μαθαίνω πως να μαθαίνω» , που είναι στόχος και ζητούμενο του σύγχρονου σχολείου, να παίξουν, να μάθουν, να χαρούν και να ψυχαγωγηθούν (Youell, 2006).

Η γενιά του Τ4Ε πιστεύει σε αξίες όπως τη πολιτισμική συνείδηση και ανοχή, που αποτελούν πυλώνες στον ορισμό της πολυεθνικής και πολυπολιτισμικής κοινωνίας. Οι μαθητές που συμμετείχαν έμαθαν να μιλούν και μια άλλη γλώσσα πέραν της δικής τους, συνειδητοποίησαν τη σημασία του να ακούν και να κατανοούν την οπτική γωνία των άλλων. Έμαθαν να εκτιμούν την ποικιλότητα και τον πλούτο του Ευρωπαϊκού πολιτισμού και ένιωσαν ότι αυτό τους είχε κάνει πιο ανοιχτόμυαλους και ευπροσάρμοστους σε ποικίλα περιβάλλοντα (European Commision, 2015). Επίσης, προσέδωσε νέο ενδιαφέρον και απόλαυση στη μάθηση. Από την πλευρά τους, οι εκπαιδευτικοί μετέβαλαν τον τρόπο διδασκαλίας τους, αλλά και τη σχέση με τους μαθητές τους, καθώς έγιναν περισσότερο μέντορες και συντονιστές παρά αναμεταδότες της γνώσης, ένας ρόλος που θεωρείται παρωχημένος στην παιδαγωγική επιστήμη του 21ου αιώνα. Οι ΤΠΕ δε θεωρούνται στόχος από τους εκπαιδευτικούς του Τ4Ε, αλλά περισσότερο το μέσο για τη δημιουργία πιο ουσιωδών και ενδιαφερόντων μαθημάτων, υπερβαίνοντας τους περιορισμούς που θέτει η τάξη και το αναλυτικό πρόγραμμα.

Ενσωματώνοντας ένα έργο ευρωπαϊκών προγραμμάτων όπως το Τ4Ε στο πρόγραμμα σπουδών (Stamelos, Papadiamantaki, Vassilopoulos, 2008), οι μαθητές μαθαίνουν μαζί με άλλους μαθητές και από άλλους μαθητές, οι στόχοι είναι συγκεκριμένοι και η μάθηση βιωματική, οι μαθητές μαθαίνουν να επικοινωνούν με άλλους, να κάνουν πλάνα και επιλογές, να παίρνουν αποφάσεις από κοινού, να επιχειρηματολογούν και να συμβιβάζονται, με αποτέλεσμα να μεταβαίνουν έτσι από τη μηχανική αναπαραγωγή γνώσεων στη δημιουργική μάθηση και να λειτουργούν ως κοινότητα μάθησης και δημιουργίας.

Εν κατακλείδι, αυτός ο τρόπος εργασίας μιμείται την ενήλικη ζωή, προσφέροντας ουσιαστικά εφόδια στους μαθητές για την ενηλικίωση (eTwinning).

«Όταν οι άνθρωποι έχουν κίνητρα, απολαμβάνουν τη μάθηση. Είναι πιο πιθανόν να επιτύχουν στους τομείς που αναλαμβάνουν. Δεν αποθαρρύνονται εύκολα. Δουλεύουν περισσότερο και πιο αποδοτικά. Αποδέχονται προκλήσεις.»

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E - ENVIRONMENTALISTS, ΕΝΑ ΠΕΡΙΒΑΛΛΟΝΤΙΚΟ ΠΡΟΓΡΑΜΜΑ ETWINNING

Παπαμικρούλη Ευγενία
Εκπαιδευτικός ΠΕ70, 10ο Πειραματικό Δημοτικό Σχολείο Καλαμάτας «Πέτρος Θέμελης»

Περίληψη

Σκοπός της παρούσας εργασίας είναι να παρουσιάσει ένα ευρωπαϊκό, βιωματικό πρόγραμμα eTwinning, με θέμα την περιβαλλοντική εκπαίδευση με εστίαση στην προστασία του περιβάλλοντος. Υλοποιήθηκε συνεργατικά από σχολεία της πρωτοβάθμιας και της δευτεροβάθμιας εκπαίδευσης από την Ελλάδα, την Τουρκία, την Κροατία, τη Γεωργία, την Ιταλία και τη Ρουμανία. Η κύρια ιδέα διαθεματικού project ήταν να δημιουργηθεί ένα έργο που θα εστιάζει στα περιβαλλοντικά προβλήματα και στην ανάπτυξη βασικών δεξιοτήτων των μαθητών ώστε να γίνουν ελεύθεροι και υπεύθυνοι πολίτες. Η αξία του περιβάλλοντος, η υπερθέρμανση του πλανήτη, η ανακύκλωση, η ρύπανση του αέρα/νερών και άλλα θέματα προσεγγίστηκαν μέσα από τις τέχνες (ζωγραφική, μουσική, λογοτεχνία), με την αξιοποίηση εργαλείων των ΤΠΕ και ειδικότερα μέσα από την καθημερινή ζωή. Οι μέθοδοι διδασκαλίας που χρησιμοποιήθηκαν ήταν η διεπιστημονική, η μαθητοκεντρική και η συνεργατική. Το πρόγραμμα ολοκληρώθηκε με δραστηριότητες αξιολόγησης.

Λέξεις κλειδιά: περιβαλλοντική εκπαίδευση, etwinning, ΤΠΕ

1. Εισαγωγή

Το παρόν άρθρο εξετάζει την εφαρμογή ενός βιωματικού ευρωπαϊκού προγράμματος eTwinning που υλοποιήθηκε από το 10ο - Πειραματικό Δημοτικό Σχολείο Καλαμάτας «Πέτρος Θέμελης». Στο πρόγραμμα συμμετείχαν 23 μαθητές του δεύτερου τμήματος της ΣΤ’ τάξης. Η συμμετοχή αυτή εντάσσεται στο ευρύτερο πλαίσιο της ευρωπαϊκής εκπαιδευτικής συνεργασίας, που στοχεύει στην ενίσχυση της διαπολιτισμικής επικοινωνίας, την ανάπτυξη ψηφιακών δεξιοτήτων και τη συνειδητοποίηση περιβαλλοντικών ζητημάτων. Στη συνεργασία αυτή έλαβαν μέρος σχολεία από την Ελλάδα, τη Γεωργία, την Τουρκία, την Κροατία, την Ιταλία και τη Ρουμανία, με μαθητές ηλικίας 10 έως 14 ετών, δημιουργώντας ένα δυναμικό δίκτυο εκπαίδευσης που συνδύασε διαφορετικές πολιτισμικές προσεγγίσεις και πρακτικές για το κοινό θέμα.

Το θέμα της περιβαλλοντικής εκπαίδευσης και της κλιματικής αλλαγής επιλέχθηκε έπειτα από πρόταση και συζήτηση των μαθητών, οι οποίοι ήταν ήδη ευαισθητοποιημένοι για τα περιβαλλοντικά ζητήματα μέσα από την καθημερινότητά τους και τη συχνή επαφή με το ζήτημα της κλιματικής αλλαγής μέσω των μέσων ενημέρωσης. Η επιλογή αυτή αντανακλά την ανάγκη των μαθητών να κατανοήσουν τις αιτίες και τις συνέπειες της κλιματικής αλλαγής, ενώ παράλληλα τους δόθηκε η ευκαιρία να συνδέσουν το θέμα με διάφορους τομείς της γνώσης, όπως η Γεωγραφία, η Γλώσσα, οι Εικαστικές Τέχνες, και οι Φυσικές Επιστήμες. Η επιλογή της κλιματικής αλλαγής ως θεματικού άξονα της δράσης ενίσχυσε την ευαισθητοποίηση των μαθητών για την προστασία του περιβάλλοντος και τις προκλήσεις που αντιμετωπίζει ο πλανήτης.

Στη συνέχεια, δημιουργήθηκε ένα αναλυτικό πλάνο δράσης, το οποίο περιλάμβανε ποικίλες δραστηριότητες για κάθε μήνα, με στόχο την εμπλοκή των μαθητών σε βιωματικές και διαδραστικές διαδικασίες μάθησης. Οι δραστηριότητες αυτές είχαν σχεδιαστεί έτσι ώστε να ενσωματώνουν τη συνεργασία με τα ευρωπαϊκά σχολεία, την καλλιέργεια ψηφιακών και δημιουργικών δεξιοτήτων, καθώς και την ενίσχυση της περιβαλλοντικής συνείδησης των μαθητών. Μέσω της πλατφόρμας eTwinning, πραγματοποιήθηκε η αναζήτηση συνεργατών και η διαμόρφωση ομάδων εργασίας με τα σχολεία από τις άλλες χώρες. Η υλοποίηση της δράσης ξεκίνησε μετά από διαδικασίες διάρκειας ενός μήνα, που περιλάμβαναν την ανάπτυξη σχέσεων συνεργασίας, την ανταλλαγή ιδεών και την προετοιμασία για τις κοινές δραστηριότητες. Κατά τη διάρκεια του προγράμματος, διατηρήθηκε

συνεχής ασύγχρονη επικοινωνία μεταξύ των εταίρων, επιτρέποντας την ταυτόχρονη συνεργασία και την παρακολούθηση των δραστηριοτήτων από απόσταση.

Αυτό το πρόγραμμα eTwinning αποτελεί ένα παράδειγμα επιτυχημένης διεθνούς συνεργασίας στην εκπαίδευση, ενισχύοντας την ανάπτυξη των μαθητών σε μια παγκόσμια κοινωνία, με έμφαση στην περιβαλλοντική εκπαίδευση, τη διαπολιτισμικότητα και την αλληλεγγύη.

2. Κυρίως μέρος

2.1. Στόχοι

Ο κύριος στόχος του προγράμματος ήταν η καλλιέργεια περιβαλλοντικής συνείδησης και η ανάπτυξη δεξιοτήτων στους μαθητές, ώστε να γίνουν υπεύθυνοι και ενεργοί πολίτες. Μέσω της εμπλοκής τους σε δραστηριότητες που σχετίζονται με την ανακύκλωση, την κλιματική αλλαγή και τη διαχείριση φυσικών πόρων, οι μαθητές ενίσχυσαν την οικολογική τους συνείδηση και απέκτησαν γνώσεις που θα τους βοηθήσουν να αναγνωρίζουν τις περιβαλλοντικές προκλήσεις και να συμμετέχουν ενεργά στην προστασία του πλανήτη. Σύμφωνα με την ταξινομία του Bloom (Καραντζής, 2011), οι επιμέρους στόχοι κατηγοριοποιούνται ως εξής:

Γνωστικοί στόχοι:

- Απόκτηση γνώσεων για την ανακύκλωση, την επαναχρησιμοποίηση προϊόντων και τη διαχείριση αποβλήτων, προκειμένου να κατανοήσουν τις διαδικασίες και τη σημασία αυτών για την προστασία του περιβάλλοντος.
- Κατανόηση της έννοιας της κλιματικής αλλαγής, των αιτίων της και των μακροπρόθεσμων επιπτώσεών της για τη ζωή στον πλανήτη.
- Επίγνωση της σημασίας του νερού για τη φύση και τον άνθρωπο, περιλαμβανομένων των προκλήσεων που αντιμετωπίζουμε, όπως η ρύπανση και η έλλειψη καθαρού νερού.
- Αναγνώριση και κατανόηση των διαφορετικών πηγών ενέργειας, με έμφαση στις ανανεώσιμες και μη ανανεώσιμες πηγές, και η επίγνωση της επίδρασης αυτών στο περιβάλλον και την οικονομία.
- Εκμάθηση για τη διαχείριση φυσικών πόρων, όπως το νερό και η ενέργεια, και η κατανόηση των επιπτώσεων της υπερκατανάλωσης αυτών.

Δεξιότητες:

- Διάκριση της διαφοράς μεταξύ καιρού και κλίματος, κατανοώντας τις βασικές διαφορές στις έννοιες αυτές και τις αιτίες που οδηγούν σε διαφοροποιήσεις στις κλιματικές συνθήκες σε διάφορες περιοχές του κόσμου.
- Αναγνώριση των θετικών και αρνητικών πλευρών των ενεργειακών πηγών, έτσι ώστε να κατανοήσουν οι μαθητές πώς η σωστή επιλογή ενεργειακών πηγών επηρεάζει το περιβάλλον και τις μελλοντικές γενιές.
- Εντοπισμός ζητημάτων που σχετίζονται με το νερό (π.χ. έλλειψη, μόλυνση, σπατάλη), και η καλλιέργεια ικανότητας ανάλυσης της κατάστασης σε τοπικό και παγκόσμιο επίπεδο.
- Κατανόηση της σημασίας της ανακύκλωσης και της επαναχρησιμοποίησης υλικών, ενισχύοντας την αναγκαιότητα των βιώσιμων πρακτικών και της μείωσης των αποβλήτων για τη διατήρηση των φυσικών πόρων.
- Ανάπτυξη δεξιοτήτων ψηφιακής συνεργασίας μέσω πλατφορμών eTwinning και άλλων εργαλείων, ενισχύοντας τη σημασία της συνεργασίας με σχολεία άλλων χωρών και την ανταλλαγή εμπειριών και γνώσεων.

Συναισθηματικοί στόχοι:

- Καλλιέργεια οικολογικής συνείδησης στους μαθητές, προκειμένου να αναπτύξουν μια συναισθηματική σύνδεση με το περιβάλλον και τις φυσικές του ανάγκες.
- Ευαισθητοποίηση σε θέματα προστασίας του περιβάλλοντος, ενισχύοντας την αίσθηση ευθύνης και την ενεργό συμμετοχή των μαθητών σε περιβαλλοντικές δράσεις, με σκοπό τη μείωση της ρύπανσης και την προστασία των φυσικών πόρων.
- Ενίσχυση της συνεργασίας και της αλληλεγγύης μεταξύ μαθητών από διαφορετικά κράτη μέλη της ΕΕ, προκειμένου να προωθήσουν μια παγκόσμια κατανόηση των περιβαλλοντικών ζητημάτων και να αναπτύξουν κοινές δράσεις για την προστασία του πλανήτη.
- Ανάπτυξη της υπευθυνότητας των μαθητών απέναντι στις καθημερινές τους επιλογές και τις συνέπειες αυτών για το μέλλον του πλανήτη, με έμφαση στην αλλαγή της ατομικής συμπεριφοράς προς πιο βιώσιμες πρακτικές.

Η ολοκληρωμένη προσέγγιση του προγράμματος κατέστησε τους μαθητές όχι μόνο πιο συνειδητοποιημένους σε θέματα περιβαλλοντικής προστασίας, αλλά και πιο ενεργούς πολίτες που αναγνωρίζουν τις προσωπικές τους ευθύνες και τις δυνατότητες τους να κάνουν τη διαφορά στον κόσμο γύρω τους.

2.2 Μεθοδολογία

Για την υλοποίηση του προγράμματος εφαρμόστηκε η βιωματική μέθοδος μάθησης (learning by doing), η οποία βασίζεται στην ενεργό εμπλοκή των μαθητών. Σύμφωνα με τη βιβλιογραφία, η βιωματική μάθηση προάγει τη συμμετοχή μέσω διαφόρων δραστηριοτήτων, όπως η παρατήρηση, ο καταιγισμός ιδεών, τα πειράματα, η ζωγραφική, η χρήση τεχνολογικών εργαλείων και η παιγνιώδης μάθηση (Δεδούλη, 2002). Όπως αναφέρει ο Δεδούλης (2002), η βιωματική μάθηση ενισχύει τη συμμετοχή των μαθητών και προάγει τη συνειδητοποίηση των εννοιών μέσω της άμεσης αλληλεπίδρασης με την πραγματικότητα. Στο πλαίσιο αυτό, οι μαθητές εμπλέκονται ενεργά στη μάθηση, μέσα από την εφαρμογή θεωρίας στην πράξη και τη συμμετοχή σε διάφορες δημιουργικές δραστηριότητες.

Επιπλέον, η μεθοδολογία περιλάμβανε τη συνεργατική μάθηση, ενθαρρύνοντας τη διαδραστικότητα και την αλληλεπίδραση μεταξύ των μαθητών τόσο σε τοπικό όσο και σε διεθνές επίπεδο. Η συνεργασία μεταξύ των μαθητών ενισχύθηκε μέσω της χρήσης ψηφιακών εργαλείων (όπως Padlet, Kahoot, Genially), επιτρέποντας στους μαθητές να συνεργαστούν σε πραγματικό χρόνο, να δημιουργούν και να μοιράζονται υλικό. Σύμφωνα με τον Αλέξανδρο (2015), η συνεργατική μάθηση προάγει την αλληλεπίδραση μεταξύ των μαθητών, επιτρέποντας στους μαθητές να εξετάζουν και να συζητούν τις γνώσεις και τις απόψεις τους, ενώ ενισχύει τη συνεργασία και την επικοινωνία σε τοπικό και διεθνές επίπεδο.

Η προσέγγιση ήταν διεπιστημονική, συνδέοντας τη θεματική της κλιματικής αλλαγής με γνωστικά αντικείμενα όπως η Φυσική, η Γλώσσα, η Γεωγραφία και οι Εικαστικές Τέχνες. Η διεπιστημονική μάθηση ενισχύει τη σύνδεση μεταξύ διαφορετικών γνωστικών αντικειμένων, διευκολύνοντας τη βαθύτερη κατανόηση των θεμάτων. Σύμφωνα με τον Biggs (2003), η διεπιστημονική προσέγγιση προάγει την ολοκληρωμένη αντίληψη των θεμάτων, ενθαρρύνοντας τους μαθητές να συνδέουν τις γνώσεις από διάφορους τομείς και να κατανοούν την αλληλεπίδραση μεταξύ τους.

Επιπλέον, αξιοποιήθηκαν πρακτικές project-based learning, δίνοντας στους μαθητές την ευκαιρία να αναλάβουν ρόλους, να ερευνήσουν και να παρουσιάσουν τα ευρήματά τους μέσω ψηφιακών και καλλιτεχνικών δραστηριοτήτων. Η πρακτική της project-based learning (PBL) επιτρέπει στους μαθητές να συμμετέχουν ενεργά στη διαδικασία της μάθησης, να ερευνούν και να παρουσιάζουν τα αποτελέσματα της έρευνάς τους, επιλύοντας πρακτικά προβλήματα. Όπως αναφέρει ο Biggs (2003), το PBL ενισχύει τη μαθησιακή διαδικασία, επιτρέποντας στους μαθητές να εφαρμόσουν τις γνώσεις τους σε πραγματικά προβλήματα και να αναπτύξουν κρίσιμη σκέψη και δεξιότητες επίλυσης προβλημάτων. Επιπλέον, αξιοποιήθηκαν πρακτικές project-based learning

(PBL), δίνοντας στους μαθητές την ευκαιρία να αναλάβουν ρόλους, να ερευνήσουν και να παρουσιάσουν τα ευρήματά τους μέσω ψηφιακών και καλλιτεχνικών δραστηριοτήτων. Η πρακτική της project-based learning (PBL) ενισχύει τη συμμετοχή και την αλληλεπίδραση των μαθητών, ενθαρρύνοντάς τους να επιλύουν προβλήματα μέσα από την έρευνα και τη συνεργασία. Ο Κόσυβας (2018) τονίζει τη σημασία του PBL ως μεθόδου που ενισχύει τη μάθηση μέσω της δράσης και της εμπλοκής με πραγματικά ζητήματα, επιτρέποντας στους μαθητές να κατανοήσουν βαθύτερα τη θεωρία εφαρμόζοντας την σε ρεαλιστικά πλαίσια.

Σύμφωνα με τους Ταρατόρη και Τσαλκατίδου (2007), το PBL ενδυναμώνει τους μαθητές να αναπτύξουν δεξιότητες όπως η κριτική σκέψη και η επίλυση προβλημάτων, ενσωματώνοντας τη μάθηση μέσω της δράσης και της έρευνας. Οι μαθητές καλούνται να εργάζονται σε ομάδες, να αναλαμβάνουν ενεργό ρόλο και να παρουσιάζουν τις λύσεις τους, προάγοντας την ανάπτυξη συνεργατικών δεξιοτήτων και ενδυναμώνοντας την αλληλεπίδραση μεταξύ τους.

Ο Dewey (1938) υπογραμμίζει ότι το PBL ενθαρρύνει την ενεργητική μάθηση μέσω της εμπλοκής των μαθητών σε ρεαλιστικά έργα, τα οποία προάγουν τη μάθηση μέσω της εξερεύνησης και της επίλυσης προβλημάτων. Η εμπειρία και η πράξη είναι θεμελιώδη για τη διαδικασία της μάθησης, και το PBL αντανακλά αυτή την αρχή, επιτρέποντας στους μαθητές να ενσωματώσουν τη γνώση τους μέσα από τη συμμετοχή σε πραγματικές προκλήσεις.

Ο Kilpatrick (1918) αναγνωρίζει τη σημασία του έργου ως εκπαιδευτικού εργαλείου, θεωρώντας ότι το πραγματικό έργο είναι το βασικό μέσο για την ανάπτυξη της προσωπικότητας των μαθητών και την επίτευξη εκπαιδευτικών στόχων. Η προσέγγιση του PBL συνάδει πλήρως με αυτή την άποψη, δίνοντας στους μαθητές την ευκαιρία να δημιουργήσουν, να ανακαλύψουν και να παρουσιάσουν τα αποτελέσματά τους μέσω πραγματικών, ενδιαφέροντων έργων.

Ένα άλλο στοιχείο που ενσωματώνει το PBL είναι η έμφαση στις 4C's: Δημιουργικότητα, Κριτική Σκέψη, Συνεργασία και Επικοινωνία. Σύμφωνα με τις σύγχρονες τάσεις της εκπαίδευσης, η ανάπτυξη αυτών των δεξιοτήτων είναι καθοριστική για την προσωπική και επαγγελματική ανάπτυξη των μαθητών (Saavedra & Opfer, 2012). Το PBL προάγει την ενίσχυση αυτών των ικανοτήτων μέσω της συνεργασίας στην ομάδα, της δημιουργικότητας στη λύση προβλημάτων, της κριτικής σκέψης στην ανάλυση και αξιολόγηση δεδομένων και της αποτελεσματικής επικοινωνίας για την παρουσίαση των ευρημάτων.

Η εφαρμογή του PBL στην πράξη επιτρέπει στους μαθητές να αναπτύξουν δεξιότητες που θα τους βοηθήσουν να αντιμετωπίσουν τις προκλήσεις του 21ου αιώνα και να γίνουν υπεύθυνοι, ενεργοί πολίτες.

Οι δραστηριότητες οργανώθηκαν σε μηνιαία βάση, όπως παρουσιάζεται στον παρακάτω πίνακα:

Πίνακας 1: Activities calendar

December	Ice breaking activities
January	Project framework and partners
February	Environmental awareness and education – Concept map with environmental problems – collaborative slogan
March	Saving water and combating drought – Water saving posters, water clouds, water footprint calculation
April	Recycling and fighting zero waste – Recycling slogans, recycled products, recycling exhibition

May	Energy Efficiency – Celebrating etwinning day – energy efficiency events, brochures
June	International World day of environmental protection, evaluation, dissemination, final products

2.3. Διαδικασία Υλοποίησης

Η υλοποίηση του προγράμματος πραγματοποιήθηκε μέσω μιας σειράς διαδοχικών δραστηριοτήτων, οι οποίες οργανώθηκαν με βάση ένα μηνιαίο πλάνο. Η διαδικασία ξεκίνησε με την παρουσίαση των σχολείων και των συμμετεχόντων μέσω της πλατφόρμας eTwinning, δίνοντας τη δυνατότητα στους μαθητές να γνωριστούν και να εξοικειωθούν με τους συνεργάτες τους από άλλες χώρες. Στη συνέχεια, ακολούθησαν δραστηριότητες εξοικείωσης και εμπιστοσύνης, όπως η δημιουργία διαδικτυακών χαρτών που παρουσίαζαν τις τοποθεσίες των σχολείων, καθώς και η ανταλλαγή προσωπικών ενδιαφερόντων μέσω συνεργατικών εργαλείων όπως το Padlet. Κατά τη διάρκεια του προγράμματος, οι μαθητές συμμετείχαν σε διαδικτυακές συναντήσεις και αντάλλαξαν ιδέες σχετικά με τις επιπτώσεις της κλιματικής αλλαγής. Μια από τις κεντρικές δράσεις του προγράμματος ήταν η διερεύνηση της έννοιας του καιρού και του κλίματος, η οποία πραγματοποιήθηκε μέσω διαδραστικών δραστηριοτήτων και ψηφιακών εργαλείων όπως το Mentimeter. Επίσης, οι μαθητές δημιούργησαν αφίσες και ψηφιακές παρουσιάσεις που προωθούσαν οικολογικές πρακτικές, ενώ συμμετείχαν σε διαγωνισμούς δημιουργίας λογοτύπου για το πρόγραμμα. Καθ' όλη τη διάρκεια του έργου, αξιοποιήθηκαν διάφορα ψηφιακά εργαλεία για την υποστήριξη της συνεργασίας και της επικοινωνίας μεταξύ των μαθητών. Χρησιμοποιήθηκαν εφαρμογές όπως το Kahoot και το Wordwall για την ανάπτυξη εκπαιδευτικών παιχνιδιών, τα εργαλεία poster my wall και canva για τη δημιουργία αφισων, καθώς και το Padlet για την οργάνωση και την παρουσίαση του συλλογικού έργου των ομάδων. Το πρόγραμμα ολοκληρώθηκε με την αξιολόγηση των αποτελεσμάτων μέσω ερωτηματολογίων και συζητήσεων ανατροφοδότησης. Οι μαθητές εξέφρασαν τις απόψεις τους σχετικά με το πρόγραμμα και τη μαθησιακή εμπειρία που αποκόμισαν, ενώ παράλληλα ανέδειξαν τρόπους με τους οποίους μπορούν να εφαρμόσουν τις γνώσεις και τις δεξιότητες που απέκτησαν στην καθημερινή τους ζωή. Πιο αναλυτικά:

Δεκέμβριος: Δραστηριότητες γνωριμίας μεταξύ των μελών του προγράμματος με τη δημιουργία twinboards. Τέλος, δημιουργήθηκε ένας εννοιολογικός χάρτης στο ψηφιακό εργαλείο coggle αλλά και αφίσες με netiquette rules, δηλαδή τους κανόνες σωστής συμπεριφοράς στο διαδίκτυο

Ιανουάριος: ανάληψη των ρόλων και επιλογή εργαλείων, ώστε να επιτευχθεί ο συνεργατικός σχεδιασμός α)μέσα από τη δημιουργία σελίδας αναφορικά με την επικοινωνία και β)μέσα από μηνύματα ηλεκτρονικού ταχυδρομείου και viber group.

Φεβρουάριος: Στις 7 Φεβρουαρίου 2024 , παρουσιάστηκε στους μαθητές το θέμα της «περιβαλλοντικής ευαισθητοποίησης και εκπαίδευσης». Οι μαθητές συμμετείχαν σε διαγωνισμό Kahoot κατά τη διάρκεια του διαδικτυακού σεμιναρίου (webinar). Η περιβαλλοντική ευαισθητοποίηση και εκπαίδευση διδάχθηκε και στις σχολικές τάξεις. Οι μαθητές παρατήρησαν τη φύση στον κήπο του σχολείου και περιέγραψαν όσα είδΝ μέσω ζωγραφιών. Επίσης, τους ζητήθηκε να δημιουργήσουν έναν εννοιολογικό χάρτη που να παρουσιάζει τις αιτίες και τις συνέπειες των περιβαλλοντικών προβλημάτων. Έπειτα, οι μαθητές θα έπρεπε να ανεβάσουν τους εννοιολογικούς χάρτες που είχαν ετοιμάσει στο Padlet. Τέλος, δημιουργήθηκε ένα κοινό τελικό προϊόν: ένα κοινωνικό μήνυμα (public service announcement).

Μάρτιος: Ένας μήνας αφιερωμένος στο νερό, με πλήθος δραστηριοτήτων που επικεντρώνονται στην ευαισθητοποίηση των μαθητών για τη σημασία του νερού και την εξοικονόμησή του. Η πρώτη δραστηριότητα περιλάμβανε τη δημιουργία αφισών με θέμα την εξοικονόμηση νερού, με τους μαθητές να χρησιμοποιούν τα ψηφιακά εργαλεία Postermywall και Canva. Κάθε αφίσα περιλάμβανε εικονογραφήσεις και μηνύματα σχετικά με τη σημασία της υπεύθυνης χρήσης του νερού. Στη

συνέχεια, προχωρήσαμε στη δημιουργία ενός συννεφόλεξου μέσω του εργαλείου Mentimeter, όπου οι μαθητές είχαν την ευκαιρία να προσθέσουν έως τρεις λέξεις σχετικές με το νερό. Οι λέξεις που προέκυψαν, όπως «πλημμύρα», «πόσιμο», «δεξαμενή», ενίσχυσαν τη συζήτηση γύρω από τα χαρακτηριστικά και τη σημασία του νερού. Τέλος, οι μαθητές υπολόγισαν το αποτύπωμα του νερού, αναλύοντας την ποσότητα νερού που καταναλώνεται για την παραγωγή καθημερινών προϊόντων και αγαθών. Αυτό τους βοήθησε να κατανοήσουν τις συνέπειες των καθημερινών τους επιλογών και τη σύνδεση τους με την εξοικονόμηση του νερού.

Απρίλιος: Με κύριο στόχο την ανακύκλωση και τη χρήση ανακυκλώσιμων προϊόντων, οι μαθητές συμμετείχαν σε δραστηριότητες που ενίσχυσαν την οικολογική τους συνείδηση και την αναγνώριση της αξίας των ανακυκλώσιμων υλικών. Η πρώτη δραστηριότητα αφορούσε τη δημιουργία κατασκευών από ανακυκλώσιμα υλικά, με σκοπό να οργανωθεί μια έκθεση κατασκευών. Οι μαθητές συνεργάστηκαν για να συλλέξουν τα απαραίτητα υλικά και να ακολουθήσουν τις οδηγίες που καταγράφηκαν στο συνεργατικό εργαλείο padlet ή Twinboard. Κάθε κατασκευή είχε μια οικολογική διάσταση, ενθαρρύνοντας τη δημιουργικότητα και τη συνειδητοποίηση της αξίας της ανακύκλωσης.

Η δεύτερη δραστηριότητα επικεντρώθηκε στη δημιουργία συνεργατικών σλόγκαν με θέμα την ανακύκλωση.

Μάιος: Οι μαθητές δημιούργησαν φυλλάδια σχετικά με την ενεργειακή απόδοση, ενώ η δεύτερη δραστηριότητα επικεντρώθηκε στην ενέργεια και τις πηγές της, με σκοπό οι μαθητές να χωρίσουν τις πηγές ενέργειας σε ανανεώσιμες και μη ανανεώσιμες. Κάθε ομάδα μαθητών κατέγραψε τα πλεονεκτήματα και τα μειονεκτήματα κάθε τύπου ενέργειας, και στη συνέχεια δημιούργησαν έναν εννοιολογικό χάρτη για να απεικονίσουν τις σχέσεις και τις επιπτώσεις της κάθε πηγής ενέργειας.

Ιούνιος: Διάχυση αποτελεσμάτων, αξιολόγηση και παραγωγή τελικών προϊόντων. Οι δραστηριότητες αφορούν τη συμπλήρωση ερωτηματολογίου, τη δημιουργία ηλεκτρονικού περιοδικού και τραγουδιού, ενώ στο εργαλείο tricider οι μαθητές μπορούσαν να καταγράψουν τι άλλο θα ήθελαν να μάθουν σχετικά με το θέμα.

3. Συμπεράσματα

Το πρόγραμμα αξιοποίησε τις ΤΠΕ, ενσωματώνοντας διαδραστικά παιχνίδια και ψηφιακά εργαλεία, επιτρέποντας στους μαθητές να εξερευνήσουν τις περιβαλλοντικές προκλήσεις με έναν καινοτόμο και δημιουργικό τρόπο. Η αλληλεπίδραση με συνομήλικους από άλλες χώρες ενίσχυσε την πολιτισμική ανταλλαγή και ανέδειξε τη σημασία της διεθνούς συνεργασίας για την αντιμετώπιση της κλιματικής αλλαγής.

Μέσα από τη συμμετοχή τους, οι μαθητές ανέπτυξαν κριτική σκέψη, δεξιότητες επίλυσης προβλημάτων και ενίσχυσαν την περιβαλλοντική τους συνείδηση. Το πρόγραμμα όχι μόνο τους παρείχε γνώσεις για τις αιτίες και τις επιπτώσεις της κλιματικής αλλαγής, αλλά τους έδωσε επίσης τα εργαλεία να γίνουν πιο υπεύθυνοι και ενεργοί πολίτες. Η βιωματική προσέγγιση συνέβαλε στο να εδραιωθούν οι γνώσεις αυτές στη συνείδηση των μαθητών, καθιστώντας τις πιο ουσιαστικές και εφαρμόσιμες στην καθημερινότητά τους.

Ακόμα, το πρόγραμμα αποτέλεσε ένα επιτυχημένο παράδειγμα του πώς η διαθεματική και συνεργατική μάθηση μπορεί να δημιουργήσει ουσιαστικά μαθησιακά αποτελέσματα. Οι μαθητές δεν περιορίστηκαν στην απόκτηση θεωρητικών γνώσεων, αλλά συμμετείχαν ενεργά, εφάρμοσαν τις γνώσεις τους και ανέπτυξαν δεξιότητες επικοινωνίας, συνεργασίας και ψηφιακής τεχνολογίας. Επιπλέον, η εμπειρία τους αυτή αποτέλεσε κίνητρο για να συνεχίσουν να ενδιαφέρονται για περιβαλλοντικά ζητήματα και να εφαρμόζουν πρακτικές βιωσιμότητας στη ζωή τους.

Το eTwinning απέδειξε ότι αποτελεί ένα πολύτιμο εργαλείο για τη διαμόρφωση εκπαιδευτικών εμπειριών που ξεπερνούν τα όρια της τάξης. Ενισχύει τη συνεργασία μεταξύ μαθητών και εκπαιδευτικών διαφορετικών χωρών, καλλιεργεί τον διαπολιτισμικό διάλογο και προσφέρει ευκαιρίες για την ανάπτυξη νέων διδακτικών πρακτικών. Μέσω τέτοιων προγραμμάτων, οι μαθητές μπορούν να αποκτήσουν μια παγκόσμια προοπτική, κατανοώντας καλύτερα τις προκλήσεις και τις

λύσεις που σχετίζονται με την κλιματική αλλαγή, ενώ ταυτόχρονα αναπτύσσουν υπευθυνότητα και οικολογική συνείδηση.

Το πρόγραμμα κατέδειξε πως η συνεργατική μάθηση και η αξιοποίηση των ψηφιακών εργαλείων μπορούν να καταστήσουν τη διδασκαλία πιο αποτελεσματική και ελκυστική, προετοιμάζοντας τους μαθητές να γίνουν ενεργοί πολίτες που συμβάλλουν στην προστασία του περιβάλλοντος. Εν κατακλείδι, η εμπειρία αυτή μπορεί να λειτουργήσει ως πρότυπο για παρόμοιες μελλοντικές εκπαιδευτικές δράσεις, ενθαρρύνοντας τη δια βίου μάθηση και τη διαμόρφωση μιας περιβαλλοντικά υπεύθυνης γενιάς. Τέλος, το πρόγραμμα βραβεύτηκε με εθνική και ευρωπαϊκή ετικέτα ποιότητας.

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ΕΥΡΩΠΑΪΚΕΣ ΜΟΡΦΕΣ ΣΥΝΕΡΓΑΣΙΑΣ ΜΕΤΑΞΥ ΕΚΠΑΙΔΕΥΤΙΚΩΝ: ΤΟ ΠΡΟΓΡΑΜΜΑ ETWINNING EUROPE: NICE TO MEET YOU!

Ζέζου Αναστασία
Δρ Παιδικής Λογοτεχνίας, Εκπαιδευτικός ΠΕ60

Περίληψη

Το eTwinning αποτελεί μια μορφή ευρωπαϊκής εκπαιδευτικής δράσης, στην οποία μπορούν να συμμετέχουν σχολεία από διαφορετικές ευρωπαϊκές χώρες, ώστε αφενός να συνεργάζονται σε καινοτόμα προγράμματα και αφετέρου να χρησιμοποιούν διάφορα ψηφιακά εργαλεία. Ειδικότερα, προσφέρει μια ψηφιακή πλατφόρμα για τους εκπαιδευτικούς, με κύριο στόχο την πραγματοποίηση συνεργατικών έργων, ώστε τα μέλη τους να αποτελούν μέρος μιας ευρύτερης κοινότητας μάθησης, των σχολείων της Ευρώπης. Ο σκοπός της παρούσας εργασίας έγκειται στην παρουσίαση του θεωρητικού πλαισίου του προγράμματος eTwinning, που αναφέρεται στον ορισμό, στην ιστορική αναδρομή, καθώς και στα πλεονεκτήματα και μειονεκτήματα από τη συμμετοχή των εκπαιδευτικών σε αυτό. Ακόμη, η παρουσίαση του προγράμματος *Europe: nice to meet you*, στο οποίο συμμετείχε το 2ο Νηπιαγωγείο Κρεμαστής Ρόδου, λαμβάνοντας Εθνική και Ευρωπαϊκή Ετικέτα Ποιότητας, κατά το έτος 2023-2024, θα αποτελέσει έναυσμα τόσο για τη συμμετοχή και άλλων εκπαιδευτικών σε ευρωπαϊκά προγράμματα, όσο και για το σχεδιασμό και υλοποίηση διασχολικών σχεδίων εργασίας.

Λέξεις κλειδιά: eTwinning, Europe: nice to meet you!

1. Το eTwinning

Το eTwinning -η Κοινότητα των Σχολείων της Ευρώπης- αποτελεί μια πρωτοβουλία της Ευρωπαϊκής Επιτροπής, μέσω της οποίας σχολεία από διαφορετικές χώρες της Ευρώπης, και πέραν αυτής, συνεργάζονται για την υλοποίηση εκπαιδευτικών έργων με τη χρήση εργαλείων Τεχνολογίας Πληροφοριών και Επικοινωνίας (Τ.Π.Ε.), χρησιμοποιώντας την Ευρωπαϊκή Πλατφόρμα Σχολικής Εκπαίδευσης «European School Education Platform-ESEP1». Το ευρωπαϊκό πρόγραμμα eTwinning προωθεί τις υπερεθνικές, συνεργατικές δραστηριότητες, όπως και τη μάθηση STEAM2, με σημαντικά παιδαγωγικά, κοινωνικά και πολιτισμικά οφέλη (EUN, 2021a; 2021b) για όλους τους συμμετέχοντες.

Ειδικότερα, η εκπαιδευτική δράση του eTwinning ορίζεται ως μια συνεργασία μακράς διάρκειας, όπου τουλάχιστον δύο σχολεία από τουλάχιστον δύο ευρωπαϊκές χώρες χρησιμοποιούν ένα ασφαλές διαδικτυακό περιβάλλον (Παπαδάκης, 2015; 2016).

Με την ένταξη στο eTwinning, οι εκπαιδευτικοί μπορούν να επωφεληθούν από ευκαιρίες όπως: α) συμμετοχή σε συνεργατικά έργα, ευρωπαϊκά και εθνικά β) συμμετοχή σε διαδικτυακές ομάδες, όπου συζητώνται διάφορα θέματα γ) επαγγελματική ανάπτυξη, μέσω της βελτίωσης των διδακτικών δεξιοτήτων δ) υποστήριξη και καθοδήγηση από τους πρεσβευτές του eTwinning της εκάστοτε χώρας για οτιδήποτε απασχολεί τους εκπαιδευτικούς, σε σχέση με το eTwinning ε) αναγνώριση της συμμετοχής στα προγράμματα, μέσω απονομής ετικετών και βραβείων.

Ουσιαστικά, το eTwinning αποτελεί μια κοινότητα σχολείων της Ευρώπης, προσφέροντας μια ασφαλή πλατφόρμα για το προσωπικό (εκπαιδευτικούς, διευθυντές, και λοιπό εκπαιδευτικό και επιστημονικό προσωπικό, κλπ.) που εργάζεται σε σχολεία των συμμετεχουσών ευρωπαϊκών και άλλων χωρών, ώστε να επικοινωνήσουν, να συνεργαστούν, να αναπτύξουν σχέδια, να μοιραστούν ιδέες (Αγγελόπουλος, Πατεράκη, 2022; Gajek, 2017).

Παράλληλα, το eTwinning προσφέρει πολλές ευκαιρίες για εφαρμογή καινοτομιών και δημιουργικής μάθησης στη διδακτική πράξη, μέσα από τις δυνατότητες που παρέχει. Οι εκπαιδευτικοί, αλλά κυρίως οι μαθητές που συμμετέχουν, επωφελούνται από τη συνεργασία με τα

σχολεία των άλλων χωρών, υπερβαίνουν τα στενά όρια της τάξης και το μάθημα αποκτά ευρωπαϊκή διάσταση (Holmes, 2013; Tonner-Saunders, Shimi, 2021).

Ειδικότερα, οι πέντε κύριες περιοχές προστιθέμενης αξίας στις πρακτικές διδασκαλίας και μάθησης μέσα από τα έργα eTwinning είναι οι ακόλουθες (Γιωτόπουλος, 2018; Gilleran, 2019):

- Αυθεντική μάθηση: οι μαθητές έχουν μεγαλύτερα κίνητρα, όταν συμμετέχουν σε αυθεντικές και με σημασία μαθησιακές δραστηριότητες.
- Συνεργασία: τα έργα eTwinning απαιτούν συνεργασία σε πολλά επίπεδα, όπως εκπαιδευτικού-εκπαιδευτικού, μαθητή-μαθητή και εκπαιδευτικού-μαθητή.
- Ευρωπαϊκή διάσταση: τα έργα eTwinning από τη φύση τους τονίζουν την ευρωπαϊκή διάσταση και την διαπολιτισμική εκπαίδευση, φέρνοντας μαθητές και εκπαιδευτικούς από διαφορετικές χώρες σε επαφή και ενισχύοντας την αμοιβαία κατανόηση και το σεβασμό.
- Χρήση Νέων Τεχνολογιών: Το eTwinning προωθεί την χρήση των Νέων Τεχνολογιών στα σχολεία, διευκολύνοντας τους μαθητές και τους εκπαιδευτικούς να αναπτύξουν τις τεχνολογικές δεξιότητές τους σε αυθεντικές καταστάσεις.
- Εκπαίδευση καθηγητών και επαγγελματική ανάπτυξη: ένα σημαντικό κομμάτι του eTwinning γενικά και των έργων ειδικότερα αποτελεί η συμβολή του στη μάθηση και στην επαγγελματική ανάπτυξη των εμπλεκομένων εκπαιδευτικών.

Πολλές μελέτες έχουν υποστηρίξει ιδιαίτερα την αποτελεσματικότητα του eTwinning στην παροχή ευκαιριών αυθεντικής μάθησης, μέσω προγραμμάτων και ανάπτυξης των δεξιοτήτων του 21ου αιώνα (European Commission, 2013; Crawley et al., 2009; Soulé, Warrick, 2015).

Ακόμη, οι εκπαιδευτικοί και οι μαθητές δεν περιορίζονται στα εργαλεία, τα οποία προσφέρει η πλατφόρμα, αλλά επιδεικνύουν δεξιότητες και στη χρήση άλλων εργαλείων, που αναδεικνύουν το έργο τους, όπως ψηφιακά βίντεο, χρήση LMS, όπως το Moodle, ιστολόγια, Web 2.0 εργαλεία και wikis (Kampylis et al., 2015).

Αυτό που είναι αξιοσημείωτο, έγκειται στο ότι οι χώρες με χαμηλότερα εκπαιδευτικά πρότυπα καταβάλλουν προσπάθεια να επιτύχουν διάκριση σε διεθνές επίπεδο μέσω του eTwinning. Κατά αυτόν τον τρόπο, το eTwinning χρησιμεύσει ως εργαλείο προώθησης των καλών πρακτικών εκπαίδευσης, ώστε να ενταχθούν όλα τα συμμετέχοντα κράτη στην ομάδα των εκπαιδευτικά πιο προηγμένων χωρών, αποκομίζοντας ποικίλα οφέλη. Ως εκ τούτου, το eTwinning μπορεί να περιγραφεί και ως τύπος εργασίας άμεσης πολιτικής δράσης της Ευρωπαϊκής Επιτροπής (Galvin et al., 2020; Giannis, 2022; Gulfbay, 2018; Paz-Albo, Hervás, 2017; Vuorikari et al., 2011).

Επιπρόσθετα, για να λάβει ένα έργο την «Ευρωπαϊκή Ετικέτα Ποιότητας» και το «Βραβείο eTwinning», πρέπει να λάβουν μέρος και «Εθνική Ετικέτα Ποιότητας» σχολεία από τουλάχιστον 2 διαφορετικές χώρες. Ακόμη, οι μαθητές δεν μπορούν να εγγραφούν στο eTwinning, παρά μόνο να γίνουν μέλη του έργου (στην περιοχή TwinSpace) από τους εκπαιδευτικούς, ενώ συμμετέχουν όλες οι βαθμίδες εκπαίδευσης (Paz-Albo, López-Cirugeda, 2017).

Σήμερα στη δράση eTwinning, https://school-education.ec.europa.eu, συμμετέχουν περισσότεροι από 1,5 εκατομμύριο εκπαιδευτικοί από 46 χώρες. Η κοινότητα των Ελλήνων eTwinners υποστηρίζεται από τον Εθνικό Οργανισμό Υποστήριξης (Ε.Ο.Υ.) της δράσης eTwinning, www.etwinning.gr, ο οποίος λειτουργεί υπό την καθοδήγηση του ΙΤΥΕ «Διόφαντος», σε συνεργασία με το Υπουργείο Παιδείας, Θρησκευμάτων και Αθλητισμού.

2. Ιστορική αναδρομή

Το 1999 θεσμοθετήθηκε το πρόγραμμα Leonardo da Vinci και το έτος 2000 το πρόγραμμα Socrates. Και στα δύο αυτά προγράμματα εκπαίδευσης και κατάρτισης βασικός στόχος ήταν η χρήση των ΤΠΕ (Τεχνολογιών της Πληροφορίας και της Επικοινωνίας) στην εκπαίδευση. Επίσης, σε αυτά προωθούταν η ανοικτή και εξ αποστάσεως εκπαίδευση.

Τον Μάρτιο του 2000 στο Ευρωπαϊκό Συμβούλιο της Λισαβόνας, δόθηκε ιδιαίτερη σημασία στην ανάγκη να αναπτυχθούν νέες δεξιότητες των μαθητών και να προσαρμοστούν ανάλογα τα

ευρωπαϊκά εκπαιδευτικά συστήματα. Μετά από δύο μήνες, δηλαδή τον Μάιο του 2000, άρχισε η ηλεκτρονική-ψηφιακή μάθηση με την υλοποίηση προγραμμάτων σε διάφορες χώρες. Δύο χρόνια αργότερα (Μάρτιος 2002), στο αντίστοιχο συμβούλιο της Βαρκελώνης, αποφασίστηκε να γίνει πιο έντονη η ψηφιοποίηση και να ενισχυθεί η ψηφιακή σύνδεση μέσω διαδικτύου στις σχολικές μονάδες της πρωτοβάθμιας και της δευτεροβάθμιας εκπαίδευσης, ώστε να διαδρούν μεταξύ τους σε όλη την ΕΕ. Το επόμενο έτος και συγκεκριμένα το Δεκέμβριο του 2003 αποφασίστηκε από το Συμβούλιο της Ευρωπαϊκής Ένωσης, η δημιουργία ενός προγράμματος (eLearning), που θα οδηγούσε στην αποτελεσματική εισαγωγή των ΤΠΕ στα εκπαιδευτικά συστήματα της Ευρώπης. Η κυριότερη δράση του συγκεκριμένου προγράμματος είναι το eTwinning (Kearney, Gras-Velázquez, 2015).

Η έναρξη του eTwinning πραγματοποιήθηκε το Σεπτέμβριο του 2004 σε πολλές χώρες της Ευρώπης, αν και επίσημα ξεκίνησε στις 14 Ιανουαρίου 2005 στις Βρυξέλλες, ως δράση του προγράμματος eLearning (Papadakis, 2016). Οι πρώτες δράσεις του ήταν η δημιουργία μιας διαδικτυακής πύλης, η οποία διέθετε κάποια εργαλεία, μέσω των οποίων παρέχονταν ένα εικονικό περιβάλλον, με το οποίο θα μπορούσαν να συνεργαστούν πολλές σχολικές μονάδες.

Ειδικότερα, τα επόμενα έξι χρόνια (2007-2013) το Ευρωπαϊκό Κοινοβούλιο, σε συνεργασία με το Συμβούλιο της Ε.Ε., αποφάσισαν να εντάξουν το eTwinning στο Πρόγραμμα Διά Βίου Μάθησης (European Council, 2006). Το 2009 άρχισαν να λειτουργούν οι «Ομάδες eTwinning» και ξεκίνησε η διοργάνωση διαδικτυακών «Εκδηλώσεων Εκμάθησης» με τεράστια συμμετοχή των εκπαιδευτικών, αναδεικνύοντας την επιθυμία τους για περαιτέρω καλλιέργεια της επαγγελματικής τους ταυτότητας.

Το Μάρτιο του 2013 ξεκίνησε και το eTwinning Plus, μία μερική επέκταση του eTwinning σε χώρες που γειτνιάζουν με την Ευρώπη. Η πολιτική γειτονίας της Ευρώπης, που αναπτύχθηκε ήδη από το 2004, έχει στόχο την εμβάθυνση των σχέσεων μεταξύ των χωρών της Ευρωπαϊκής Ένωσης και εκείνων των χωρών, με τις οποίες «γειτονεύουν» άμεσα. Το eTwinning Plus περιλαμβάνει έξι χώρες, που γειτονεύουν με την Ευρώπη: την Αρμενία, το Αζερμπαϊτζάν, τη Γεωργία, τη Μολδαβία και την Ουκρανία, που είναι μέλη της Ανατολικής Εταιρικής Σχέσης και την Τυνησία, που είναι μέλος της Ευρωμεσογειακής Εταιρικής Σχέσης (EUROMED).

Στην επόμενη περίοδο 2014-2020 το eTwinning χρηματοδοτείται από το Erasmus+, ένα πρόγραμμα της Ευρωπαϊκής Επιτροπής, που αφορά τη νεολαία, την εκπαίδευση και τον αθλητισμό. Μετά το eTwinning1.0, ξεκινά τη λειτουργία της η νέα διαδικτυακή πύλη του, που αξιοποιεί υπηρεσίες Web2.0 και προσφέρει τη δημιουργία προσωπικού προφίλ για κάθε μέλος, ένα κοινωνικό δίκτυο (eTwinning Live) για την ανταλλαγή ιδεών συνεργασίας και για την εύρεση εταίρων, καθώς και ένα ψηφιακό περιβάλλον υλοποίησης (TwinSpace) των συνεργατικών προγραμμάτων. Το σύνθημα που επικρατεί πλέον είναι το «eTwinning: Η κοινότητα για τα σχολεία στην Ευρώπη», ενώ όσοι εκπαιδευτικοί συμμετέχουν στο eTwinning, μπορούν να λάβουν μέρος και σε άλλες νέες ευρωπαϊκές δράσεις.

Το 2022, οι πλατφόρμες School Education Gateway και eTwinning της Ευρωπαϊκής Επιτροπής συγχωνεύτηκαν στην ευρωπαϊκή πλατφόρμα σχολικής εκπαίδευσης https://school-education.ec.europa.eu, διατηρώντας το περιεχόμενό τους και επεκτείνοντάς το σε έναν ενιαίο, σύγχρονο και προσβάσιμο χώρο.

Σήμερα το eTwinning είναι ίσως το μεγαλύτερο δίκτυο εκπαιδευτικών στην ιστορία της εκπαίδευσης. Τα θεμέλια της νέας πλατφόρμας βασίζονται στο πρόγραμμα Erasmus+ της Ευρωπαϊκής Ένωσης και τις τρεις αρχές του για την οικοδόμηση μιας πιο πράσινης, πιο συμπεριληπτικής και πιο ψηφιακής εκπαίδευσης για την Ευρώπη. Η πλατφόρμα προωθεί επίσης τους στόχους του ευρωπαϊκού χώρου εκπαίδευσης, ιδίως το σχέδιο δράσης για την ψηφιακή εκπαίδευση και την ανάπτυξη των βασικών ικανοτήτων του μελλοντικού πολίτη.

Όπως γίνεται αντιληπτό, από την αρχή το eTwinning στόχευε στην ανάπτυξη της συνεργασίας ανάμεσα στα σχολεία όλης της Ευρώπης, ώστε να πραγματοποιηθούν συνεργατικά έργα σε ένα τεράστιο εύρος θεμάτων, χρησιμοποιώντας τις ΤΠΕ. Σημαντικός άξονας του προγράμματος ήταν και η εύρεση των καλύτερων πρακτικών, όπως και το να δοθεί η δυνατότητα στους εκπαιδευτικούς να αναπτυχθούν επαγγελματικά αλλά και προσωπικά, παρέχοντάς τους τις κατάλληλες ευκαιρίες για να το πετύχουν.

Το eTwinning έχει διαμορφώσει, ουσιαστικά, ένα ώριμο οικοσύστημα εκπαιδευτικών, για να επικοινωνούν, να συνεργάζονται, να υλοποιούν ποικίλα έργα, να μοιράζονται εκπαιδευτικές εμπειρίες και να αισθάνονται ότι αποτελούν μέρος μιας ευρύτερης κοινότητας μάθησης, δηλ. της ευρωπαϊκής. Προσφέρει υποστήριξη, εργαλεία και υπηρεσίες για σχολεία, μέσω της χρήσης των ΤΠΕ, καθώς και ευκαιρίες δωρεάν και συνεχούς επαγγελματικής ανάπτυξης μέσω του διαδικτύου αλλά και δια ζώσης (Παρασκευάς, 2016). Τα έργα, στα οποία συνεργάζονται τα σχολεία, οι εκπαιδευτικοί και οι μαθητές έχουν ως στόχο την ανάπτυξη ικανοτήτων και δεξιοτήτων για όλους, ώστε να μπορούν να ανταποκριθούν στις νέες κοινωνικές απαιτήσεις. Τέτοιες δεξιότητες είναι η επικοινωνία, ο τρόπος και η στρατηγική επίλυσης προβλημάτων, η ευαισθητοποίηση απέναντι στους διάφορους πολιτισμούς, η συνεργασία και η καλλιέργεια των θεμελιωδών αρχών της ΕΕ, όπως η ισότητα και η δημοκρατία.

3. Η καλλιέργεια της ευρωπαϊκής ταυτότητας

Η ενσωμάτωση συνεργατικών προγραμμάτων eTwinning αυξάνει την επικοινωνία ανάμεσα στα σχολεία, εντάσσει την τοπική κοινωνία στο εκπαιδευτικό πρόγραμμα και προσδίδει μία ευρωπαϊκή διάσταση στην ταυτότητά τους.

Έτσι, όσοι εκπαιδευτικοί συμμετέχουν σε συνεργατικά έργα, διευρύνουν τις γνώσεις τους για το επίπεδο εκπαίδευσης και τις διδακτικές πρακτικές των άλλων εταίρων, ενώ και οι μαθητές, ακόμη από τη βαθμίδα του νηπιαγωγείου, επικοινωνούν και διαδρούν με άλλες σχολικές μονάδες της Ελλάδας και της Ευρώπης, αυξάνοντας τις συνεργατικές δράσεις, ερχόμενοι σε συνεχή επαφή με τους «άλλους» (Hoskins, Crick, 2010).

Συνεπώς, γνωρίζουν και κατανοούν τις πολιτισμικές διαφορές και ομοιότητες και εμβαθύνουν ουσιαστικά στην κληρονομιά της Ευρώπης (Camilleri, 2016; Galvin et al., 2007; Pateraki, 2018). Αντιλαμβάνονται την τοπική τους εθνική ταυτότητα μέσα από τη σύγκριση με τους «άλλους». Έτσι, όλοι μαθαίνουν να σεβονται την ποικιλομορφία και την ιδιαιτερότητα, μέσα από την καλλιέργεια διαπολιτισμικών ικανοτήτων στο πλαίσιο της συνεργασίας.

Συνεκδοχικά, προσεγγίζεται η αξία της δημοκρατίας, καθώς όλοι γίνονται ενεργοί πολίτες και κατανούν τη σπουδαιότητα της ένταξης και συμπερίληψης σε μία κοινωνία. Επίσης, μαθαίνουν να αποδέχονται τη διαφορετικότητα των ατόμων, ώστε να προσπαθούν και οι ίδιοι να την υποστηρίξουν μέσα στην κοινωνία που ζουν (Cinpoes, 2008).

Η γενιά του eTwinning μαθαίνει να πιστεύει σε αξίες, όπως η πολιτισμική συνείδηση και αποδοχή, που αποτελούν πυλώνες στον ορισμό της πολυεθνικής και πολυπολιτισμικής σημερινής κοινωνίας. Ειδικότερα, οι μαθητές που συμμετέχουν στο eTwinning:

- Μαθαίνουν να μιλούν και να ακούν μια άλλη γλώσσα πέραν της δικής τους.
- Συνειδητοποιούν τη σημασία της ανάδειξης και του σεβασμού της οπτικής γωνίας των άλλων.
- Εκτιμούν την ποικιλότητα και τον πλούτο του Ευρωπαϊκού πολιτισμού.
- Μαθαίνουν να προσαρμόζονται σε ποικίλα περιβάλλοντα.
- Προσδίδεται νέο ενδιαφέρον και απόλαυση στη μάθηση.

Άρα, το eTwinning συμβάλλει στη διαμόρφωση δίκαιων κοινωνιών, στην καλλιέργεια της συνείδησης του Ευρωπαίου πολίτη, με την ταυτόχρονη διατήρηση της εθνικής ταυτότητας και της πολιτισμικής αυτογνωσίας. Εν τέλει, μέσα από την ανάπτυξη κοινωνικών δεξιοτήτων και την επίτευξη συλλογικών στόχων, επιτυγχάνεται η μελλοντική αρμονική κοινωνική ένταξη και συμβίωση.

4. Το ευρωπαϊκό πρόγραμμα *Europe…..nice to meet you*

Το συγκεκριμένο project υλοποιήθηκε το σχολικό έτος 2023-2024, από τον Οκτώβριο έως το Μάιο, με τη συμμετοχή του Ηνωμένου Βασιλείου, της Ιταλίας, της Ελλάδας, της Γαλλίας, της

Ισπανίας και της Βουλγαρίας. Σε αυτό συμμετείχε ως μέλος και το νηπιαγωγείο μας, δηλ. το 2ο Νηπιαγωγείο Κρεμαστής Ρόδου. Μασκότ του προγράμματος ήταν ο Paddington, που ξεκίνησε από το Ηνωμένο Βασίλειο και σταδιακά μάς ξενάγησε σε όλες τις χώρες που συμμετείχαν στο πρόγραμμα, αναδεικνύοντας τα βασικά πολιτιστικά αγαθά καθεμιάς (σημαία, φαγητό, ενδυμασία, μνημεία κτλ.)

Ο βασικός στόχος ήταν οι μαθητές να διευρύνουν τις γνώσεις τους για διαφορετικά πολιτιστικά πλαίσια, να χρησιμοποιήσουν την τεχνολογία, να αναπτύξουν τη φαντασία, τη δημιουργικότητα και τις δεξιότητές τους και να προετοιμαστούν για μελλοντικές εκπαιδευτικές προκλήσεις. Μέσα από τις θεματικές ενότητες και τις δραστηριότητες που σχετίζονται με αυτές, και οι οποίες υλοποιούνταν ανά μήνα, οι μαθητές είχαν την ευκαιρία να αναπτύξουν:

- Εργαλεία σκέψης, όπως κριτική σκέψη, δημιουργικότητα, επίλυση προβλημάτων.
- Εργαλεία επιστήμης και τεχνολογίας όπως η υπολογιστική σκέψη, η καινοτομία, ο σχεδιασμός και η ικανότητα κατασκευής.
- Εργαλεία ζωής, όπως η προσωπική ενδυνάμωση και η ιδιότητα του πολίτη.
- Εργαλεία μάθησης, όπως η επικοινωνία, η συνεργασία, η μεταγνώση.

Γνωρίζοντας νέα πολιτιστικά πλαίσια, δόθηκε η δυνατότητα στους μαθητές να ενισχύσουν το ρόλο τους ως πολίτες του κόσμου. Με τις δράσεις του προγράμματος, τα παιδιά εξασκήθηκαν στη γλωσσική έκφραση, γραπτή και προφορική, έχοντας στη διάθεσή τους διάφορα εργαλεία επικοινωνίας και εκφραστικά μέσα. Οι μαθητές είχαν πολλές ευκαιρίες για ομαδική εργασία, επικοινωνία, έκφραση συναισθημάτων, ανταλλαγή σκέψεων, προτάσεων και λήψη αποφάσεων. Με την ενσωμάτωση του ψηφιακού περιβάλλοντος στη μαθησιακή διαδικασία, χρησιμοποιήθηκαν διάφορα διαδικτυακά εργαλεία για τη δημιουργία εκπαιδευτικών παιχνιδιών, που ενίσχυσαν τη φαντασία, τη δημιουργικότητα, τη συνεργασία και την επικοινωνία.

Παράλληλα, οι μαθητές είχαν την ευκαιρία, μέσα από μια μεγάλη ποικιλία συνεργατικών δραστηριοτήτων, να κατανοήσουν τον εαυτό τους και τις δυνατότητές τους, αναπτύσσοντας μια θετική εικόνα, ενώ είχαν την ευκαιρία να διευρύνουν την προσωπική και κοινωνική τους ανάπτυξη, επικοινωνώντας διαδικτυακά με παιδιά από την Ελλάδα και το εξωτερικό.

Μέσα από μαθησιακές εμπειρίες βασισμένες στη διερευνητική μάθηση και τη χρήση του παιχνιδιού, ανέπτυξαν ένα μαθηματικό τρόπο σκέψης, αφού συμμετείχαν σε δραστηριότητες αντιστοίχισης και αλληλουχίας, δραστηριότητες προσανατολισμού, ρομποτικής και δραστηριοτήτων κώδικα, ενώ, ταυτόχρονα, πειραματίστηκαν με ποικίλα υλικά, επιχειρηματολογούσαν και εκφράστηκαν δημιουργικά.

Γενικά, το project είχε τα χαρακτηριστικά μιας καλά δομημένης δράσης, αφού υπήρχε περιγραφή του θέματος, στοχοθεσία, χρονοπλαίσιο υλοποίησης δραστηριοτήτων, σύνθεση ομάδας και κατανομή ρόλων και εργασιών, διάδραση, ψηφιακά εργαλεία διάδρασης, ώστε να μπορεί να υλοποιηθεί από διακρατικές ομάδες μαθητών και να τους οδηγήσει σε μια μοναδική μαθησιακή εμπειρία.

Ειδικότερα, στην αρχή ο Paddington μάς ξενάγησε στον τόπο καταγωγής του και έπειτα σε όλες τις άλλες χώρες (εικ. 1, 2).

Εικ. 1. Ο Paddington

Εικ. 2. Η πίτσα της Ιταλίας

Ταυτόχρονα, τα παιδιά έπαιξαν διάφορα ψηφιακά παιχνίδια, χρησιμοποιήθηκε η Bee Bot, έγινε αποστολή ευχών για τα Χριστούγεννα, δημιουργήθηκε ένα συνεργατικό ψηφιακό βιβλίο με θέμα την Ελλάδα και μια συνεργατική δράση για την Ημέρα της Ευρώπης. Στο τέλος, συμπληρώθηκαν ερωτηματολόγια για την αξιολόγηση του προγράμματος από τους εκπαιδευτικούς, τους γονείς και τους μαθητές και δόθηκαν τα αντίστοιχα πιστοποιητικά (Εικ. 3, 4, 5, 6). Δημιουργήθηκε μια τελική συνεργατική βιντεοπαρουσίαση ενδεικτικών δραστηριοτήτων όλων των χωρών από όλο το πρόγραμμα, όπως και μια άλλη βιντεοπαρουσίαση με αποχαιρετισμό των παιδιών προς τον Paddington.

Για το έργο μας αυτό λάβαμε τόσο την Εθνική Ετικέτα Ποιότητας, όσο και την Ευρωπαϊκή.

Εικ. 3. Ψηφιακά παιχνίδια

Εικ. 4. Ημέρα της Ευρώπης

Εικ. 5. Ερωτηματολόγια

Εικ. 6. Πιστοποιητικά

Συμπεράσματα

Το eTwinning στοχεύει στη δημιουργία ενός διαδικτυακού περιβάλλοντος για εκπαιδευτικούς, μαθητές και διαχειριστές που εργάζονται σε συμμετέχοντα σχολεία σε ευρωπαϊκές χώρες, προκειμένου να ανταλλάσσουν εμπειρίες, απόψεις και ιδέες και να συνεργάζονται και να συναποφασίζουν. Τα αντίστοιχα έργα ενισχύουν τη μάθηση μέσω της χρήσης ψηφιακών εργαλείων και προωθούν καινοτόμες μεθόδους διδασκαλίας και καινοτόμες διδακτικές πρακτικές.

Επιπρόσθετα, προσφέροντας ευκαιρίες για σχολικές διαδράσεις, δίνει τη δυνατότητα στις ευρωπαϊκές χώρες και στα μέλη τους, να αποκομίσουν παιδαγωγικά, κοινωνικά και πολιτιστικά οφέλη. Έτσι, συνδράμει στην αλληλογνωριμία των μαθητών και εκπαιδευτικών, στην εκμάθηση της κουλτούρας σε επίπεδο χωρών και στη βελτίωση των ανθρωπίνων σχέσεων. Αποτελεί βέλτιστη δράση που προσδίδει αξία στη συμβατική μάθηση, καθώς οι μαθητές προβαίνουν σε συνεχείς συγκρίσεις και μαθαίνουν σχεδόν βιωματικά ότι υπάρχουν και άλλα άτομα από άλλες χώρες, που έχουν δικαίωμα να εκφραστούν.

Επιπλέον, μέσω των έργων, η μάθηση υπερβαίνει το περιβάλλον της τάξης και γίνεται ανεξάρτητη από το χρόνο και το χώρο. Τα έργα είναι δραστηριότητες, όπου μαθητές και δάσκαλοι από διαφορετικά σχολεία και διαφορετικές χώρες δημιουργούν μαζί ιδέες και τις υλοποιούν, αλληλοεπιδρούν, χρησιμοποιούν την τεχνολογία αποτελεσματικά και καθημερινά, αναπτύσσουν γλωσσικές δεξιότητες και κυρίως μαθαίνουν να σέβονται τις όποιες διαφορές. Ως εκ τούτου, τα έργα eTwinning προσφέρουν ευκαιρίες βιωματικής μάθησης ισότιμα σε όλους, καλλιεργώντας μια ισχυρή παιδαγωγική προσέγγιση, που μπορεί να μεταμορφώσει το άτομο, ώστε να σκέφτεται αναλυτικά, κριτικά, ερευνητικά, εναλλακτικά, υπεύθυνα και δημοκρατικά.

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FOSTERING STUDENTS' ACTIVE PARTICIPATION AND CITIZENSHIP THROUGH A COLLABORATIVE ETWINNING PROJECT FOR A BETTER WORLD: "FOOD 4 ALL"

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Abstract

This paper presents the "Food 4 All" eTwinning project, which aimed to foster students' active participation and global citizenship through a collaborative learning experience. Implemented by three schools from Greece and Turkey, the project engaged students in activities that promoted awareness of food security, nutrition, and sustainability, aligning with the United Nations' Sustainable Development Goal 2: Zero Hunger. The study examines how the project facilitated critical thinking, digital literacy, and intercultural competencies, contributing to students' overall development as active citizens. Additionally, it highlights the role and importance of language learning in the cultivation of cultural and global skills for professional and personal success in a multicultural society (European Commission, 2024).

Keywords: language acquisition, sustainable development goals, eTwinning, active citizenship

1. Introduction

• The role of education in enhancing active citizenship is paramount, especially in addressing global challenges such as food insecurity and sustainable development. The "Food 4 All" project was designed to engage students in meaningful activities that would raise awareness of global issues while developing key competencies in collaboration, communication, and problem-solving. The partnership of schools encouraged interaction and collaboration among students and teachers from different schools and countries through the use of technology. It also aimed at helping students understand the importance of nutrition and inequalities in the field of health. It explored opportunities to find food and resources for people in need so that students themselves, with their decisions, could become agents of change in the present and the future.

Picture 1: Logo of the project

The project involved 77 students from three primary schools:

- 1st Primary School of Pyrgos, Greece (21 students, Grade 5)
- 20th Primary School of Ilioupoli, Athens, Greece (25 students, Grade 5)
- Cebesoy Primary School, Adana, Turkey (31 students, Grade 3)

2.1. Aim and Objectives

The project aimed to empower students as active, informed, and empathetic global citizens by fostering linguistic, digital, social, and intercultural competencies through collaborative, inclusive, and socially engaged learning.

In particular, it intended to provide students with a deeper understanding of food security, malnutrition, and hunger, on both local and global scales, while fostering digital literacy and collaboration through eTwinning tools. It sought to promote active citizenship and social responsibility, encouraging engagement with the United Nations Sustainable Development Goals (U.N., n.d.), particularly Goal 2: Zero Hunger. Additionally, the project emphasized the value of inclusion to combat social marginalization, strengthen respect and solidarity, and enhance intercultural awareness and communication. By cultivating essential 21st century skills, such as collaboration, critical thinking, digital competence, problem-solving, and decision-making, the initiative aimed to enrich intercultural dialogue and promote social interaction, ultimately contributing to the formation of a strong European citizenship. Finally, it intended to develop empathy skills while learning about children's rights.

3. Methodology

3.1 Pedagogical Innovation

Pedagogical innovation represents a critical transformative approach in contemporary educational projects, particularly within collaborative transantional projects, like eTwinning. By integrating dynamic methodologies such as project-based learning, experiential learning, cross-cultural digital collaboration, and interactive technological tools (OECD, 2016), educators can create immersive learning experiences that goes beyond traditional classroom boundaries. These innovative approaches can significantly develop students' digital competencies and intercultural understanding as well as foster critical thinking, creativity, and collaborative skills, which are essential for navigating the interconnected world of the 21st century.

The Content and Language Integrated Learning (CLIL) into the Curriculum, an innovative dual-focused educational approach where students learn subject content through a foreign or second language, simultaneously developing both language proficiency and content knowledge, provided a meaningful context to enhance students' communicative flexibility without additional teaching time (Dalton-Puffer, 2011). During the project, During the project, students both learned to use digital tools and used them to learn, embodying the principles of modern, hands-on knowledge acquisition, which is in line with the immediate benefits of contemporary knowledge acquisition, driving a shift from traditional passive learning to active, participatory, and technology-mediated learning experiences. The school's curriculum was enriched with the integration of the project collaborative activities, becoming more flexible, engaging and creative for both students and teachers. Interdisciplinarity added more perspectives to the teaching and learning process, creating a more holistic and integrated understanding (Klein, 2020), integrating English, Greek, ICT, Art, Maths, Social and Political Education and Environmental Studies.

Collaboration among students played an important role in developing essential 21st-century skills. Through shared tasks and interaction, learners developed crucial competences, including creativity, imagination, and while cultivating effective decision-making strategies and collaborative problem-solving. The students created their own Self-Organised Learning Environment (SOLE), that starts from a computer, travels through a broadband internet connection to end up with knowledge, experience and above all satisfaction (Mitra et al., 2010). Throughout the SOLE process, the role of teachers is that of a dynamic facilitator who supports autonomous learning, encourages student initiative and validates intellectual effort and achievement.The communication and collaboration among the partner schools was supported by the twinspace platform, which guaranteed safety collaboration, cooperation and interaction for the participant students and teachers. The project initiated with the use of email and Skype interaction among the teachers to ensure that the topic and

principles of the project were clear and mutually understandable. The discussion and communication developed in the forum created for this purpose, whereas web 2.0 tools, videos and slideshows were also widely used to create a successful a school community, facilitating the exchange ideas and learning.

3.2. Activity Design Framework

Activities were designed based on participatory learning, incorporating collaborative digital tools and inquiry-based tasks. Students actively participated in the activities based on the relevance and appropriateness of the tasks for their age. CLIL and blended learning where the learning and pedagogical approaches applied in the program. Students worked in an experiential classroom where, through guided inquiry and discovery, and through the interdisciplinary and cross-curricular approach to knowledge, they shaped connections between what they were learning and real life.

3.3. Key Activities and Implemenation

Students were engaged in a variety of activities, ranging from getting-to-know-you tasks and assessing prior knowledge on nutrition to sharing cultural perspectives on food through virtual exchanges and collaboratively creating digital books. More specifically, activities involved:

- introducing themselves and making friends
- a questionnaire to investigate students' prior knowledge in the field of nutrition
- virtual exchanges to share cultural perspectives on food
- collaborative storytelling and digital book creation
- research and discussion on food security
- interactive learning through games and simulations
- role-playing exercises, including a UN Conference simulation on hunger
- and feelings towards world hunger
- a research on bread, the traditions of nations and the symbolism around it
- our nutritional footprint on the planet (packaging, ways of preparing food, food waste)
- a delicious day (students' improvised recipes)
- a delicious planet (addressing the global hunger problem)
- assessments / conclusions / evaluation

4. Results and Learning Outcomes

The activities implemented in the project yielded significant outcomes and learning experiences for participating students, educators, and the wider community, across several key areas:

4.1. Food and Culture

- Through active exploration of food traditions and nutrition, students worked together to create a digital storybook, showcasing collaborative and cross-cultural learning. Students responded to questionnaires and surveys by drawing on their prior knowledge and newly acquired insights into food, healthy eating, malnutrition, and world hunger. Collaborating at school or sometimes at an inter-school and transnational level, they translated a Greek traditional myth about bread into English and then reconstructed it in English in a collaborative notepad and then in an ebook with their own illustrations. Furthermore, their awareness of the nutritional value of food led them to collect information about healthy foods and food groups, to vote for their favourite type of food and finally to take an oath to promote healthy eating in their families and circle of contacts. They created their own videos to present the recipes of their families and homeland to their friends-collaborators. What is also very important is that they went beyond their comfort zone, recognized the problems of children worldwide by taking a position on the twinspace forum on what they consider to be the most important right of children and took part in a simulation of a United Nations Conference on

malnutrition. The creation of the project logo and the creation of the Hunger Tree encouraged them to analyze the global problem of hunger with unparalleled creativity and inspiration. All the activities of the project were connected and brought together in the final stage, where students and teachers were invited to reflect, to give their own mark and feedback on the acquired knowledge and experience and finally to develop metacognitive skills.

4.2. Sustainable Consumption

• Regarding Sustainable Consumption, student activities encompassed analyzing food consumption habits and pledged to adopt sustainable dietary choices using 'My Plate Pledge' initiative. Moreover, with the activity "A Plate Pledge – My Plate", students engaged in exploring healthy eating habits through interactive and hands-on learning. They began by collecting information about the main food categories based on MyPlate guidelines. A class poll followed to facilitate them to reflect on personal eating habits and preferences. The activity culminated with students preparing and presenting simple, healthy recipes, a process which enhanced nutritional awareness, creativity, and collaboration.

4.3. United Nations Conference Simulation

Activities focused on the simulation of a United Nations Conference and subsequent advocacy demonstrated students' ability to engage with complex global issues. Students participated in a role-playing simulation of a United Nations discussion on food security, where they actively discussed and proposed actionable solutions to reduce hunger. By embodying the roles of delegates in a Model UN forum, they addressed the question: "In your opinion, what is the most important right?", with the discussions unfolding on the Twinspace platform, students not only deepened their understanding of food security issues but also honed their abilities to articulate evidence-based arguments, aligning with Glover et al (2020) findings on the efficacy of experiential learning in fostering civic engagement. Simulation, as a teaching method, as Weidman & Coombs (2016) underscore, can create learning experiences that actively cultivate critical thinking skills as students analyze problems, evaluate information, and collaboratively develop effective problem-solving strategies.

4.4. Fighting Hunger

To further explore the students' perspectives on challenges like malnutrition, a Tricider poll was conducted, facilitating structured discussion on related issues. Students also collaboratively created the "Hunger Tree" infographics and wall posters, serving as a visual representation depicting the complex and interconnected factors that lead to malnutrition. Within its structure, roots represented fundamental causes, the trunk and branches depocted the symptoms and consequences, and the leaves illustrtaed the solutions that the pupils had collected during their research. The resulting discussions and poll data served as a key component which allowed the partner classes to see how future leaders prioritize fundamental rights and engage in collaborative deliberation within a structured, simulated environment. This activity provided valuable qualitative and quantitative data for understanding evolving perspectives on human rights.

Picture 2: Fighting Hunger Posters

The project had a significant impact across multiple stakeholders, including students, teachers and parents. Key outcomes included:

- Increased student engagement: Active participation in meaningful tasks enhanced motivation and learning outcomes.
- Development of key competencies: Students developed problem-solving, critical thinking, and digital literacy skills.
- Intercultural awareness: Working with peers from different countries fostered understanding and respect for cultural diversity.
- Community involvement: Students extended their learning beyond the classroom, influencing their families and communities.
- Positive teacher and parent feedback: The project was well received, highlighting its value in promoting social responsibility and student empowerment

5. Conclusion

The "Food 4 All" project demonstrated the potential of collaborative online learning in fostering active citizenship and global responsibility. By engaging students in real-world challenges, it empowered them to think critically, take initiative, and collaborate towards a better future. This model of eTwinning collaboration serves as a framework for integrating global issues into education, ensuring that students are equipped to become proactive, informed, and responsible citizens.The partnership of collaborating schools began with an agreement and a contract for mutual respect, tolerance and understanding. The collaborative fables, collages, posters and all the creations activated the creativity and imagination of the students. The production of videos taught the students recipes to promote healthy eating habits, whereas questionnaires and tools for collecting opinions and votes were widely used to enhance the discussion and public debate, agreement or disagreement with respect to the opinions of others. The feedback and evaluation tools ensured that the whole process was truly pedagogical, interesting and that the project has highlighted these good school practices. Mixed-ability groups at school or inter-school level were used so that more able students could offer the so-called “scaffolding” to less able ones who could thus expand their comfort zone. Shared learning experiences stimulated the supportive framework for strengthening the so-called Zone of Proximal Development (Vygotsky, 1978).

Moreover, the students of the three schools worked in both national and transnational groups, taking on specific responsibilities and all participating classes contributed to the completion of the activities and the project outputs. Both they and the teachers were members of a large international team with constant contact, exchange of ideas and participatory work. Parental involvement was

another important factor that contributed to the successful completion of our activities, both in the presentation of the recipes and in the feedback provided. The products of our project were the result of a multidimensional collaboration among all members of the school community at national and international level. The use of technology made learning more enjoyable and interesting, thus providing increased motivation for knowledge. Students individually and collaboratively (i) interacted with technology (active learning), (ii) developed technological skills, (iii) managed to improve their performance and (iv) ultimately obtained many opportunities for acquiring knowledge and mastering communication skills. The use of ICT proved to be absolutely necessary and crucial for the completion of the project and the technological literacy of the students.

More specifically:

- The project's eTwinning platform was fully utilized.
- Web tools (web 2.0) were used extensively to promote communication and collaboration, e.g. the MeetingWords notebook.
- Posters and digital canvases were used to present material and photos, e.g. padlet, thinkglink, genially.
- Digital narratives and presentations were created to highlight the traditions and views of each country and each school, e.g. smilebox.
- Audio files were created to support the communication needs of students.
- Digital brainstorming tools and questionnaires were designed to respond to the need for critical thinking and evaluation, e.g. tricider.
- Reflection and feedback tools enhanced the reflection and critical thinking of students, teachers and parents and ensured the quality of the entire pedagogical intervention.

Picture 3: Reflection

Respecting the rules for digital safety, we made it clear to both students and their parents that they would participate in events and activities in which photos and videos would be taken. Therefore, we requested written consent from the students' parents/guardians before publishing photos or videos. This is why some special measures have been taken to secure the students' personal data online. Carefully structured learning outcomes, clear and specific expectations from the students, high but manageable tasks and collaborative activities contributed to the creation of various, multimedia and interactive products. The diagnostic questionnaire at the beginning, the digital narrative of the bread myth, the video presentations of the recipes, information on healthy eating, the plate pledge, the simulation of the United Nations Conference on Malnutrition, the Hunger Trees as well as the evaluation strengthened the participants' self-confidence and willingness to take initiatives. Their reflections demonstrate that they have developed cognitive, but also communicative, collaborative and social skills. The teachers managed to raise their awareness of global issues, to familiarise them with ICT tools and inspire them to take action. The very positive feedback from parents proves the success of the project, which offered the students an unforgettable learning experience. For their contribution to the evaluation of the project, a relevant post was made on social networks, while the publication of the project on school websites.

An added value of the "Food4all" project is that it perfectly aligns with Greece's new curriculum promoting active citizenship, specifically the "Active Citizen Actions" program, which is comprehensively implemented across all grades of Primary and Secondary Education from school year 2024-2025 (Eurydice, n.d.). By doing so, the project leverages a national educational framework that integrates the 17 Sustainable Development Goals established by the United Nations in 2015. This strategic alignment means that the project contributes to preparing citizens who are equipped with critical thinking, collaboration, and social responsibility skills - essential competencies for individuals to actively contribute to the creation of a sustainable society founded on the principles of sustainability, social justice, and environmental protection. Furthermore, the project's relevance extends to Türkiye through its alignment with the 'Nutrition Friendly School Programme'. This program, supported by the Ministry of Health, operates under a protocol signed with the Ministry of National Education. Therefore, it complements national efforts in Türkiye focused on promoting healthy eating habits and nutritional awareness within the school environment.

The project also addressed critical health concerns—the same concerns that initiatives like the Greek National Action Plan against Childhood Obesity (supported and coordinated by UNICEF) aim to tackle through programs such as “Food for Action”. Both the project and this national plan highlight the crucial role of schools in shaping health behaviours.

In conclusion, the positive outcomes of this project emphasize that collaborative efforts are crucial for fostering civic responsibility and generating significant improvements in well-being. It remains to see how the long-term impact of collaborative projects like "Food4all" can be sustainably integrated within the Greek and the Turkish educational system to ensure lasting positive change both in students' health behaviors and civic engagement and also support good practices.

6. Educational Implications and Sustainability

Throughout the project students learnt to critically analyze how their families and community contribute to food waste or food sustainability and understand how their personal actions can have an effect. They are in a position to collaborate and evaluate suggestions for combating food waste and are now aware of the environmentally friendly practices into food production and consumption, which is a critical skill for their future food and nutrition choices. Furthermore, they were trained to design healthy meal plans that focus on the nutritional benefits of foods and explore diet-related health outcomes. This equipped them with practical knowledge for future studies and careers in health and food services. They also became familiar with the concepts of nutrition, zero hunger and their effects on people’s health. Last but not least, they embraced and promoted the idea of: SDG 2: Zero Hunger and SDG 12: Responsible Consumption and Production becoming active citizens devoted to the engagement in their communities and society of not simply fulfilling legal obligations. They can actively participate in civic life, promoting positive change and working towards the common good.

Building on the success of the “Food 4 All”, future implementations can expand the thematic scope in an interdisciplinary social-action project, including topics such as climate change, water scarcity, and food justice. Teachers involved in the project, drawing from their past experience, can reimplement it with new student groups and enhance parental involvement through workshops on healthy eating. Follow-up activities include classroom discussions on students’ changing habits, reflection journals on food choices, and schoolwide campaigns for sustainable consumption. The development of a digital tool to monitor student engagement and track student behavior post-project can provide valuable data to assess the impact of the intervention and support evidence-based practice. Ultimately, such measures ensure that the values cultivated -empathy, global responsibility, and healthy living- are sustained and gradually embedded in students’ everyday lives and well beyond the classroom.

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Ψηφιακά Αναρτημένες Εισηγήσεις

ΟΙ ΕΠΙΠΤΩΣΕΙΣ ΤΗΣ ΣΧΟΛΙΚΗΣ ΒΙΑΣ ΣΤΑ ΠΑΙΔΙΑ

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Περίληψη

Η σχολική βία είναι μία από τις πιο εμφανείς μορφές βίας και περιλαμβάνει σωματική, ψυχολογική, σεξουαλική βία και εκφοβισμό που συνδέονται με το φύλο, τα κοινωνικά πρότυπα και ευρύτερους δομικούς παράγοντες της πολιτείας. Αντικείμενο της παρούσας μελέτης είναι η διερεύνηση των επιπτώσεων της σχολικής βίας στα παιδιά, ώστε να αναδειχθεί η σημαντικότητα του μείζονος αυτού κοινωνικού προβλήματος. Διενεργήθηκε ανασκόπηση της διεθνούς βιβλιογραφίας, στηριζόμενη σε ερευνητικές, ανασκοπητικές μελέτες και άρθρα στις βάσεις δεδομένων PubMed και Google Scholar, στην αγγλική και ελληνική γλώσσα. Σύμφωνα με την διεθνή βιβλιογραφία, τα παιδιά που βίωσαν οποιαδήποτε μορφή σχολικής βίας μπορεί να εμφανίσουν ψυχολογική δυσφορία, σωματική αναπηρία, ψυχική ασθένεια και έχουν αυξημένο κίνδυνο ανάπτυξης διαταραχής αντιδραστικής προσκόλλησης, παχυσαρκίας, διαβήτη, καπνίσματος, κατάχρησης αλκοόλ, καρκίνου, καρδιακών και αναπνευστικών παθήσεων. Η ανάδειξη των επιπτώσεων της σχολικής βίας στα παιδιά, μπορεί να συμβάλλει θετικά στη χάραξη πολιτικών και παρεμβάσεων για την αποτελεσματικότερη διαχείρισή της.

Λέξεις κλειδιά: παιδιά, σχολική βία, επιπτώσεις.

1. Εισαγωγή

Η παιδική βία περιλαμβάνει όλες τις μορφές βίας, έναντι ατόμων με ηλικία < 18 έτη, είτε διαπράττεται από γονείς ή άλλους φροντιστές, συνομηλίκους, συντρόφους ή αγνώστους. Η βία στα παιδιά μπορεί να λαμβάνει χώρα σε σπίτια, ορφανοτροφεία, δομές φροντίδας, χώρους κράτησης ανηλίκων, σχολεία και δρόμους (Ferrara et al., 2019). Η σχολική βία αποτελεί αναπόσπαστο κομμάτι της βίας και της κοινωνικής παραβατικότητας, όπου τόσο το θύμα όσο και ο θύτης εντάσσονται στο κοινωνικό περιβάλλον που βρίσκεται το σχολείο (Rigby, 2008).

Τα τελευταία χρόνια, το κοινωνικό φαινόμενο της σχολικής βίας λαμβάνει ιδιαίτερα ανησυχητικές διαστάσεις, καθώς παρατηρείται αύξηση των περιστατικών βίας στην παιδική και εφηβική ηλικία με αρνητικές συνέπειες τόσο για το σχολικό περιβάλλον όσο και για την κοινωνία, ευρύτερα. Η έκθεση των παιδιών και των εφήβων στη βία μπορεί να συμβάλλει στην ανάπτυξη σοβαρών ψυχολογικών προβλημάτων, στην μείωση των μαθησιακών ικανοτήτων και στη διάρρηξη της συνοχής στα σχολεία. Επιπλέον, η σχολική βία δημιουργεί φόβο και ανασφάλεια στα παιδιά και καθιστά δυσλειτουργικά τα σχολεία, καθώς δεν μπορούν να εκπληρώσουν το ρόλο τους και να παράγουν μάθηση και κοινωνικοποίηση (Unesco, Taehakkyo, 2017).

Στο πλαίσιο της ανωτέρω περιγραφόμενης ιδιαίτερης κατάστασης, η συγκεκριμένη ερευνητική μελέτη στοχεύει στη διερεύνηση του φαινομένου της σχολικής βίας στα παιδιά και των επιπτώσεών του, μέσα από την ανασκόπηση και τη σύνθεση της σύγχρονης διεθνούς βιβλιογραφίας, ώστε να αναδειχτεί η σημαντικότητα του μείζονος αυτού κοινωνικού προβλήματος και να συμβάλλει στην αποτελεσματικότερη αντιμετώπισή του.

2. Κυρίως μέρος

2.1. Μέθοδος της έρευνας

Πραγματοποιήθηκε ανασκόπηση περιγραφικών και ερευνητικών μελετών, άρθρων και βιβλίων στις βάσεις δεδομένων PubMed και Google Scholar, στην αγγλική και ελληνική γλώσσα,

εστιάζοντας στο φαινόμενο της σχολικής βίας και των επιπτώσεών του στα παιδιά, καθώς και σύνθεση της σύγχρονης βιβλιογραφίας.

2.2. Το φαινόμενο της σχολικής βίας

Η σχολική βία είναι μία από τις πιο εμφανείς μορφές βίας κατά των παιδιών, ασκείται είτε από ενήλικες είτε από άλλα παιδιά και περιλαμβάνει σωματική, ψυχολογική, σεξουαλική βία και εκφοβισμό (Unesco, Taehakkyo, 2017). Η σχολική βία εντοπίζεται συνήθως σε παιδιά ιδίου φύλου, ίδιας τάξης και ίδιας ηλικίας (Rigsby, 2008) και εμφανίζεται με την ίδια συχνότητα τόσο στα αστικά κέντρα όσο και στην περιφέρεια (Olweus, 2009).

Σύμφωνα με τη διεθνή βιβλιογραφία, εκτιμάται ότι τουλάχιστον 246 εκ. αγόρια και κορίτσια γίνονται θύματα σχολικής βίας κάθε χρόνο (Unesco, 2011). Στη Βρετανία εντοπίζεται το υψηλότερο ποσοστό σχολικής βίας σε μαθητές γυμνασίου (46%) και ακολουθούν η Πορτογαλία (35%), η Γερμανία (29%), η Ισπανία (22%) και το Βέλγιο (21%). Στη Σουηδία παρατηρείται το χαμηλότερο ποσοστό σχολικής βίας, 5.1% στα κορίτσια και 6.3% στα αγόρια. Στην Αυστραλία 3 στα 10 παιδιά εμπλέκονται σε επιθετικά επεισόδια είτε ως θύματα, είτε ως θύτες ή και με τους δύο ρόλους (Rigsby, 2008). Στις ΗΠΑ 17% των μαθητών έχουν πέσει θύματα σχολικής βίας 2-3 φορές το χρόνο, ενώ περισσότερα από 100.000 παιδιά φέρουν πάνω τους όπλα, προκειμένου να αμυνθούν σε περίπτωση ενδεχόμενης επίθεσης (Due et al., 2005). Στην Ελλάδα 10-15% των μαθητών είναι θύματα σχολικής βίας (Δεληγιάννη - Κουϊμτζή, 2005). Τα ευρήματα μελέτης στην Ιταλία, που διεξάχθηκε για 5 έτη, ανέδειξαν 78 περιπτώσεις σχολικής βίας κατά των παιδιών. Σε αυτήν τη μελέτη συμμετείχαν προς διερεύνηση 156 εκπαιδευτικοί (154 γυναίκες και 2 άνδρες). Πιο συγκεκριμένα, 23 περιπτώσεις σχολικής βίας εντοπίστηκαν στη Βόρεια Ιταλία (30%), 20 (25%) στην Κεντρική και 35 (45%) στη Νότια Ιταλία και στα νησιά. Τα περισσότερα κρούσματα 51 περιπτώσεις (65%) καταγράφτηκαν σε επαρχιακές περιοχές, ενώ τα υπόλοιπα 27 (35%) σε αστικά κέντρα (Devries et al., 2018).

Είδη σχολικής βίας: Σωματική βία: Η σωματική βία κατά των παιδιών στα σχολεία περιλαμβάνει κάθε επιβαλλόμενη σωματική τιμωρία και τραυματισμό που στοχεύει στην πρόκληση κάποιου βαθμού πόνου ή δυσφορίας (Unesco, Taehakkyo, 2017). Χρησιμοποιείται συχνότερα, παρουσία άλλων παιδιών, και συνήθως αποδέκτες είναι παιδιά με υψηλές ακαδημαϊκές επιδόσεις, οι λεγόμενοι «καλοί μαθητές» ή τα λεγόμενα «καλά παιδιά» (Τσίγκανου, 2008). Παλαιότερα, η σωματική τιμωρία εντασσόταν μέσα στην εκπαιδευτική διαδικασία σε μία προσπάθεια μετριασμού της κακής ακαδημαϊκής επίδοσης ή διόρθωσης της κακής συμπεριφοράς των μαθητών (Unesco, Taehakkyo, 2017).

Ψυχολογική βία: Η ψυχολογική βία περιλαμβάνει λεκτική και συναισθηματική κακοποίηση, όπως απομόνωση, απόρριψη, προσβολές, διάδοση κακών φημών, επινόηση ψευδών πληροφοριών, γελοιοποίηση, ταπείνωση και απειλές. Η ψυχολογική βία δημιουργεί «αποδιοπομπαίους τράγους» και συνήθως στοχεύει στην υποτίμηση του θύματος / μαθητή και στην ανάπτυξη αισθήματος ανωτερότητας του θύτη (Unesco, Taehakkyo, 2017).

Σεξουαλική βία: Η σεξουαλική βία περιλαμβάνει εκφοβισμό σεξουαλικής φύσης, σεξουαλική παρενόχληση, ανεπιθύμητο άγγιγμα, σεξουαλικό εξαναγκασμό / βιασμό και επηρεάζει σημαντικά τόσο τα κορίτσια όσο και τα αγόρια (Unesco, Taehakkyo, 2017).

Εκφοβισμός: Ο εκφοβισμός προσδιορίζει κυρίως την κατ' εξακολούθηση άσκηση βίας σε ένα μαθητή / τρια από μεμονωμένα άτομα ή από ομάδα ατόμων (Olweus, 2009).

Χαρακτηριστικά σχολικής βίας: Τα κύρια χαρακτηριστικά της σχολικής βίας είναι:

- Η ανισότητα δύναμης: η δύναμη αυτή πιθανόν προέρχεται από την σωματική υπεροχή
- Η κοινωνική τάξη
- Το πλήθος της ομάδας των ατόμων / θυτών
- Η λεκτική έκφραση: μέσω της οποίας μπορεί ο θύτης να απειλήσει ή να πληγώσει και
- Το κύρος: μέσω αυτού επιτυγχάνεται η επιβολή και ο προσηλυτισμός άλλων ατόμων (Rigby, 2008).

Επιπροσθέτως, άλλα χαρακτηριστικά γνωρίσματα της σχολικής βίας είναι:

- Η πρόθεση: ένα άτομο ή ομάδα ατόμων προκαλούν εσκεμμένα βλάβη
- Το κίνητρο
- Η επανάληψη
- Η διάρκεια: μπορεί να έχει διάρκεια εβδομάδων, μηνών και ετών (Hong, 2014)
- Η πρόκληση: έχει τεκμηριωμένα αποδειχτεί ότι μία μικρή ομάδα ατόμων επικεντρώνουν την προσοχή των άλλων και χαρακτηρίζονται ως «προκλητικά θύματα» (Hong, 2014, Κοντογιάννης 2014).

Παράγοντες κινδύνου για την εμφάνιση σχολικής βίας: Σύμφωνα με ευρήματα της διεθνούς βιβλιογραφίας η άσκηση βίας στα σχολεία έχει συσχετιστεί ισχυρά με το φύλο, τα κοινωνικά πρότυπα και τους δομικούς παράγοντες της πολιτείας, όπως η εισοδηματική ανισότητα, η στέρηση και η περιθωριοποίηση (Ferrara et al., 2019). Πιο ειδικά, ερευνητικές μελέτες ανέδειξαν ότι η άσκηση βίας στα σχολεία συνδέεται ισχυρά με το φύλο, δηλαδή τα αγόρια είναι πιο επιθετικά και εμφανίζουν υψηλότερο κίνδυνο άσκησης βίας, σε σχέση με τα κορίτσια, ενώ τα κορίτσια φαίνεται να ασκούν σε μεγαλύτερο βαθμό λεκτική βία. Άλλοι ερευνητές επεσήμαναν ότι η άσκηση βίας στα σχολεία συσχετίζεται στατιστικώς σημαντικά και με πρόσθετους παράγοντες, όπως η φυλή (Rigby, 2008), η φτώχεια, η μετανάστευση, η κοινωνική θέση που σχετίζεται με την εθνικότητα και οι γλωσσικές ή πολιτισμικές διαφορές (Devries et al., 2014, Rigby, 2008). Τα ατομικά χαρακτηριστικά (ιδιοσυγκρασία, εξελικτική πορεία, σωματική αναπηρία ή υποτονική συμπεριφορά, τραυματικές εμπειρίες) κάποιου παιδιού μπορεί να επηρεάζουν σημαντικά τον τρόπο που του συμπεριφέρονται τα άλλα παιδιά και πώς το ίδιο θα συμπεριφερθεί στους άλλους (Devries et al., 2014, Rigby, 2008). Επιπλέον παιδιά που είναι ορφανά ή προέρχονται από οικογένειες που έχουν μολυνθεί με τον ιό HIV, μπορεί να είναι πιο πιθανό να στοχοποιηθούν (Devries et al., 2014). Τα χαρακτηριστικά του οικογενειακού περιβάλλοντος (πρότυπα επιθετικής / βίαιης συμπεριφοράς, πολύ αυστηρές ή πολύ ελαστικές μέθοδοι ανατροφής, βίαιοι γονείς μεταξύ τους και προς τα παιδιά) μπορεί να αυξήσουν τον κίνδυνο τα παιδιά είτε να δεχτούν βία είτε να την αναπαράγουν (Devries et al., 2014).

Άλλη ερευνήτρια υποστήριξε ότι και το σχολείο ως εκπαιδευτικός θεσμός μπορεί να ασκήσει βία στα παιδιά. Σύμφωνα με αυτή τη μελέτη, η άσκηση βίας στο σχολείο δεν τεκμηριώνεται με την άσκηση σωματικής τιμωρίας (όπως συνέβαινε στο παρελθόν), αλλά μέσω του προσεταιρισμού, της χειραγώγησης και της επιβολής κανόνων και προτύπων συμπεριφοράς, καθώς αποτελεί εκπαιδευτικό θεσμό έμμεσου κοινωνικού ελέγχου, σε μία κοινωνία ανισοτήτων, διακρίσεων και προνομίων. Πιο ειδικά, το σχολείο ως θεσμός περιλαμβάνει: α) την υποχρεωτική παρακολούθηση κοινού εκπαιδευτικού προγράμματος από μαθητές / τριες με διαφορετική κοινωνικο-οικονομική κατάσταση και πολιτισμική κουλτούρα β) την καθιέρωση συστημάτων αμοιβών και επιβραβεύσεων για τους επιτυχημένους μαθητές και την ενοχοποίηση όσων έχουν αποτύχει και γ) τη συμμόρφωση στους κανόνες του σχολείου (ακρίβεια στην ώρα προσέλευσης, συγκεκριμένοι τρόποι και συμπεριφορά, κ.ά.) που οδηγούν στην καλή ή κακή αξιολόγηση του μαθητή / τριας (Τσίγκανου, 2008). Εξάλλου, έχει διαπιστωθεί ότι το αρνητικό σχολικό κλίμα συσχετίζεται σημαντικά με τη σχολική παραβατικότητα (46%), ενώ επηρεάζεται σε μικρότερο βαθμό (10%) από εξωγενείς παράγοντες (γεωγραφική θέση, μέγεθος σχολείου, κ.ά.) (Rigsby, 2008). Ως εκ τούτου, ερευνητές εισήγαγαν τον όρο του «ήθους» στο σχολείο, που χαρακτηρίζεται από το πνεύμα της κοινωνικής ομάδας και κουλτούρας και προάγει την συνεργασία, το σεβασμό, το νοιάξιμο, την εμπιστοσύνη, την ενσυναίσθηση και την κατανόηση της διαφορετικότητας στα μέλη της σχολικής κοινότητας (Ψάλτη, Κωνσταντίνου, 2007).

Τέλος, φάνηκε ότι το ευρύτερο κοινωνικό περιβάλλον που εκθέτει τα παιδιά σε βίαιες συνθήκες, (εγκληματικές ενέργειες, σκηνές βίας, κ.ά.), τα ΜΜΕ (Μέσα Μαζικής Ενημέρωσης) (κινηματογράφος, διαδίκτυο) με την προβολή σκηνών επιθετικότητας / βίας, οι δομές, οι αξίες και οι κοινωνικοί κανόνες σχετικά με το τί επιτρέπεται και τί απαγορεύεται (όπως, το δικαίωμα στην κατοχή όπλων), μπορεί να επηρεάσουν σε σημαντικό βαθμό την κοινωνική συμπεριφορά του παιδιού (Κουράκης, 2000).

2.3. Επιπτώσεις της σχολικής βίας στα παιδιά

Σωματικές επιπτώσεις: Η βία στο σχολείο μπορεί να έχει αρνητικό σωματικό αντίκτυπο και να προκαλέσει ψυχική δυσφορία, μόνιμη σωματική αναπηρία και μακροχρόνια σωματική ή ψυχική ασθένεια. Οι σωματικές επιπτώσεις της σχολικής βίας στα παιδιά είναι οι πιο εμφανείς και μπορεί να περιλαμβάνουν ήπιους ή σοβαρούς τραυματισμούς, μώλωπες, κατάγματα και μπορεί ακόμη να οδηγήσουν σε θανάτους από ανθρωποκτονία ή αυτοκτονία. Αρκετές μελέτες ανέδειξαν σημαντικές συσχετίσεις μεταξύ της σωματικής τιμωρίας και της κακής ψυχικής υγείας (Korean Ministry of Education, 2015). Πιο ειδικά, η πλειοψηφία αυτών των μελετών επικεντρώθηκε στη σωματική τιμωρία εντός των οικογενειών, και μερικές εξ΄ αυτών στη σωματική τιμωρία στα σχολεία, καταγράφοντας πάντα αρνητικές κοινωνικές επιπτώσεις. Τα θύματα που υποβλήθηκαν σε σωματική τιμωρία μπορεί να γίνουν παθητικά, υπερβολικά προσεκτικά και να φοβούνται να εκφράσουν ελεύθερα τις ιδέες και τα συναισθήματά τους. Παράλληλα, μπορεί να αναπαράγουν τη βία και να γίνουν θύτες ψυχολογικής βίας. Αυτά τα παιδιά (τα θύματα σωματικής βίας) φάνηκε να δυσκολεύονται να ενστερνιστούν ηθικές αξίες, αντιστέκονται λιγότερο σε ενδεχόμενους πειρασμούς, εκδηλώνουν αλτρουιστική συμπεριφορά, συμπάσχουν ευκολότερα με άλλους και ασκούν ηθική κριτική. Επιπλέον, συχνά αναπτύσσουν άτακτη και επιθετική συμπεριφορά (χτυπούν τα αδέρφια, τους γονείς, τους συμμαθητές, τους φίλους ή τις φίλες) και ως ενήλικες μπορεί να είναι πιο επιρρεπείς στην σωματική τιμωρία των παιδιών τους και να αναπαράγουν τη βία μέσα στην οικογένεια (Hart et al., 2005).

Ψυχολογικές επιπτώσεις: Οι ψυχοκοινωνικές επιπτώσεις της σχολικής βίας στα παιδιά / θύματα είναι πολλαπλές. Μπορεί να εμφανίσουν έντονο άγχος και ανασφάλεια, μειωμένη ανοχή στην απογοήτευση, άρνηση για το σχολείο, ψυχοσωματικά προβλήματα (όπως πονοκεφάλους, πόνους στην κοιλιά, διαταραχές ύπνου, ενούρηση κ.ά.), φοβίες, κατάθλιψη, και απόπειρες αυτοκτονίας (Moran et al., 2017, Milot et al., 2010). Παράλληλα, μπορεί να γίνουν θύτες σχολικής βίας και ως ενήλικες να αναπτύξουν αντικοινωνική και παραβατική συμπεριφορά σε ποσοστό 50% (Ferrara et al., 2019).

Διαταραχή αντιδραστικής προσκόλλησης και άλλα κοινωνικά προβλήματα: Τα παιδιά που βίωσαν οποιοδήποτε είδος βίας στο σχολείο μπορεί να αναπτύξουν, επίσης, διαταραχή αντιδραστικής προσκόλλησης. Σύμφωνα με το DSM-5 (Diagnostic and Statistical Manual 5th Edition), η διαταραχή αντιδραστικής προσκόλλησης είναι μία παθολογική κατάσταση που σχετίζεται με το τραύμα και το στρες στην πρώιμη παιδική ηλικία, που προκαλούνται από την κοινωνική παραμέληση και την κακομεταχείριση. Αυτά τα παιδιά δυσκολεύονται να εμπλακούν συναισθηματικά με άλλους, εμφανίζουν μειωμένη ικανότητα στο βίωμα θετικών συναισθημάτων, δεν μπορούν να αναζητήσουν και να αποδεχτούν τη σωματική ή συναισθηματική εγγύτητα και μπορεί να αντιδράσουν βίαια όταν τα κρατούν και τα αγκαλιάζουν. Συμπεριφοριστικά, τα παιδιά με διαταραχή αντιδραστικής προσκόλλησης είναι απρόβλεπτα, δύσκολα τα παρηγορούν, δύσκολα πειθαρχούν, έχουν έντονα την επιθυμία ελέγχου του περιβάλλοντος τους και θέλουν να παίρνουν τις δικές τους αποφάσεις. Οι ενδεχόμενες αλλαγές στη ρουτίνα και οι προσπάθειες ελέγχου ή παρηγοριάς μπορεί να τους προκαλέσουν οργή, επιθετικότητα/βία ή αυτοτραυματική συμπεριφορά. Στην σχολική τάξη, αυτές οι προκλήσεις εμποδίζουν την απόκτηση βασικών ακαδημαϊκών δεξιοτήτων και οδηγούν σε απόρριψη από τους ενήλικες / εκπαιδευτικούς και τους συνομήλικους. Αυτά τα παιδιά μπορεί να ανταποκρίνονται σε αλληλεπιδράσεις με επιθετικότητα, φόβο, ανυπομονησία ή οργή (Moran et al., 2017, Milot et al., 2010) και είναι πιο πιθανό να εμφανίσουν σεξουαλική συμπεριφορά υψηλού κινδύνου, κατάχρηση ουσιών, εμπλοκή με το νομικό σύστημα και να οδηγηθούν στην φυλακή (Milot et al., 2010, Csorba et al., 2001). Επιπλέον, αναπτύσσουν μία αρνητική αυτοεικόνα, εμφανίζουν σωματικά συμπτώματα δυσφορίας, συχνά ψυχοκινητική ανησυχία, υπερκινητικότητα και στερεότυπες κινήσεις (όπως, χτύπημα χεριών ή λίκνισμα). Ερευνητικά έχει τεκμηριωθεί ο αυξημένος κίνδυνος εμφάνισης άγχους, κατάθλιψης και μειωμένης ανοχής στην απογοήτευση (Moran et al., 2017, Milot et al., 2010). Τέλος, η σχολική βία στα παιδιά έχει συσχετιστεί σημαντικά με δυσκολίες στην εργασιακή μνήμη και στην εκτελεστική λειτουργία στους ενήλικες (Milot et al., 2010, Csorba et al., 2001).

Ευρήματα ερευνών επισημαίνουν ότι οι τραυματικές παιδικές εμπειρίες (όπως η σχολική βία, η ενδοοικογενειακή βία, κ.ά.) μπορεί να επηρεάσουν σημαντικά την υγεία, καθ' όλη τη διάρκεια ζωής. Η έκθεση σε τραυματικές εμπειρίες στην παιδική ηλικία έχει συσχετιστεί σημαντικά με αυξημένο κίνδυνο εμφάνισης καρκίνου (Ports et al., 2019, Braun, Bock, 2011) και επιπλέον, συσχετίστηκε αδύναμα ή μέτρια με κακή αυτοαξιολόγηση υγείας, υπερβολικό βάρος, παχυσαρκία, σακχαρώδη διαβήτη, κάπνισμα, κατάχρηση αλκοόλ, καρδιακές και αναπνευστικές παθήσεις (Ports et al., 2019), ψυχωτικές εμπειρίες και ψυχική ασθένεια (ψυχωτικές διαταραχές), στην ενήλικη ζωή (Ports et al., 2019, Bick et al., 2012). Οι ψυχοκοινωνικές αντιξοότητες στην παιδική ηλικία φάνηκε επίσης ότι συσχετίζονται ισχυρά με τον πιθανό μηχανισμό που συνδέει τη βία με δυσμενή έκβαση Hughes et al., 2017). Αρκετές έρευνες ανέδειξαν ότι η σοβαρότητα της παιδικής κακοποίησης (παρουσία σωματικής και σεξουαλικής κακοποίησης) συνδέονται σημαντικά με τη χρήση κάνναβης στην εφηβεία (Morgan, Gayer-Anderson, 2016, Gomez et al., 2015).

Εκπαιδευτικές επιπτώσεις: Οι εκπαιδευτικές επιπτώσεις στα παιδιά / θύματα σχολικής βίας είναι σημαντικές. Τα παιδιά / θύματα σχολικής βίας φοβούνται να πάνε στο σχολείο, αδυνατούν να συγκεντρωθούν στην τάξη και να συμμετέχουν σε σχολικές δραστηριότητες. Οι συνέπειες περιλαμβάνουν μειωμένες ακαδημαϊκές επιδόσεις που οδηγούν σε χαμηλούς βαθμούς και αποτυχία, συχνές απουσίες από το σχολείο, έλλειψη επιθυμίας για εισαγωγή στην τριτοβάθμια εκπαίδευση, αποφυγή σχολικών δραστηριοτήτων με άλλα παιδιά, ακόμη και πλήρη εγκατάλειψη του σχολείου. Αναλύσεις διεθνών αξιολογήσεων μάθησης, υπογραμμίζουν τον αρνητικό αντίκτυπο της σχολικής βίας στα μαθησιακά αποτελέσματα των παιδιών. Πιο ειδικά, παρατηρήθηκε μείωση των επιδόσεων των παιδιών σε βασικά μαθήματα, όπως τα μαθηματικά (Winston, Chicot, 2016, Ferrara et al., 2016, 2015).

3. Συμπεράσματα

Η σχολική βία είναι ένα μείζον κοινωνικό φαινόμενο που πλήττει σοβαρά τη δημόσια υγεία και διαρρηγνύει την κοινωνική συνοχή. Από την ενδελεχή ανασκόπηση της σύγχρονης διεθνούς βιβλιογραφίας αναδείχτηκε ότι το φαινόμενο της σχολικής βίας κατά των παιδιών αποτελεί σημαντική αιτία σωματικών προβλημάτων, ψυχολογικής δυσφορίας, μόνιμης σωματικής αναπηρίας και μακροχρόνιας σωματικής ή ψυχικής ασθένειας. Η υιοθέτηση κανόνων και προτύπων συμπεριφοράς που δεν εμπεριέχουν επιθετικότητα / βία στην εκπαίδευση και στην κοινωνία ευρύτερα, έχει καλύτερα αποτελέσματα καθώς συμβάλλει σημαντικά στην ανάπτυξη μη βίαιων, θετικών στρατηγικών προσαρμογής και πειθαρχίας. Ωστόσο, η πολιτεία με νομοθετικές ρυθμίσεις οφείλει να προστατεύει τα παιδιά και να διασφαλίζει την ανθρώπινη αξιοπρέπειά τους, από κάθε μορφή βίας σε όλα τα περιβάλλοντα (σχολείο, οικογένεια, κοινότητα). Συνοψίζοντας, με αυτή την μελέτη ευελπιστούμε ότι με την ανάδειξη του φαινομένου της σχολικής βίας και των επιπτώσεών της στα παιδιά, μπορεί να συμβάλλουμε θετικά στη χάραξη πολιτικών δημόσιας υγείας και στο σχεδιασμό κατάλληλων παρεμβάσεων και δράσεων για την πρόληψη και την αποτελεσματικότερη διαχείρισή της.

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Η ΥΠΟΣΤΗΡΙΖΟΜΕΝΗ ΑΠΑΣΧΟΛΗΣΗ ΑΣΥΝΟΔΕΥΤΩΝ ΝΕΩΝ 18-23 ΕΤΩΝ ΣΤΗ ΓΑΛΛΙΑ

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Περίληψη

Στη Γαλλία, τα προγράμματα υποστηριζόμενης απασχόλησης για ασυνόδευτους νέους (18-23 ετών) αντλούν το θεωρητικό τους πλαίσιο από το μοντέλο υποστηριζόμενης απασχόλησης IPS (Individual Placement and Support). Μέσω βιβλιογραφικής ανασκόπησης και αναζητήσεις σε διεθνή περιοδικά με σύστημα κριτών σε συνδυασμό με τα αποτελέσματα σε μηχανές αναζήτησης (HAL, PsychINFO, PsychArticles, Elsevier, ScienceDirect), θα εξετάσουμε πρωτοβουλίες που έχουν ως αφετηρία το μοντέλο IPS. Εντοπίστηκε ότι για τη μετάβαση των ασυνόδευτων νέων στην ενήλικη ζωή, η υποστήριξη από ομότιμους, η συμπερίληψη των συγγενών στις πρωτοβουλίες ενίσχυσης της υποστηριζόμενης απασχόλησης, οι εμπνευσμένες από το μοντέλο IPS πρωτοβουλίες σύστασης συλλογικοτήτων συνεργατικής δημιουργίας στη γεωργία, τη μελισσοκομία, την εστίαση και την πληροφορική αποτελούν στη Γαλλία καλές πρακτικές. Συμπερασματικά, η διαδρομή που διένυσε η Γαλλία μέχρι να αναδυθούν καινοτόμες πρωτοβουλίες που ανανέωσαν με βάση τις σύγχρονες ανάγκες την υποστήριξη αυτού του πληθυσμού είναι σημαντική, δεδομένου ότι η χάραξη πολιτικών ενδυνάμωσης βρίσκεται στο επίκεντρο του εγχώριου προβληματισμού.

Λέξεις κλειδιά: υποστηριζόμενη απασχόληση, ασυνόδευτοι νέοι, ομότιμοι, συμπερίληψη, συνεργατικότητα

1. Εισαγωγή

Οι μελέτες συγκλίνουν ότι η συντριπτική πλειονότητα των ασυνόδευτων νέων θα ήθελε να εργαστεί, αλλά η πρόσβαση στην απασχόληση είναι περιορισμένη. Πράγματι, έχει καθιερωθεί στη διεθνή βιβλιογραφία ότι η πρόσβαση στην απασχόληση παρέχει στους ανθρώπους με μεταναστευτικό υπόβαθρο, καλύτερη ποιότητα ζωής, δομημένη καθημερινότητα, βελτιωμένη ψυχική υγεία, καθώς και την ευκαιρία να ασκούν μια λειτουργία που διευρύνει το πεδίο αναγνώρισής τους πέραν από τη στερεοτυπική ταυτότητα του/ης μετανάστη/ριας (Massengale et al., 2020).

Μία από τις σημαντικότερες εξελίξεις για τη διασύνδεση του τομέα της παιδικής προστασίας (στη δικαιοδοσία της οποίας υπάγονται στη Γαλλία οι ασυνόδευτοι ανήλικοι) και της κοινωνικής πολιτικής με προσανατολισμό την επαγγελματική ένταξη βασίζεται σε ένα νέο μοντέλο υποστήριξης της απασχόλησης, το μοντέλο IPS (Individual Placement and Support ή στα γαλλικά Placement et soutien Individuel). Το μοντέλο IPS αφορά κάθε άτομο με ψυχοκοινωνική ευαλωτότητα το οποίο ενδιαφέρεται να ενσωματωθεί σε ένα εργασιακό περιβάλλον. Προτείνει τρόπους με τους οποίους μέσα από εξατομικευμένη υποστήριξη, το άτομο κατευθύνεται ώστε να είναι σε θέση στο χώρο εργασίας του να διατηρήσει τη δυνατότητά του να διαχειρίζεται τις απαιτήσεις της εργασίας, τη σφαίρα των σχέσεων και τις προσωπικές του δυσκολίες, χωρίς να τις συγχέει ούτε να τις διογκώνει. Σε πολλές χώρες, το μοντέλο IPS έχει καθιερωθεί για την αποτελεσματικότητά του (Bond & Drake, 2023). Υπηρεσίες που βασίζονται σε αυτού του τύπου την υποστήριξη έχουν ενσωματωθεί σε κέντρα κοινότητας που παρέχουν κοινωνική βοήθεια ολιστικά (ταυτόχρονα για πρόσβαση στην εργασία, στέγαση, ψυχική υγεία και κοινωνικοποίηση).

Από τις απαρχές της στη δεκαετία του 1970, η ενδυνάμωση. έχει εδραιωθεί ως πρωτεύον στόχος κάθε τύπου βοήθειας για άτομα με μεταναστευτικό υπόβαθρο. Παρά την έλλειψη καθολικού ορισμού, η ενδυνάμωση έχει υποκαταστήσει τις έννοιες του κινδύνου και της ευαλωτότητας. Η υποστήριξη της απασχόλησης μέσω του μοντέλου IPS είναι ένα από τα εργαλεία που έχουν αναπτυχθεί για την προώθηση της ένταξης των ασυνόδευτων νέων που μεταβαίνουν στην ενήλικη ζωή (ηλικίες 18-23 ετών) και εγγράφεται στην τομή που εισήγαγε η έννοια της ενδυνάμωσης στον

τομέα της παροχής υπηρεσιών ψυχοκοινωνικής ενδυνάμωσης. Από το 1980, πολλά συστήματα υποστήριξης έχουν διαμορφωθεί υπό την επίδραση αυτής της έννοιας, προκειμένου να καταστήσουν στα άτομα που επιθυμούν να ανακτήσουν τη ζωή τους πιο προσβάσιμη τη συμπερίληψη και την έννοια του πολίτη. Το μοντέλο IPS περιγράφηκε πληρέστερα από τους Becker και Drake στη Βόρεια Αμερική το 1993 και επιταχύνει την πρόσβαση του ατόμου με ψυχοκοινωνική ευαλωτότητα στην εργασία.

Τις τελευταίες τρεις δεκαετίες, η Γαλλία έχει ενσωματώσει το μοντέλο IPS στο θεσμικό τοπίο. Η βελτιστοποίηση της πρακτικής που συνεπάγεται αυτό το μοντέλο για τον πληθυσμό των ασυνόδευτων νέων που μεταβαίνουν στην ενήλικη ζωή (ηλικία 18-23), παραμένει δύσκολη ελλείψει έρευνας σχετικά με τους δείκτες επαγγελματικής ένταξης (ποσοστό διατήρησης εργασίας, προσβασιμότητα στον τόπο εργασίας, πρόσβαση των γυναικών, τύπος εργοδοτών κτλ.). Συνεπώς, οι γαλλικές υπηρεσίες υποστηριζόμενης απασχόλησης που βασίζονται στο μοντέλο IPS παραμένουν μέχρι στιγμής περιορισμένες γεωγραφικά.

Συνοψίζοντας, στόχος μας στο παρόν είναι να εξετάσουμε τις καινοτόμες πρωτοβουλίες που διέπουν στη Γαλλία την εφαρμογή του μοντέλου υποστηριζόμενης απασχόλησης IPS για τους ασυνόδευτους νέους που μεταβαίνουν στην ενήλικη ζωή (18-23 ετών). Με αυτόν τον τρόπο, ελπίζουμε να συμβάλουμε στη διεύρυνση του πεδίου δράσης καινοτόμων πρωτοβουλιών.

2. Κυρίως μέρος

2.1. Μέθοδος της έρευνας

Παρά την αυξανόμενη επίδραση του μοντέλου IPS, δεν έχει μελετηθεί επαρκώς η συμβολή του στη Γαλλία (Montserrat et al., 2013). Μέσα από βιβλιογραφική ανασκόπηση, θα εξετάσουμε καινοτόμες εφαρμογές του μοντέλου για την εργασιακή ένταξη των ασυνόδευτων ανηλίκων ηλικίας 18 έως 23 ετών. Για τη συγκέντρωση δημοσιευμένων αναφορών, μελετών και άρθρων, πραγματοποιήθηκαν αναζητήσεις σε διεθνή περιοδικά με σύστημα κριτών και σε συνδυασμό μηχανών αναζήτησης (PubMed, PsychINFO, Psycharticles, Elsevier, ScienceDirect, Scopus). Αποδελτιώθηκαν βιβλιογραφικά δεδομένα (μελέτες, αναφορές, δημοσιεύσεις, βιβλιογραφικές επισκοπήσεις) που αφορούν στη συμβολή του μοντέλου σε πληθυσμό με τα παραπάνω χαρακτηριστικά.

2.2. Αποτελέσματα της έρευνας

Τα τελευταία χρόνια έχει αυξηθεί η αναγνώριση των υπηρεσιών υποστηριζόμενης απασχόλησης (Marec & Pachoud, 2018). Στη Γαλλία, αρκετές πρωτοβουλίες υποστηρίζουν την πρόσβαση στην απασχόληση μέσω του μοντέλου IPS.

Σύμφωνα με το μοντέλο IPS, οι δεξιότητες και οι προτιμήσεις των νέων με μεταναστευτικό υπόβαθρο οφείλουν να λαμβάνονται υπόψη με στόχο την εύρεση εργασίας σε ένα περιβάλλον, όπου η επαφή με εργαζόμενους χωρίς μεταναστευτικό υπόβαθρο είναι καθημερινή. Οι επαγγελματίες IPS δημιουργούν ένα πλαίσιο εμπιστοσύνης και προσαρμόζουν τις παρεμβάσεις τους χωρίς περιορισμό χρόνου στις εξατομικευμένες ανάγκες και προσδοκίες των νέων. Κατά τη διάρκεια των συνεντεύξεων, οι επαγγελματίες IPS ενισχύουν τις γνωστικές και συναισθηματικές δυνατότητες των νέων να ξεπεράσουν τις δυσκολίες διατήρησης της θέσης τους στην εργασία. Επιπλέον, οι επαγγελματίες βοηθούν να εξεταστεί πώς κάθε νέος ανταποκρίνεται στις αλληλεπιδράσεις, αναζητά την παρουσία των άλλων, γίνεται κατανοητός από αυτούς, όλα με στόχο τη βελτιστοποίηση της ποιότητας των σχέσεων μεταξύ συναδέλφων. Σε περίπτωση δυσκολιών στην αυτοοργάνωση στην καθημερινή ζωή, ο νέος μπορεί να απευθυνθεί στον επαγγελματία IPS για να συνδιαμορφώσει ένα πρόγραμμα (διατροφής, διαχείρισης του περιβάλλοντος διαβίωσης, ανάπαυσης και προγραμματισμού εσόδων και εξόδων). Επιπλέον, οι νέοι εκφράζουν τις ανάγκες τους όσον αφορά τα καταλύματα, την προσβασιμότητα και το ωράριο εργασίας. Μπορούν να ζητούν την παρουσία επαγγελματιών της IPS στις συναντήσεις με εργοδότες όποτε χρειάζεται να επανεξεταστεί το πλαίσιο που ορίζει τη θέση τους στο χώρο εργασίας. Τέλος, οι επαγγελματίες του IPS συμβάλλουν στην

ενίσχυση της κοινωνικότητας των νέων και του ιστού των σχέσεων που τους περιβάλλουν, ενισχύοντας πρακτικές βοήθειας μεταξύ συνομηλίκων μέσω ομάδων συζήτησης και ψυχαγωγικών δραστηριοτήτων.

Επομένως, η αποστολή των επαγγελματιών IPS προσανατολίζεται στην υπέρβαση των εμποδίων στον τόπο απασχόλησης, όπως εντοπίζονται από τους ίδιους τους νέους. Οι κοινωνικές αναπαραστάσεις και τα στερεότυπα επικινδυνότητας ή ανικανότητας εις βάρος τους, η έλλειψη αυτοπεποίθησης, οι στιγμές αποθάρρυνσης, ο φόβος της εκμετάλλευσης από τον εργοδότη αν τους προτιμά για επισφαλείς εργασίες είναι μεταξύ των θεμάτων που απασχολούν την πλειοψηφία των συνεντεύξεων με τους νέους. Ωστόσο, αξίζει να σημειωθεί ότι οι επαγγελματίες IPS λαμβάνουν ολοένα και περισσότερο αιτήματα από εργοδότες που θέλουν να επενδύσουν στους νέους και ζητούν καθοδήγηση σχετικά με το μεταναστευτικό τους υπόβαθρο. Τέλος, πολλές είναι οι πρωτοβουλίες που συμπεριλαμβάνουν τους τυχόν συγγενείς των νέων, καθώς τα συγγενικά μέλη έχουν να παίξουν σημαντικό ρόλο στη διευκόλυνση της πρόσβασης στην απασχόληση. Παρόλο που οι συγγενείς μπορεί να μην έχουν εξοικειωθεί με τα εργαλεία του μοντέλου IPS, είναι εκπαιδεύσιμοι αφού θέλουν καλές υπηρεσίες υποστήριξης απασχόλησης για τα προσφιλή τους πρόσωπα. Αυτή η νέα τάση ανοίγει το δρόμο σε κοινότητες συγγενών των νέων να οργανώσουν ρεύματα συνηγορίας προκειμένου να επιταχυνθεί η εδραίωση υπηρεσιών υποστηριζόμενης απασχόλησης.

Εστιάζοντας στις καινοτομες πρωτοβουλίες που εμφανίστηκαν μέχρι στιγμής μετά την ενσωμάτωση του μοντέλου IPS στο θεσμικό τοπίο στη Γαλλία, αξίζει να αναφερθούμε στο Cercle V & S (Vulnerabilités & Sociétés), το οποίο έχει αναθέσει σε ομοτίμους εργαζόμενους (travailleurs pairs) μια αποστολή διαμεσολάβησης Η πρωτοβουλία αυτή στόχο έχει την ευαισθητοποίηση των ασυνόδευτων ανηλίκων που μεταβαίνουν στην ενηλικίωση (ηλικίας 18-23) σχετικά με τα δικαιώματά, τα καθήκοντά και τις δυνατότητές τους να βοηθούν ο ένας τον άλλον (Greacen & Cadeau, 2013). Έχοντας γίνει εκπαιδευτές, οι εργαζόμενοι απαρτίζονται από πρώην ασυνόδευτους ανήλικους. Ως πρακτική εγγύτητας, η υποστήριξη από ομότιμους εργαζόμενους επιτρέπει στους νέους με ευαλωτότητες να μοιραστούν τις εμπειρίες τους (Pachoud & Marec, 2018). Πρόκειται για επαγγελματίες που έχουν βιώσει εκ των έσω τις δυσκολίες πρόσβασης στην εργασία, γνωρίζουν τις υπηρεσίες και έχουν εκπαιδευτεί να κάνουν ένα βήμα στο πλάι για να σταθούν αμερόληπτα και υποστηρικτικά σε ανήλικους που τώρα δοκιμάζουν στην πορεία τους προς την ενηλικίωση, δυσκολίες παρεμφερείς με αυτές που έχουν περάσει και υπερβεί οι ίδιοι. Έχοντας αυτό κατά νου, αναπτύχθηκε στο πλαίσιο του AGIR με έδρα το Côtes-d'Armor και μια άλλη καινοτόμα πρωτοβουλία, ένα πρόγραμμα κατάρτισης στον τομέα της μελισσοκομίας. Αυτό το έργο βοήθησε στη δημιουργία ενός δικτύου κοινοτικών παραγωγών μελιού, απαρτιζόμενο από μέλη του πληθυσμού ασυνόδευτων νέων. Το μοντέλο των ομοτίμων έχει εδραιωθεί σε άλλους πληθυσμούς όπως η διαμεσολάβηση στο δρόμο (streetwork) για τον πληθυσμό των αστέγων.

Άλλη καινοτομία στην οποία αξίζει να αναφερθούμε είναι η δικτύωση με εργοδότες στις αγροτικές κοινότητες μέσω αγροτικών προγραμμάτων IPS. Στις αγροτικές περιοχές, υπάρχει σημαντική κοινωνική απομόνωση, αυξημένη φτώχεια, περιορισμένες ευκαιρίες απασχόλησης και μακροχρόνια ανεργία (Luciano et al., 2014). Για να ξεπεραστούν οι υπάρχουσες προκλήσεις στην εφαρμογή του μοντέλου IPS στην περιφέρεια, το θεσμικό πλαίσιο στη Γαλλία έχει βασιστεί σε διεθνείς μελέτες που ανέδειξαν ότι το μοντέλο IPS είναι αποτελεσματικό στις αγροτικές περιοχές (Haslett et al., 2011). Σύμφωνα με τη διεθνή βιβλιογραφία, η αποτελεσματικότητα των αγροτικών προγραμμάτων IPS είναι συγκρίσιμη με αυτή των αστικών προγραμμάτων (Luciano et al., 2014). Ακόμη και αν για αρκετές δεκαετίες, η υποστήριξη της απασχόλησης στις αγροτικές περιοχές παρέμενε εξαιρεσή στη Γαλλία, βλέπουμε σταδιακά ότι η γεωργική εργασία αποτελεί μια λύση για την επαγγελματική ένταξη ασυνόδευτων νέων που μεταβαίνουν στην ενήλικη ηλικία (ηλικία 18-23) και ότι σε σύγκριση με την οργάνωση εντός της εταιρείας, αυτή εντός για παράδειγμα μιας φάρμας προσφέρει ένα πλαίσιο που ευνοεί περισσότερο την ανάπτυξη δεξιοτήτων που είναι πιο συμβατές με το υπόβαθρο αρκετών ασυνόδευτων νέων που προέρχονται από χώρες με οικογενειακή παράδοση στις αγροτικές εργασίες (Luciano et al., 2014).

Προχωρώντας σε μια άλλη καινοτόμα πρωτοβουλία, το Bureau du Cœur στο Vannes έχει υλοποιήσει έργα που ενσωμάτωσαν τις νέες τεχνολογίες στον γεωργικό τομέα, τα οποία έχουν

αυξήσει τις ευκαιρίες απασχόλησης των ασυνόδευτων νέων. Σε χωριά όπου η δημόσια συγκοινωνία βρέθηκε αραιή, προσφέρθηκαν στους επαγγελματίες IPS τα μέσα να ταξιδέψουν μεγάλες αποστάσεις για να στηρίξουν νέους. Όσον αφορά την περιορισμένη συνδεσιμότητα στο διαδίκτυο, οι επαγγελματίες IPS συνεργάστηκαν με κοινοτικά κέντρα προκειμένου να διατεθούν υπολογιστές στους νέους. Επιπλέον, οι επαγγελματίες ενίσχυσαν τη σύνδεση με τους τοπικούς εργοδότες αξιοποιώντας προσεκτικά τα πλεονεκτήματα (αλληλεγγύη μεταξύ των γειτόνων) που συνεπάγεται η έλλειψη ανωνυμίας στις αγροτικές περιοχές και παρέχοντας ψυχοεκπαίδευση για να μετριάσουν τα μειονεκτήματα (αυξημένες προκαταλήψεις εις βάρος των νέων με μεταναστευτικό υπόβαθρο).

Το Marseille E2C δημιούργησε σπουδές μαγειρικής, μετά τις οποίες οι απόφοιτοι άρχισαν να τρώνε μαζί και να προσκαλούν άλλους ανθρώπους. Έτσι προέκυψε το άνοιγμα του εστιατορίου iNovCook. Να σημειωθεί ότι στο E2C της Μασσαλίας, οι συγγενείς των αποφοίτων με μεταναστευτικό υπόβαθρο προσκλήθηκαν να συμμετάσχουν σε εκπαιδευτικά εργαστήρια. Με την καλύτερη κατανόηση των προκλήσεων ένταξης, οι συγγενείς βοήθησαν πιο στοχευμένα τους νέους και ανέπτυξαν πρωτοβουλίας συνηγορίας για να εγείρουν την προσοχή του και του κράτους στις ανάγκες ένταξης νέων με ευαλωτότητες.

Στο Experience Pairformhand, η βοήθεια για την απασχόληση ασυνόδευτων ανηλίκων που μεταβαίνουν στην ενήλικη ζωή (ηλικίες 18-23) αναπτύχθηκε στον τομέα της παροχής υπηρεσιών τεχνογνωσίας και πληροφορικής. Έτσι δημιουργήθηκαν πλατφόρμες για την επαγγελματική ένταξη της ομάδας-στόχου. Επιπλέον, οι ημερίδες απασχόλησης που διοργανώθηκαν με πρωτοβουλία της RELOREF αποτέλεσαν πόλο έλξης εταιρειών μικρής κλίμακας που ενδιαφέρονταν για την πρόσληψη της ομάδας-στόχου.

Τέλος, τα εργαστήρια λαϊκής εκπαίδευσης (éducation laïque) αναδείχθηκαν σε μια από τις βασικές πρωτοβουλίες υποστήριξης της απασχόλησης ασυνόδευτων νέων μέσω του μοντέλου IPS στη Γαλλία. Αποτελούν απαραίτητο βήμα για την επίτευξη των στόχων που συνδέονται με τη θεσμοθέτηση της πρόσβασης στην απασχόληση για νέους με ευαλωτότητες (Lebon, 2020; Humbert 1976, σ. 13). Στη Γαλλία, στόχο έχουν να δημιουργήσουν ένα οριζόντιο πλαίσιο ευνοϊκό για την χειραφέτηση των ασυνόδευτων ανηλίκων,όπως αυτό που προωθεί η AERé. Τα εργαστήρια λαϊκής εκπαίδευσης που προτείνει, επιτρέπουν στους νέους και στους εργοδότες να βελτιώσουν τα πεπραγμένα τους και ναλειτουργήσουν ως μια δημιουργική κοινότητα με ενδυναμωμένους πολίτες. Προκειται για μια εκπαιδευση γύρω από την έννοια της συνεργατικότητας και της συμμετοχής του πολίτη στα κοινά μέσα από ποικιλλα πλαίσια όπως τα συνεργατικά εστιατόρια, η μελισσοκομία στα αστικά κέντρα και οι αγροτικές εργασίες στην περιφέρεια.

3. Συμπεράσματα

Στη Γαλλία, τα προγράμματα υποστηριζόμενης απασχόλησης για ασυνόδευτους νέους (18-23 ετών) λειτουργούν με θεωρητικό πλαίσιο που αντλούν από το μοντέλο υποστηριζόμενης απασχόλησης IPS (Individual Placement and Support). Η ενδυνάμωση και η συμμετοχή των ασυνόδευτων νέων στην κοινωνία κατά τη μετάβαση τους στην ενηλικίωση παραμένει κενό γράμμα χωρίς πρακτικές με αφετηρία ένα θεωρητικό υπόβαθρο που κατευθύνει τη μετατροπή της γνώσης σε δράση. Αυτό το απόσταγμα από τη διαδρομή που διένυσε η Γαλλία μέχρι να αναδυθούν καινοτόμες πρωτοβουλίες για τη μετάβαση των ασυνόδευτων νέων στην ενήλικη ζωή είναι σημαντικό, δεδομένου ότι η χάραξη πολιτικών ενδυνάμωσης βρίσκεται στο επίκεντρο του προβληματισμού.

Το μοντέλο IPS αναγνωρίζει ότι όλοι οι άνθρωποι μπορούν να εισέλθουν στον κόσμο της εργασίας. Επιπλέον αναγνωρίζει την ανάγκη της ενδυνάμωσης ατόμων με ψυχοκοινωνικές ευαλωτότητες στον εργασιακό χώρο.

Παρά την υποστήριξη της Ευρωπαϊκής Ένωσης στην απασχόληση για ασυνόδευτους ανηλίκους που μεταβαίνουν στην ενηλικίωση (ηλικίας 18-23 ετών), εξακολουθεί να υφίσταται στη Γαλλία γεωγραφική ανισοκατανομή των υπηρεσιών ενίσχυσης της απασχόλησης για ευάλωτους πληθυσμούς ελλείψει επαρκούς όγκου μελετών σχετικά με τις ανάγκες των ατόμων με ευαλωτότητες που επιθυμούν να εργαστούν και ανάγκης περαιτέρω στελέχωσης των υπηρεσιών με προσωπικό ειδικευμένο στο μοντέλο IPS (Georgiadi et al., 2019).

Επιχειρήσαμε να αναδείξουμε τη δυναμική πρακτικών που συνεπάγεται για τον υπό εξέταση πληθυσμό, το μοντέλο IPS στη Γαλλία, παρουσιάζοντας παραδείγματα καινοτόμων πρωτοβουλιών, συμπεριλαμβανομένης της βοήθειας από ομοτίμους, της υποστήριξης των αγροτικών περιοχών, της ενίσχυσης τομέων απασχόλησης συμβατών με το πολιτισμικό υπόβαθρο των χωρών από όπου προέρχονται οι ασυνόδευτοι νέοι στη Γαλλία. Οι πρωτοβουλίες αυτές συμβάλλουν στη διεύρυνση του πεδίου δράσης του μοντέλου IPS, που τυγχάνει αργής αλλά σταθερής αποδοχής στη Γαλλία. Η εδραίωση του μοντέλου αυτού απαιτεί, μεταξύ άλλων, να ξεπεραστεί μια ορισμένη δυσκολία στην αλλαγή ιστορικού παραδείγματος παιδικής προστασίας, το οποίο στη Γαλλία παραμένει περισσότερο προστατευτικό και λιγότερο ενδυναμωτικό.

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Η ΣΗΜΑΣΙΑ ΤΟΥ ΠΑΙΔΙΚΟΥ ΣΧΕΔΙΟΥ ΣΤΗΝ ΨΥΧΟΛΟΓΙΑ ΤΟΥ ΠΑΙΔΙΟΥ

Μπαζάνη Ευγενία
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Περίληψη

Ένας τομέας δραστηριοτήτων στον οποίο ο άνθρωπος σημείωσε αξιόλογη πρόοδο, ήταν οι Τέχνες. Σε όλες τις μορφές, η Τέχνη κρύβει μέσα της μια δημιουργική δύναμη που τής επιτρέπει να προσλαμβάνει τα κάθε λογής ερεθίσματα από την προσιτή πραγματικότητα στις κοινές αισθήσεις, δημιουργώντας έτσι την πραγματικότητα του πνεύματος. Η παιδική τέχνη, αυθόρμητη και πλούσια σε εικόνες, χρώματα και σχήματα, εκφράζει τον παιδικό κόσμο, δίνει στους μεγάλους εικόνες των συναισθημάτων και των προβλημάτων των παιδιών. Σκοπός μας είναι να γίνει μια συστηματική μελέτη του παιδικού σχεδίου, το οποίο αποτελεί πολύτιμο μέσο διάγνωσης των δεξιοτήτων, των κλίσεων και ολόκληρου του ψυχικού κόσμου του παιδιού. Επίσης, η σχολική πραγματικότητα μάς οδήγησαν στην αναζήτηση τρόπων ανάπτυξης της ζωγραφικής στα σχολικά πλαίσια διατυπώνοντας μερικές προτάσεις ενδεικτικές για την ανάπτυξη της ζωγραφικής στη σχολική ηλικία.

Λέξεις κλειδιά: Τέχνη, παιδική τέχνη, εικόνες, ζωγραφική

1. Εισαγωγή

«Το έργο μου μπορεί να συγκριθεί με το έργο ενός εξερευνητή που διεισδύει σε μια άγνωστη χώρα. Ανακαλύπτοντας έναν λαό μαθαίνω τη γλώσσα του, αποκρυπτογραφώ τη γραφή του, καταλαβαίνω όλο και περισσότερο τον πολιτισμό του. Το ίδιο ισχύει για κάθε ενήλικα που ασχολείται με την παιδική τέχνη» Άρνο Στέρν. Η ζωγραφική, μαζί με τον χορό και τη γλώσσα, είναι μια αρχέγονη μορφή έκφρασης του ανθρώπου. Όπως αναφέρεται στον πρώτο τόμο της «Ιστορίας της Ανθρωπότητας» της UNESCO (Τρούλης, 1986), η πληγωμένη αντιλόπη του σπηλαίου της Altamira στη Β. Ισπανία, καθώς και η ομάδα κυνηγετικών ζώων στο σπήλαιο της Lascaux στη Ν. Γαλλία, θεωρούνται τα πρώτα δείγματα εικαστικής έκφρασης του ανθρώπου από την παλαιολιθική εποχή. Όλοι οι άνθρωποι μέχρι και σήμερα εκφράζονται με τη ζωγραφική. Βέβαια, αυτός ο τρόπος έκφρασης χαρακτηρίζει ιδιαίτερα την παιδική ηλικία.

Η Αισθητική Αγωγή είναι μια διαδικασία, η οποία θα βοηθήσει τα παιδιά να διαμορφώσουν μια φιλοσοφική στάση απέναντι στη ζωή. Κατά την οργάνωση του μαθήματος κάθε εκπαιδευτικός πρέπει να εργάζεται μεθοδικά και να γνωρίζει καλά τους επιδιωκόμενους στόχους, ώστε να τούς εφαρμόσει με επιτυχία ακολουθώντας αντιαυταρχική Παιδαγωγική. Επίσης, οφείλει να μεθοδεύσει τη λειτουργική ένταξη της τέχνης στη ζωή του παιδιού και να επιδιώκει την ανάπτυξη των έμφυτων ικανοτήτων και δεξιοτήτων του.

Έχοντας υπόψη τους παραπάνω στόχους και γνωρίζοντας ότι η ζωγραφική ικανότητα αποτελεί φυσικό χάρισμα των παιδιών, πρωταρχικός σκοπός της εργασίας μου ήταν η βαθύτερη μελέτη της συγκεκριμένης καλλιτεχνικής δραστηριότητας, τονίζοντας ιδιαίτερα τη σημασία του παιδικού σχεδίου, το οποίο θεωρείται ως το μοναδικό μέσο επικοινωνίας των παιδιών. Επιμέρους στόχοι της εργασίας είναι να προσδιοριστεί η συμβολή της ζωγραφικής στην ψυχική ολοκλήρωση του μαθητή και να προταθούν μέτρα σχετικά με τη βελτίωση της ζωγραφικής, η οποία τού προσφέρει μια γνωριμία με τον εσωτερικό του κόσμο.

2. Κυρίως μέρος

2.1. Η σημασία της τέχνης για τον άνθρωπο

Πριν αιώνες, ο Σοφοκλής είχε ήδη διαπιστώσει ότι *«πολλά είναι τα θαυμαστά σε αυτόν τον κόσμο, τίποτα όμως δεν είναι πιο θαυμαστό από τον άνθρωπο»*. Ένας τομέας δραστηριοτήτων στον οποίο ο άνθρωπος σημείωσε αξιόλογη πρόοδο, ήταν οι Τέχνες, οι οποίες μπορούν να καλλιεργήσουν

εκείνες τις ψυχικές ιδιότητες που θα τον κάνουν αυτάρκη και τον βοηθούν να αναπτύξει το αίσθημα της ψυχικής γαλήνης. Σύμφωνα με τον κλασσικό ορισμό *«Η Τέχνη είναι μίμηση, αναπαράσταση αντικειμένων ή γεγονότων, με πρόθεση τη μετάπλασή τους σε σημαίνουσες μορφές»* (Παπανούτσος). Σε όλες τις μορφές κρύβει μέσα της μια δημιουργική δύναμη που της επιτρέπει να προσλαμβάνει και να αφομοιώνει τα κάθε λογής ερεθίσματα από την προσιτή πραγματικότητα στις κοινές αισθήσεις δημιουργώντας έτσι, την πραγματικότητα του πνεύματος..

Η παιδική τέχνη πλούσια σε εικόνες, χρώματα και σχήματα, εκφράζει τον παιδικό κόσμο, δίνει στους μεγάλους εικόνες των συναισθημάτων και των προβλημάτων των παιδιών. Μέσα από αυτές τις εικόνες, το παιδί εκφράζει συναισθήματα και σκέψεις για το περιβάλλον, δίνει διέξοδο στον ψυχισμό του, απελευθερώνεται και διευρύνει τις γνώσεις του. Η τυποποίηση, ο αυτοματισμός, τα οικολογικά-περιβαλλοντολογικά προβλήματα και το άκρως τεχνολογικό «προφίλ» των καιρών μας, υποβαθμίζουν την ελεύθερη έκφραση και καταπνίγουν την έμφυτη αισθητική τάση (Δανασσής-Αφεντάκης). Σε αυτό το σημείο παραθέτουμε την άποψη του Μπαλζάκ ότι «η αποστολή της τέχνης δεν είναι να αντιγράφει τη φύση, αλλά να την εκφράζει» (Παπανούτσος, 1985).

Στη διάρκεια των πρώτων σχολικών χρόνων παρατηρούμε μια εντυπωσιακή περίοδο ανάπτυξης της ικανότητας των παιδιών να δίνουν οπτική μορφή στα πράγματα που βλέπουν ή αισθάνονται. Τα παιδιά πλησιάζουν την τέχνη με ενθουσιασμό σχεδιάζοντας ανθρώπους, τοπία, ζώα και αντικείμενα. Με δεδομένα τα πολιτισμικά στερεότυπα που αναφέρονται στους ρόλους και το φύλο, τα αγόρια συχνά ζωγραφίζουν αυτοκίνητα, μηχανές και αρσενικές μορφές, και τα κορίτσια σχεδιάζουν λουλούδια, τοπία και όμορφες κοπέλες (Charman, 1993).

2.2. Ορισμός του παιδικού σχεδίου

Το παιδικό σχέδιο αποτυπώνει την παράσταση κάποιου αντικειμένου σε ένα χαρτί με γραμμές και αποτελεί μια μοναδική έκφραση που είναι δύσκολο πολλές φορές να ερμηνευτεί από κάποιον ενήλικα. Πρόκειται για μια γνωστική-κινητική διαδικασία και για το λόγο αυτό θα μπορούσε να θεωρηθεί ένα χρήσιμο διαγνωστικό και ψυχομετρικό εργαλείο. Ερμηνεύοντας μια παιδική ζωγραφιά γίνεται αντιληπτή η γνωστική αλλά κυρίως η συναισθηματική ανάπτυξη στην οποία βρίσκεται το παιδί-δημιουργός. Ο Vygotsky αναφέρει χαρακτηριστικά, ότι «ένα παιδί που ζωγραφίζει, λέει παράλληλα και μια προσωπική του ιστορία» (Κουλούρη-Αντωνοπούλου, 2005).

Η σύγχρονη έρευνα ξεκινά από τα τέλη του 19ου αιώνα. Πολλοί εκπαιδευτικοί, όπως ο Strauss και ο Lowenfeld υποστήριξαν, ότι η ενθάρρυνση της αυθόρμητης έκφρασης στην τέχνη προάγει τη γνωστική ανάπτυξη και την προσωπική ωρίμανση. Έτσι, το σχέδιο μπορεί να παίξει σημαντικό ρόλο τόσο στη θεραπεία όσο και στην εκπαίδευση (Γκλυν & Σιλκ, 1997). Το σχέδιο αποτελεί μια ενδιαφέρουσα δραστηριότητα με βάση τη γνωστική-εξελικτική προσέγγιση. Σύμφωνα με τον Piaget (Καψάλης, 1989), το παιδί στην ηλικία των 2-7 ετών βρίσκεται στο συμβολικό στάδιο, όπου αντιλαμβάνεται τον κόσμο γύρω του και τη σχέση με αυτόν από μια συμβολική λειτουργία. Μια άλλη σημαντική προσέγγιση είναι η ψυχαναλυτική. Σημαντικός εκπρόσωπος είναι ο S. Freud, ο οποίος πιστεύει, ότι η ζωγραφική ενός παιδιού επηρεάζεται έντονα από τις ασυνείδητες επιθυμίες και τους φόβους του. Η έκφραση των ασυνείδητων επιθυμιών και συναισθημάτων σε ένα σχέδιο παρέχει μια απελευθέρωση συναισθημάτων, που σε διαφορετική περίπτωση θα ήταν πιθανόν επικίνδυνα (Γκλυν & Σιλκ, 1997).

Ωστόσο, υπάρχει και μια σημαντική διάσταση του παιδικού σχεδίου, που είναι η έκφραση των σκέψεων, ιδεών, διαθέσεων και συναισθημάτων των παιδιών μέσα από αυτό (Cox, 2005). Υποστηρίζεται ότι τα σχέδια αντανακλούν τον εσωτερικό τους κόσμο, τα συναισθήματα και την ψυχολογική τους κατάσταση. Για αυτό το λόγο μπορούν να αποτελέσουν ένα μέσο ανίχνευσης αλλά και επίλυσης διάφορων ψυχικών προβλημάτων (Malchiodi, 1998). Οι απεικονίσεις των παιδιών στα σχέδιά τους μπορεί να αποκαλύπτουν πολλές πτυχές του εαυτού τους και είναι προσωπικές τους δημιουργίες με μεγάλη σημασία (Golomb, 2002). Ουσιαστικά είναι ένα μέσο επικοινωνίας με τους ενήλικες για όσα δεν μπορούν να εκφραστούν λεκτικά και περιλαμβάνουν πολλές φορές τρομακτικές ή απειλητικές καταστάσεις (Burgess & Hartman, 1993). Άλλοι ερευνητές, που προσέγγισαν το σχέδιο με βάση την καλλιτεχνική προσέγγιση, υποστήριξαν ότι ένας σημαντικός λόγος για τον οποίο τα

παιδιά ζωγραφίζουν, είναι για να κάνουν γραφικές παραστάσεις δηλαδή αυτές που εκφράζουν τα ενδιαφέροντα και τις εμπειρίες τους. Παρόμοια θεωρία είναι αυτή της R. Kellogg (1971), η οποία υποστήριξε ότι το παιδικό σχέδιο κατασκευάζεται με βασικά σχήματα που από τη φύση τους είναι ελκυστικά.

Ερμηνεύοντας μια παιδική ζωγραφιά γίνεται αντιληπτή η γνωστική αλλά κυρίως η συναισθηματική ανάπτυξη στην οποία βρίσκεται το παιδί-δημιουργός. Ο Vygotsky αναφέρει χαρακτηριστικά, ότι «ένα παιδί που ζωγραφίζει, λέει παράλληλα και μια προσωπική του ιστορία» (Κουλούρη-Αντωνοπούλου, 2005). Η σύγχρονη έρευνα ξεκινά από τα τέλη του 19ου αιώνα. Πολλοί εκπαιδευτικοί, όπως ο Strauss και ο Lowenfeld υποστήριξαν, ότι η ενθάρρυνση της αυθόρμητης έκφρασης στην τέχνη προάγει τη γνωστική ανάπτυξη και την προσωπική ωρίμανση. Έτσι, το σχέδιο μπορεί να παίξει σημαντικό ρόλο τόσο στη θεραπεία όσο και στην εκπαίδευση (Γκλυν & Σιλκ, 1997). Το σχέδιο αποτελεί μια ενδιαφέρουσα δραστηριότητα με βάση τη γνωστική-εξελικτική προσέγγιση. Σύμφωνα με τον Piaget (Καψάλης, 1989), το παιδί στην ηλικία των 2-7 ετών βρίσκεται στο συμβολικό στάδιο, όπου αντιλαμβάνεται τον κόσμο γύρω του και τη σχέση με αυτόν από μια συμβολική λειτουργία. Μια άλλη σημαντική προσέγγιση είναι η ψυχαναλυτική. Σημαντικός εκπρόσωπος είναι ο S. Freud, ο οποίος πιστεύει, ότι η ζωγραφική ενός παιδιού επηρεάζεται έντονα από τις ασυνείδητες επιθυμίες και τους φόβους του. Η έκφραση των ασυνείδητων επιθυμιών και συναισθημάτων σε ένα σχέδιο παρέχει μια απελευθέρωση συναισθημάτων, που σε διαφορετική περίπτωση θα ήταν πιθανόν επικίνδυνα (Γκλυν & Σιλκ, 1997).

Ωστόσο, υπάρχει και μια σημαντική διάσταση του παιδικού σχεδίου, που είναι η έκφραση των σκέψεων, ιδεών, διαθέσεων και συναισθημάτων των παιδιών μέσα από αυτό (Cox, 2005). Υποστηρίζεται, ότι τα σχέδια αντανακλούν τον εσωτερικό τους κόσμο, τα συναισθήματα και την ψυχολογική τους κατάσταση. Για αυτό το λόγο μπορούν να αποτελέσουν ένα μέσο ανίχνευσης αλλά και επίλυσης διάφορων ψυχικών προβλημάτων (Malchiodi, 1998). Οι απεικονίσεις των παιδιών στα σχέδιά τους μπορεί να αποκαλύπτουν πολλές πτυχές του εαυτού τους και είναι προσωπικές τους δημιουργίες με μεγάλη σημασία (Golomb, 2002). Ουσιαστικά είναι ένα μέσο επικοινωνίας με τους ενήλικες για όσα δεν μπορούν να εκφραστούν λεκτικά και περιλαμβάνουν πολλές φορές τρομακτικές ή απειλητικές καταστάσεις (Burgess & Hartman, 1993). Άλλοι ερευνητές, που προσέγγισαν το σχέδιο με βάση την καλλιτεχνική προσέγγιση, υποστήριξαν ότι ένας σημαντικός λόγος για τον οποίο τα παιδιά ζωγραφίζουν, είναι για να κάνουν γραφικές παραστάσεις δηλαδή αυτές που εκφράζουν τα ενδιαφέροντα και τις εμπειρίες τους. Παρόμοια θεωρία είναι αυτή της R. Kellogg (1971), η οποία υποστήριξε, ότι το παιδικό σχέδιο κατασκευάζεται με βασικά σχήματα που από τη φύση τους είναι ελκυστικά.

2.3. Η επίδραση του παιδικού σχεδίου στην ψυχολογία του παιδιού

Στις μέρες μας υπάρχει έντονη η ανάγκη να έρθει το παιδί σε επαφή με τις αισθητικές μορφές και να αναπτυχθεί το αισθητικό του κριτήριο. Αποτελεί λοιπόν, το παιδικό σχέδιο πολύτιμο μέσο διάγνωσης δεξιοτήτων, κλίσεων και ολόκληρου του ψυχικού κόσμου του παιδιού, κι ένα μέσο της ελεύθερης έκφρασης. Το παιδί «αφηγείται εικαστικά» χρησιμοποιώντας συμβολικά μια σειρά από σημεία» (Κακίση-Παναγοπούλου, 2006). Μέσα από τα σχέδια των παιδιών μπορούμε να δούμε τις σκέψεις, τα συναισθήματα και τον τρόπο με το οποίο κατανοούν τον κόσμο.

Σύμφωνα με τη Φλοράνς ντε Μερεντιέ, ο τρόπος με τον οποίο το παιδί σχεδιάζει, οι γραμμές και οι μορφές που σχηματίζει, τα χρώματα που χρησιμοποιεί, έχουν εκφραστική αξία και φανερώνουν τη συγκινησιακή του κατάσταση. Το σχέδιο αποτελεί ένα θεραπευτικό μέσο, καθώς πετυχαίνεται η πρόσβαση «στις φαντασιακές αναπαραστάσεις, στη συναισθηματικότητα, στην εσωτερική συμπεριφορά και στο συμβολισμό του υποκειμένου» (Φλοράνς ντε Μερεντιέ, 1981). Το παιδί, μόλις εξοικειωθεί με έναν καινούριο κόσμο, καταπιάνεται με θέματα της επικαιρότητας που κυριαρχούν στο κοινωνικοπολιτικό περιβάλλον, όπου ζει. Άλλωστε, σύμφωνα και με τον Freud (Γκλυν και Σιλκ, 1997), η ζωγραφική επηρεάζεται έντονα από τις ασυνείδητες επιθυμίες και τους φόβους του, τις οποίες εκφράζει μέσα από τις καλλιτεχνικές του δημιουργίες.

Οι τεχνικές που χρησιμοποιούν τα παιδιά σε ένα εκφραστικό σχέδιο, είναι τρεις: η κυριολεκτική, του περιεχομένου και η αφηρημένη. Με την κυριολεκτική τεχνική εννοούμε την αλλαγή στις εκφράσεις του προσώπου και με την τεχνική του περιεχομένου το θέμα που επιλέγουν να απεικονίσουν για κάποιο συναίσθημα και με την αφηρημένη τεχνική τον τρόπο με τον οποίο τα παιδιά χρησιμοποιούν τις γραμμές, τα χρώματα και τη σύνθεση (Burkitt, Barret & Davis, 2003).) Η Ives, (1984) διαπίστωσε ότι τα παιδιά στην ηλικία των τεσσάρων ετών αρχίζουν να αλλάζουν το μέγεθος και τις γραμμές, ώστε να αναπαραστήσουν κάποιο συναίσθημα.

Η ζωγραφική μπορεί να μάς δώσει μια γενικότερη εικόνα του συναισθηματικού κόσμου του παιδιού και των προβλημάτων του. Η N. Stahel στο βιβλίο της «Το σχέδιο ως έκφραση ψυχικών τραυμάτων» αναφέρεται στη σχέση που υπάρχει ανάμεσα στην απεικόνιση της οικογένειας και στο ρόλο του παιδιού μέσα στην οικογένεια (Stahel, 1987). Το τεστ της οικογένειας αναδεικνύει το πλέγμα των οικογενειακών σχέσεων και τις πιθανές οικογενειακές συγκρούσεις. Σκοπός των παιδαγωγών είναι να δώσουν ώθηση στα παιδιά, ώστε να εκφραστούν, να δημιουργήσουν και να αποτυπώσουν την ιστορία τους σε μια ζωγραφιά. Έτσι, «το παιδί υποδηλώνει συγκινησιακές εντάσεις, συγκινησιακούς τραυματισμούς, ψυχικούς ανταγωνισμούς ή αντίθετα αίσθημα της ασφάλειας αλλά μαζί με αυτά δείχνει και τις πλευρές του οικογενειακού περιβάλλοντος» (Μπέλλας, 2000).

2.4. Η εξέλιξη της παιδικής ζωγραφικής-Τα στάδια

Τα παιδιά ακολουθούν μια εξελικτική πορεία στη ζωγραφική και σύμφωνα με τον Γ. Τρούλη, (1986) υπάρχουν τέσσερα στάδια-φάσεις.

α. Το μουντζουρογράφημα (18-20 μηνών έως 4 ετών):Το στάδιο αυτό αποτελεί το πρώτο βήμα ζωγραφικής έκφρασης του παιδιού. Αναλυτικότερα, μέχρι τους δεκαοκτώ με είκοσι μήνες το παιδί έρχεται σε επαφή με το χαρτί με σκοπό να εκτονωθεί. Στη συνέχεια, από δύο έως τριών ετών, αρχίζει να σχηματίζει κάποιες δυσδιάκριτες μορφές και μάς δίνεται η δυνατότητα να αντλήσουμε πληροφορίες σχετικά με τα συναισθήματα, το χαρακτήρα και τη νοημοσύνη του. Τέλος, από τα τέσσερα έτη, θέλει να μιμηθεί τους ενηλίκους κάνοντας συνεχόμενες ή διακοπτόμενες γραμμές ελικοειδούς μορφής.

β. Αποτυχημένος ρεαλισμός (3 έως 6 ετών): Το παιδί προσπαθεί ανεπιτυχώς να σχηματίσει ρεαλιστικά σχέδια. Η ηλικία του δεν του επιτρέπει να συντονίσει τις κινήσεις με όποιον τρόπο θέλει, ενώ από ψυχολογική άποψη η προσοχή του είναι περιορισμένη και ασταθής. Εξαιτίας αυτής της αδυναμίας τα μέρη των ανθρώπινων φιγούρων είναι δυσανάλογα.

γ. Διανοητικός ρεαλισμός (6 έως 9 ετών): Στη διάρκεια αυτού του σταδίου σχεδιάζει τα πράγματα όπως πιστεύει ότι είναι και βασίζεται στις δικιές του αναμνήσεις. Είναι ένας «υπερρεαλιστής», που ζωγραφίζει για την προσωπική του ευχαρίστηση.

δ. Οπτικός ρεαλισμός (9 έως 12 ετών): Εδώ, έχουμε τη διανοητική ωρίμανση και την παραστατική ικανότητα του παιδιού, το οποίο σχεδιάζει τα πράγματα, όπως τα βλέπει. Είναι ένας καθαρός ρεαλιστής που θέλει να αναπαραστήσει την πραγματικότητα στα σχέδιά του. Ωστόσο απογοητεύεται, αν δεν επιτύχει αυτό που επιθυμεί να σχεδιάσει. Επομένως, το παιδί βιώνει μια κρίση, η οποία δεν πρέπει να λειτουργήσει ως ανασταλτικός παράγοντας για τη ζωγραφική του, αλλά χρειάζεται να ενθαρρύνεται.

Τα εικαστικά στάδια που θα αναφέρουμε παρακάτω, εντάσσονται στο ίδιο πλαίσιο, όπου κινούνται ο Piaget και άλλοι νεότεροι ψυχολόγοι. Η δική μας προσπάθεια επικεντρώνεται αποκλειστικά στην εικαστική ανάπτυξη του παιδιού που συνδέεται άμεσα με την ψυχολογική και πνευματική του ανάπτυξη (Μουζάκης, 1987):

α) Το πρώτο στάδιο (1 ½ -2 ½ ετών) είναι η κατάκτηση του χώρου. Το παιδί δεν περιορίζεται μόνο στα χαρτιά που τού δίνουμε, δεν τα μουτζουρώνει μονάχα, αλλά συνήθως προεκτείνει την εικαστική του δραστηριότητα ανάλογα με αυτό που νιώθει.

β) Το δεύτερο στάδιο (2 ½-3 ετών) είναι η ανακάλυψη του ρεαλισμού. Κύριο χαρακτηριστικό του είναι αυτό που ονομάζεται "τυχαίος ρεαλισμός", δηλαδή η ανακάλυψη σχημάτων ή σημείων, μέσα στη μουτζούρα που κάτι θυμίζουν.

γ) Το τρίτο στάδιο που είναι ο καθορισμός του χώρου, αρχίζει γύρω στο 5ο έτος της ηλικίας του παιδιού. Αν για παράδειγμα, το παιδί θέλει να ζωγραφίσει μια υπαίθρια σκηνή, τραβάει μια ίσια γραμμή στο κάτω μέρος του χαρτιού που συμβολίζει τη γη και μια γραμμή στο πάνω μέρος, όπου τοποθετεί ό,τι αιωρείται.

δ) Στο τέταρτο στάδιο που είναι το γέμισμα του χώρου, μπαίνει το παιδί γύρω στα εννιά του χρόνια. Εδώ, σμίγει τη γη με τον ουρανό και καταργεί το άσπρο κενό φόντο. Το στάδιο αυτό δεν εξελίσσεται σε πολλά παιδιά, γιατί το παιδί καλλιεργεί σε βάθος το προηγούμενο στάδιο, το οποίο δεν νιώθει την ανάγκη να το εγκαταλείψει παρά μονάχα σε ορισμένα θέματα.

ε) Το πέμπτο στάδιο (15 έως 18 ετών) που είναι η γεωμετρική τέχνη, έχει σχέση με την περισυλλογή της έκφρασης, της δύναμης και του συμβολισμού. Οι δάσκαλοι οφείλουν να αντιληφθούν τα εικαστικά στοιχεία που προσφέρει η παιδική τέχνη, διότι μέσα από την εικαστική ενασχόληση το παιδί αποχτάει βιώματα που το βοηθούν να κατανοήσει την τέχνη.

2.5. Η σπουδαιότητα των παιδικών έργων

Με βάση την αναφορά των σταδίων της παιδικής ζωγραφικής και της λειτουργίας της ως προς τη συναισθηματική έκφραση των παιδιών, θα αναδειχθεί η πολύπλευρη αξία του παιδικού σχεδίου. Συγκεκριμένα, το σχέδιο αποκαλύπτει τη συναισθηματική κατάσταση του παιδιού, ενώ παράλληλα σκιαγραφούνται οι σκέψεις και οι σχέσεις του με το οικογενειακό, σχολικό και γενικότερο περιβάλλον του. Τέλος, το σχέδιο είναι ένα πολύτιμο μέσο διάγνωσης του ψυχικού του κόσμου, διότι «διερμηνεύει με συμβολική γλώσσα καταπιέσεις, ματαιώσεις, πόθους και επιθυμίες και γι' αυτό μπορεί να χρησιμοποιηθεί τόσο ως διαγνωστικό όσο και ως θεραπευτικό μέσο» (Τρούλης, 1986).

Το σχέδιο είναι μια προσωπική, ευχάριστη, μοναδική εμπειρία και μια πολύπλοκη διαδικασία και για την ολοκλήρωσή του τα παιδιά χρειάζεται να επιλέξουν ποιες γραμμές, σχήματα και χρώματα θα χρησιμοποιήσουν, πως θα μεταφέρουν αυτό που σκέφτονται ή αισθάνονται στο χαρτί, ποιο θα είναι το περιεχόμενο, το ύφος και η μορφή αυτού που θέλουν να αποτυπώσουν (Malchiodi, 1998). Έτσι, αναπτύσσεται η αυτοπεποίθηση και αποκτά εμπιστοσύνη στον εαυτό του, καθώς εκφράζεται ελεύθερα μέσα από τη δημιουργία.

Η σχεδιαστική ικανότητα των παιδιών να εκφράζουν τα συναισθήματα ξεκινάει από την ηλικία των 4-5 ετών κι όσο μεγαλώνουν, βελτιώνεται (Bonoti & Misalidi, 2006). Το συναίσθημα της χαράς μπορούν πιο εύκολα να αποτυπώσουν από την ηλικία των 4-5 ετών, το συναίσθημα της λύπης στην ηλικία των 6-7 ετών, ενώ η σχεδιαστική αποτύπωση άλλων συναισθημάτων, όπως είναι ο θυμός, η έκπληξη, ο φόβος είναι σε πολύ χαμηλά επίπεδα (Brechet, Baldy & Picard, 2009).

Πολλές έρευνες εστίασαν το ενδιαφέρον τους στο πώς αποτυπώνουν τα παιδιά τα συναισθήματα στις ανθρώπινες φιγούρες (Sayil, 2001). Μπορούν να εντοπιστούν τρεις στρατηγικές με τις οποίες μπορούν να απεικονίσουν ένα συναίσθημα: α) η έκφραση του προσώπου, β) η στάση του σώματος και γ) το γενικό πλαίσιο του σχεδίου. Τα παιδιά αρχικά διαφοροποιούν τα χαρακτηριστικά του προσώπου από την ηλικία των πέντε ετών για να δείξουν κάποιο συναίσθημα και σε ηλικία 7-8 ετών χρησιμοποιούν τις άλλες στρατηγικές. Με τη στάση του σώματος, τα σχεδιασμένα ψηλά χέρια εκφράζουν χαρά, τα χέρια προς τα κάτω λύπη, τα χέρια σηκωμένα στη μέση θυμό και χέρια που τρέμουν φόβο. Σε ό,τι σχετίζεται με το πλαίσιο του σχεδίου, συγκαταλέγονται λεκτικά σύμβολα, άνθρωποι ή άλλα αντικείμενα που περιβάλλουν την κεντρική φιγούρα. Σ' ένα σχέδιο μπορεί να υπάρχει μία από αυτές τις στρατηγικές ή και όλες (Brechet, Baldy & Picard, 2009).

Πολυάριθμοι αναλυτές, όπως η Dolto και η Marette, χρησιμοποιούν το σχέδιο κατά την ψυχαναλυτική θεραπεία παράλληλα με άλλους τρόπους έκφρασης. Η Dolto στο βιβλίο της "Psychanalyse et Pediatrie" αναφέρει τα εξής: «Με το σχέδιο αποκτάμε πρόσβαση στις φαντασιακές αναπαραστάσεις, στη συναισθηματικότητα, στην εσωτερική συμπεριφορά και στο συμβολισμό του υποκειμένου» (Ντολτό, 2000). Σύμφωνα με τον J. Boutonnier, «η μελέτη των παιδικών σχεδίων μας οδηγεί αναπόφευκτα στην καρδιά των προβλημάτων που αφορούν το ίδιο το παιδί, στην ιστορία του, στις καταστάσεις που βιώνει» (Καρέλλα, 1991). Επομένως, δεν θα σταθούμε στην αισθητική αξία του σχεδίου, δηλαδή στη μορφή, αλλά στο περιεχόμενο και στη λειτουργία του ως ένα εργαλείο έκφρασης της προσωπικότητας των παιδιών.

Επιπλέον, πολλοί υποστήριξανξ ότι τα σχέδια μπορούν να χρησιμεύσουν ως ερευνητικό μέσο της κοινωνικής και συναισθηματικής ωριμότητας του παιδιού, στην αξιολόγηση της προσωπικότητας ή στη διάγνωση ψυχολογικών διαταραχών. Παύει, λοιπόν, να δίνεται έμφαση μόνο στη μορφή και στον τρόπο που σχεδιάζει, αλλά αποτελεί αντικείμενο μελέτης και το περιεχόμενο. Αναγνωρίζεται, ότι το σχέδιο προβάλλει ποικίλα στοιχεία της προσωπικότητας του παιδιού και αρχίζει να παίζει ιδιαίτερο ρόλο η προβολική του αξία (Μπέλλας, 1986).

Τέλος, αρκετοί θεώρησαν σημαντικό το παιδικό σχέδιο μέσα από τη μελέτη των διαδικασιών κατασκευής ενός σχεδίου. Ο Freeman (1980), πίστευε ότι οι στρατηγικές που χρησιμοποιούν τα παιδιά, παρουσιάζουν ενδιαφέρον, επειδή μας επιτρέπουν να κάνουμε μια πιο ικανοποιητική ανάλυση της παιδικής τέχνης και δίνουν τη δυνατότητα να προχωρήσουμε στην κατανόηση των δεξιοτήτων οργάνωσης και προγραμματισμού γενικότερα.

3. Προτάσεις

Η σχολική πραγματικότητα στα πλαίσια του μαθήματος της Αισθητικής Αγωγής μάς προβλημάτισε και μάς οδήγησε στην αναζήτηση τρόπων ανάπτυξης της ζωγραφικής. Καταρχήν, μια πρώτη λύση θα μπορούσε να αποτελέσει η διοργάνωση εκδρομών κοντά στη φύση, όπου παρουσιάζεται η ευκαιρία στα παιδιά να χαρούν μέσα από το παιχνίδι. Επίσης, μια άλλη δυνατότητα είναι ο προγραμματισμός επισκέψεων σε εκθέσεις λουλουδιών, όπου μπορούν να θαυμάσουν τη μεγάλη ποικιλία λουλουδιών που χαρακτηρίζει τη φύση. Αυτές οι επισκέψεις μπορούν να προσφέρουν αισθητική απόλαυση, έτσι ώστε ακόμα κι αυτή η εχθρική τσιμεντούπολη να ζωντανέψει με την εμφάνιση του πράσινου. Τέλος, αξίζει να τονιστεί η προβολή σλάιντς στον χώρο του σχολείου, η γνωριμία με καλλιτέχνες, η διενέργεια εκθέσεων με έργα των μαθητών, η δημιουργία κόμικς και πρωτότυπων ιστοριών με σύνθεση λόγου και εικόνας (Charman, 1993). Επομένως, οι γονείς και οι εκπαιδευτικοί χρειάζεται να ενθαρρύνουν την ενασχόληση των παιδιών με το σχέδιο, διότι η ζωγραφική κατέχει μια σημαντική θέση και διαδραματίζει ένα σπουδαίο ρόλο στη σχολική ζωή.

4. Συμπεράσματα

Το παιδικό σχέδιο είναι μια εικαστική δραστηριότητα μέσα από την οποία το παιδί καλλιεργεί την παρατηρητικότητα, τη φαντασία, την κριτική ικανότητα αλλά και την εφευρετικότητά του. Επίσης, γνωρίζει νέους συνδυασμούς χρωμάτων, ικανοποιείται και νιώθει περήφανο για τα δικά του σχέδια. Θα πρέπει να τονιστεί κυρίως, η σημασία του ως θεραπευτικό και ψυχικό μέσο, διότι τα παιδιά εκφράζονται ελεύθερα, με αυθορμητισμό και δυναμισμό. Είναι μια ευχάριστη διαδικασία, κατάλληλη, για να εκφράσουν την εσωτερική τους ζωή χωρίς περιορισμούς. «Η τόσο αυθόρμητη, πλούσια σε σχήματα και χρώματα, εκφράζει έναν ολόκληρο κόσμο, δίνει στους μεγάλους μια γενική εικόνα των συναισθημάτων αλλά και των προβλημάτων των παιδιών. Αποτελεί τη δημιουργική πρακτική που το απελευθερώνει, διευρύνει τις γνώσεις του, ολοκληρώνει την επαφή του με τον κόσμο» (Ταμπάκης & Ταμπάκη, 2007).

Ουσιαστικά είναι ο καθρέφτης της προσωπικότητας των παιδιών και λειτουργεί ως διαδικασία που αναπτύσσει τις αντιληπτικές τους δεξιότητες, τη νοητική ωρίμανση, αλλά και ως θεραπευτική πράξη. Αποτελεί μια δημιουργική διαδικασία για τα παιδιά, ένα μέσο για να εκφράσουν τα συναισθήματα, επειδή τούς παρέχει την ελευθερία να εκφραστούν και να δημιουργήσουν. Επομένως, οι εκπαιδευτικοί πρέπει να στέκονται ως παρατηρητές, προσφέροντας στους μαθητές τα κατάλληλα υλικά για να αναδυθεί ελεύθερα η εικαστική τους έκφραση, επειδή «η καλλιτεχνική δημιουργία αναγνωρίζεται με βάση την επιθυμία για έκφραση και θεωρείται μια ελεύθερη αναζήτηση χωρίς κανόνες και περιορισμούς, που συνεπώς ούτε μπορεί, αλλά και ούτε χρειάζεται να διδαχθεί» (Βάος, 2008).

Εν κατακλείδι συμπεραίνουμε ότι το παιδικό σχέδιο αποτελεί ένα από τα σημαντικότερα εργαλεία που διαθέτουμε, με σκοπό την εξερεύνηση του δύσβατου κόσμου των παιδιών. Η ζωγραφική εκτός από την πολιτισμική θέση που κατέχει στη ζωή της ανθρωπότητας, είναι μια από τις ωραιότερες δημιουργικές ασχολίες του παιδιού. Είναι ένα δύσκολο μονοπάτι, θέλει συνεχής μελέτη και προσπάθεια, αλλά η διαδρομή προς τον κόσμο των παιδιών είναι σίγουρα μαγική. *"Μου*

πήρε τέσσερα χρόνια να ζωγραφίσω σαν τον Ραφαήλ, αλλά ολόκληρη ζωή για να ζωγραφίσω σαν παιδί" Πάμπλο Πικάσο.

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ΤΑ «ΜΟΥΣΙΚΑ ΧΩΡΙΑ» ΩΣ ΕΝΕΡΓΕΣ ΚΑΛΛΙΤΕΧΝΙΚΕΣ ΚΟΙΝΟΤΗΤΕΣ ΣΤΗΝ ΠΕΡΙΟΧΗ ΤΗΣ ΚΡΗΤΗΣ

Χαραλαμπάκη Πελαγία
Υποψήφια Διδάκτορας, Εκπαιδευτικός μουσικής

Περίληψη

Τα μουσικά χωριά είναι ένας θεσμός που θεσπίστηκε αρχικά από τον καλλιτέχνη Ρος Ντέιλι, κι έπειτα από αρκετά χρόνια εξαπλώθηκε σε όλη την Κρήτη και σε όλη την Ελλάδα, αλλά κι εκτός της χώρας. Κοινό γνώρισμα των μουσικών χωριών είναι ο βιωματικός τρόπος διδασκαλίας, η στενή σχέση μεταξύ εκπαιδευτή και εκπαιδευόμενου, η επαφή με τη φύση, η ανάπτυξη και η καλλιέργεια διαπροσωπικών σχέσεων μεταξύ των συμμετεχόντων. Σε αυτή την εισήγηση θα προσπαθήσουμε να παρουσιάσουμε τα μουσικά χωριά στην περιοχή της Κρήτης, αλλά και τα οφέλη που αποκομίζουν οι συμμετέχοντες από αυτά και με ποιον τρόπο επιτυγχάνεται εν τέλει η ανανέωση της παράδοσης μέσω αυτών.

1. Εισαγωγή

Το κείμενο που θα ακολουθήσει αφορά το θεσμό των μουσικών χωριών στην περιοχή της Κρήτης. Το φαινόμενο των «μουσικών χωριών» μετράει αρκετές δεκαετίες ζωής. Έχει προκύψει από δύο βασικές ανάγκες.

- Πρώτον η ανάγκη της σύνδεσης με το παρελθόν μέσω του παρόντος και του κοινού βιώματος που ενώνει τον άνθρωπο με τις ρίζες του και με τον συνάνθρωπό του. Η ανάγκη αυτή προκύπτει από την έμφυτη τάση του ανθρώπου προς το «ανήκειν» και
- Δεύτερον, από την ανάγκη των συμμετεχόντων για καλλιτεχνική έκφραση και εξερεύνηση των παραδοσιακών τεχνών και πρακτικών.

Οι δύο αυτές βασικές ανάγκες, έχουν δημιουργήσει τις πολιτιστικές μικρο- κοινότητες των μουσικών χωριών στην περιοχή της Κρήτης. Οι κοινότητες έχουν τα δικά τους, ξεχωριστά χαρακτηριστικά η κάθε μία αλλά και κοινές συνιστώσες οι οποίες θα αναλυθούν στο παρόν δοκίμιο.

2. Κυρίως μέρος

2.1 Μέθοδος της έρευνας .

Στο κεφάλαιο αυτό να αναλυθεί η μέθοδος της έρευνας που χρησιμοποιήθηκε για τη συγγραφή του παρόντος άρθρου. Χρησιμοποιήθηκαν πηγές όπως βιβλία θεωρίας της λαογραφίας και της παραδοσιακής μουσικής της Κρήτης, έρευνα σε ιστοσελίδες, συνεντεύξεις – μαρτυρίες συμμετεχόντων στα «μουσικά χωριά», συμμετοχική παρατήρηση σε μουσικά χωριά. Ακολουθεί μία θεωρητική προσέγγιση του θέματος και εισαγωγή στο πεδίο:

2.2 Η παράδοση και η σύγχρονη εποχή.

Με τον όρο "παράδοση", αναφερόμαστε στα ήθη, έθιμα, στις συνήθειες, στον άυλο και υλικό πολιτισμό μίας ομάδας ανθρώπων που τη διέπουν κάποια κοινά χαρακτηριστικά (Παπαδογιαννάκης, 2006). Όταν αναφερόμαστε σε μία συγκεκριμένη παράδοση, αναφερόμαστε κυρίως στην αίσθηση της κοινότητας που βιώνουν οι άνθρωποι αυτοί, η οποία επιτυγχάνεται μέσα από την αίσθηση του ανήκειν. Η αίσθηση αυτή επιτυγχάνεται εντοπίζοντας τα κοινά στοιχεία που έχει αυτή η ομάδα. Κάποια από αυτά είναι : Η θρησκεία, η γλώσσα, ο γεωγραφικός προσδιορισμός, η κοινή ιστορία (Μερακλής, 2001). Τα μέλη μίας παραδοσιακής κοινότητας αισθάνονται ότι ανήκουν σε μία ομάδα,

ότι τους συνδέουν κάποια κοινά βιώματα, και πως αυτά τα οποία έχουν κοινά είναι περισσότερα από αυτά που τους διαχωρίζουν. Η κάθε κοινότητα έχει τη δική της παράδοση, με την οποία αυτοπροσδιορίζεται αλλά και αποτελεί το σημείο αναφοράς της. Μέσω της παράδοσης, τα μέλη μιας κοινότητας αποκτούν ταυτότητα, και πολλές φορές υιοθετούν τα χαρακτηριστικά που διέπουν την ίδια (Πολίτης, 1920).

Οι παραδόσεις κάθε κοινότητας κληρονομούνται από γενιά σε γενιά και αφορούν δύο μεγάλες κατηγορίες : Η πρώτη κατηγορία αφορά τα έθιμα και τις τέχνες που αφορούν τον κύκλο της ζωής (Λουκάτος Δ. , 1978). Σε αυτήν την κατηγορία συγκαταλέγονται: η γέννηση, η βάφτιση, ο γάμος, η κηδεία, ο έρωτας, η αγάπη, το πένθος. Η δεύτερη κατηγορία είναι αυτή που περιλαμβάνει τις παραδόσεις που σχετίζονται με τις ασχολίες των ανθρώπων, σύμφωνα με τον κύκλο των εποχών: τις ποικίλες αγροτικές εργασίες, τα επαγγέλματα αλλά και τις θρησκευτικές γιορτές (Λαμνάτος, 1987, σσ. 13 - 16). Είναι πολύ συχνό, κατά τις λαϊκές παραδόσεις να συνυπάρχουν διττές έννοιες και συναισθήματα, όπως η λύπη με τη χαρά (όπου η χαρά είναι ένα μέσον κάθαρσης), η ανία με την εξιστόρηση, ο έρωτας με την ονειροπόληση. Όλες οι διαβατήριες τελετές, οι καθημερινές εργασίες, τα συναισθήματα που βίωναν, όλα αυτά ντυνόντουσαν με κάποιο τραγούδι ή κάποιο έθιμο.

Η παράδοση αναφέρεται στα ‘ήθη’ και ‘έθιμα’ μίας κοινότητας. Με τον όρο “ήθη” εννοούμε τους ηθικούς κώδικες μίας εθνοτικής ομάδας (Ζυγογιάννης, 2016). Οι αντιλήψεις, οι άγραφοι νόμοι κάθε κοινωνίας. Με τον όρο “έθιμα” εννοούνται οι τρόποι με τους οποίους εκφράζονται οι αντιλήψεις αυτές.

Όσων αφορά τον Ελλαδικό χώρο, τα ήθη και τα έθιμα έχουν μία πολύ μεγάλη ποικιλία και αυτό οφείλεται σε δύο βασικούς λόγους: Ο πρώτος λόγος είναι το ότι η Ελλάδα έχει μία πολύ μεγάλη ποικιλία όσων αφορά τη γεωγραφία της. Το φυσικό περιβάλλον όχι μόνο επηρεάζει τον τρόπο ζωής και τη διάθεση του ανθρώπου. Επηρεάζει τα ερεθίσματα που δέχεται, την εργασία του, το πόσο απομονωμένος είναι.

Θα αναλυθεί η παραπάνω θεωρία με ένα παράδειγμα: Αυτοί που ζουν και εργάζονται σε ένα νησί και ασχολούνται με τη θάλασσα, διαφέρουν πολιτισμικά από εκείνους που διαμένουν στο Θεσσαλικό κάμπο και καλλιεργούν τις μεγάλες εκτάσεις της Θεσσαλικής γης. Πολιτισμικές διαφορές με τους προαναφερόμενους θα παρουσιάσουν επίσης και οι κάτοικοι της Ηπείρου, που εξ’ αιτίας της άγονης γης θα στραφούν στην τέχνη της λάξευσης και χτισίματος με πέτρα αλλά και στην εξωτερική και εσωτερική μετανάστευση. Όλες αυτές οι κοινότητες παρουσιάζουν τα δικά τους ξεχωριστά πολιτισμικά χαρακτηριστικά. Όπως προκύπτει από τα προαναφερόμενα, η φυσιολογία ενός τόπου επηρεάζει τον τρόπο ζωής, και κατά συνέπεια την παράδοση που κουβαλούν , αναπτύσσουν και καλλιεργούν οι κάτοικοί της.

Ένα δεύτερο στοιχείο το οποίο επηρεάζει την παράδοση ενός τόπου και μίας εθνοτικής ομάδας είναι οι επιρροές που δέχεται από τις γείτονες χώρες (και εθνοτικές ομάδες). Όπως είναι φυσικό, λόγω των ενδεχόμενων εμπορικών σχέσεων, οι άνθρωποι ενός έθνους μπορεί να δεχόντουσαν περισσότερες ή λιγότερες επιρροές και να είχαν πολλά κοινά στοιχεία στις παραδόσεις τους λόγω της γειτνίασης αυτής. Οι εμπορικές σχέσεις οδηγούν στην ανταλλαγή πολιτισμικών στοιχείων, μέσω του διαλόγου αλλά και των συνδιαλλαγών και της χρήσης των εμπορευμάτων και διαμονής των εμπόρων στον τόπο διεξαγωγής του εμπορίου. Συμπερασματικά, το φυσικό περιβάλλον του ανθρώπου έχει παίξει έναν πολύ μεγάλο ρόλο στη διαμόρφωση των παραδοσιακών πρακτικών του (Μαρία Βαμβακοπούλου, 2014).

Η παράδοση είναι μία έννοια που εμπεριέχει για πολλούς μία ιερότητα. Είναι κάτι άχρονο, άυλο και πέρα από τον έλεγχο του υποκειμένου που έρχεται σε επαφή μαζί της. Για κάποιους άλλους είναι μία παρακαταθήκη που έχουμε καθήκον να διασώσουμε, και γι’ αυτό θα πρέπει να είμαστε πολύ προσεκτικοί όταν καταπιανόμαστε μαζί της. Για κάποιους άλλους είναι κάτι ζωντανό, κάτι που παίρνουμε στα χέρια μας και το επεξεργαζόμαστε δημιουργώντας τα δικά μας μονοπάτια.

Εδώ γεννάται το ερώτημα με ποιον τρόπο μπορεί κανείς να προσεγγίσει την παράδοση. Την απάντηση είναι κατάλληλα να τη δώσουν τα ίδια τα υποκείμενα που καταπιάνονται μαζί της (Herzfeld, 2012). Οι καθημερινές πρακτικές ενός λαού και μίας εθνοτικής ομάδας αποτυπώνουν την ιδεολογία και τις πεποιθήσεις τους. Ο τρόπος που προσεγγίζει κανείς την παράδοση το ίδιο. Όλοι οι άνθρωποι είναι φορείς ιδεολογιών και αυτό το οποίο επιλέγουν να δουν συνειδητά ή ασυνείδητα,

είναι ο αντικατοπτρισμός της δικής τους ιδεολογίας και των δικών τους πιστεύω. Επίσης, πολλές φορές ο ίδιος επιδίδεται σε «παραδοσιακές πρακτικές» τις οποίες ο ίδιος θεωρεί ως μέρος της ταυτότητάς του, και έχει εσωτερικεύσει για κάποιο λόγο.

Στην Κρητική παραδοσιακή μουσική και στην παραδοσιακή μουσική γενικότερα, υπάρχει πολύ έντονο το στοιχείο του γλεντιού. Στο γλέντι συμμετέχουν όλοι ανεξαιρέτως, ο κάθε ένας με τον δικό του τρόπο και έχοντας το δικό του «ρόλο» (Herzfeld, 2012). Είναι καθολικό, αυθόρμητο, και τους αφορά όλους. Η παραδοσιακή μουσική είναι βιωματική, ανώνυμη και έχουν ψυχαγωγικό αλλά και λειτουργικό σκοπό (Λουκάτος Δ. , 1978, σσ. 93 - 100). Ομοίως, το πλέον σημαντικό στοιχείο στα σεμινάρια της παραδοσιακής μουσικής είναι η αίσθηση της κοινότητας. Αυτή η αίσθηση του ανήκειν είναι που φέρνει τους ανθρώπους κοντά και τους κάνει να επιδιώκουν να συμμετέχουν σε τέτοιες δράσεις.

Σε σχέση με το θέμα που εξετάζεται, έχουμε τέσσερις διαφορετικές διοργανώσεις , με παρεμφερές θέμα (μουσικά χωριά – βιωματικά σεμινάρια παραδοσιακής μουσικής) , το κάθε ένα εκ των οποίων έχει τον δικό του τρόπο προσέγγισης και το δικό του ξεχωριστό χαρακτήρα. Τα «μουσικά χωριά» στην Κρήτη είναι στην ουσία αυτή η ίδια αίσθηση του «ανήκειν» που υπάρχει και στα γλέντια. Η Κρήτη έχει ακόμη μία ζωντανή, έντονη και εξελισσόμενη παράδοση. Το γλέντι και οι παραδοσιακές πρακτικές είναι βασικό συστατικό της καθημερινής ζωής των κατοίκων της Κρήτης. Ειδικότερα για το κομμάτι της μουσικής, συναντάται και είναι συνδεδεμένη με κάθε κομμάτι της ζωής των ανθρώπων.

Η κεντρική ιδέα όλων των «μουσικών χωριών της Κρήτης είναι το «βίωμα». Από εκεί και έπειτα, ο κάθε ένας αντιμετωπίζει το φαινόμενο της παραδοσιακής μουσικής σύμφωνα με τα βιώματά του και τις πεποιθήσεις του. Την ίδια αίσθηση κοινότητας έχουν και τα «μουσικά χωριά» της Κρήτης, οι ενεργές αυτές καλλιτεχνικές κοινότητες που καλλιεργούν το αίσθημα του ανήκειν και της ταυτότητας , κρατώντας την έννοια αλλά και την ουσία της παράδοσης ζωντανή, προσελκύοντας συγχρόνως επισκέπτες από την Ελλάδα και όλο τον κόσμο.

2.3 Αποτελέσματα της έρευνας

Τα μουσικά χωριά

Τα μουσικά χωριά στην Κρήτη είναι ενεργές καλλιτεχνικές κοινότητες που ασχολούνται με τη διάσωση, καλλιέργεια και ανανέωση της παραδοσιακής μουσικής, και των τεχνών γενικότερα. Κάθε ένα από αυτά τα χωριά έχει τα δικά του μοναδικά χαρακτηριστικά, όμως όλα τα μουσικά χωριά παρουσιάζουν επίσης κάποια κοινά χαρακτηριστικά.

Τα κοινά τους χαρακτηριστικά αναλύονται εδώ:

- Τα σεμινάρια βιωματικής μουσικής λαμβάνουν χώρα σε κάποιο χωριό της Κρήτης, το οποίο έχει μεν μια σχετική απόσταση από το πλησιέστερο μεγαλύτερο αστικό κέντρο, όμως παρ’ όλα αυτά υπάρχει εύκολη πρόσβαση σε αυτό. Με αυτόν τον τρόπο δίνεται η δυνατότητα στους συμμετέχοντες να γνωρίζουν ναι να νιώσουν τη ζωή του χωριού, εάν όμως βαρεθούν ή θελήσουν να βρεθούν σε ένα περισσότερο πολυσύχναστο μέρος, τότε έχουν και αυτήν την επιλογή. Το γεγονός ότι τα μαθήματα διεξάγονται σε χωριά, δίνει επίσης τη δυνατότητα στους συμμετέχοντες να γνωρίσουν τα ήθη και έθιμα των ντόπιων κατοίκων, τη ντοπιολαλιά, να γνωριστούν με τους κατοίκους και γενικότερα να «ανακατευτούν» και να ενσωματωθούν στον ντόπιο πληθυσμό.

– Στα μουσικά χωριά λαμβάνουν χώρα μαθήματα παραδοσιακών μουσικών οργάνων. Τα μαθήματα γίνονται ομαδικά ,πρωί και απόγευμα, και περιλαμβάνουν διδασκαλίες και συζητήσεις πάνω στη μουσική θεωρία και ιστορία. Αυτή η μορφή μαθημάτων ευνοεί την ανάπτυξη προσωπικών σχέσεων μεταξύ των εκπαιδευόμενων και του καθηγητή. Έτσι οι σχέσεις συγχέονται, εμπλέκονται και τελικά υπάρχει μία αίσθηση ισότητας και ανταλλαγής για όλους τους παρευρισκόμενους.

– Λαμβάνουν χώρα συναυλίες και άλλα δρώμενα μαζί με τα σεμινάρια. Οι συναυλίες είναι ουσιώδες κομμάτι της μουσικής επιτέλεσης και πράξης, ειδικά στον τομέα της παραδοσιακής μουσικής, και γι’ αυτό εμπεριέχονται, με διαφορετικές μορφές σε όλα τα «μουσικά χωριά»

Τα μουσικά χωριά παρουσιάζουν επίσης κάποιες διαφοροποιήσεις:

- Κάθε μουσικό χωριό έχει μία ελαφρώς διαφορετική προσέγγιση ως προς το αντικείμενο διδασκαλίας του. Έτσι, ο «Λαβύρινθος» προσεγγίζει την παραδοσιακή μουσική της Κρήτης αλλά καταπιάνεται και με τη μελέτη τροπικών και ασυγκέραστων μουσικών παραδόσεων και μουσικών οργάνων από χώρες της Ανατολικής Ασίας. Το «Μουσικό διδασκαλείο του Μέρωνα» ασχολείται με την Κρητική μουσική παράδοση και προσφέρει γλέντια και συναυλίες ως μέρος των σπουδών. Το φεστιβάλ στο «Χαμέζι» Λασιθίου προσεγγίζει τη μουσική της Κρήτης αλλά και με πολλές διαφορετικές λαϊκές τέχνες του νησιού, όπως για παράδειγμα ψηφιδωτό, κέντημα και παραδοσιακοί χοροί.

Θα παρουσιαστεί εδώ το κάθε μουσικό χωριό σε ξεχωριστά , ώστε να γίνει κατανοητός ο ξεχωριστός χαρακτήρας του κάθε ενός και τα ιδιαίτερα χαρακτηριστικά τους.

Α- Το μουσικό εργαστήρι «Λαβύρινθος» στο νομό του Ηρακλείου.

Το μουσικό εργαστήρι «Λαβύρινθος» ιδρύθηκε το 1982 από το μουσικό Ρος Ντέιλι. Βρίσκεται στο χωριό Χουδέτσι, σε απόσταση περίπου είκοσι χιλιομέτρων από την πόλη του Ηρακλείου, που είναι η μεγαλύτερη πόλη της Κρήτης. Το συγκεκριμένο χωριό βρίσκεται εν μέσω ενός ειδυλλιακού τοπίου και είναι περιτριγυρισμένο από πράσινο. Από εκεί ξεκινάει και το φαράγγι της Σπηλιώτισσας, μία διαδρομή με οικολογικό και θρησκευτικό ενδιαφέρον αφού μέσα του βρίσκεται και η μονή της Σπηλιώτισσας. Η περιοχή είναι αγροτική κυρίως με αμπελώνες και ελαιώνες. Ο Ρος Ντέιλι, ο οποίος είναι ο ιδρυτής του Λαβύρινθου είχε ήδη μείνει στην Κρήτη για ένα μεγάλο διάστημα προκειμένου να μελετήσει δίπλα στο δάσκαλό του, το λυράρη Κώστα Μουντάκη. Έχει όμως ταξιδέψει και σε άλλες ανατολικές χώρες όπως η Ινδία και η Τουρκία, και έχει μελετήσει τη μουσική τους και τα μουσικά τους όργανα.

Στο χωριό Χουδέτσι, αποφάσισε να ιδρύσει ένα μουσικό κύτταρο του οποίου το όραμα ήταν και είναι να διασώσει, να συλλέξει και να διαδώσει τα μουσικά όργανα και την παραδοσιακή μουσική. Ο προσανατολισμός του Λαβύρινθου αντικατοπτρίζει τις ιδέες και τις εμπειρίες του δημιουργού του. Δεν περιορίζεται όμως μόνο στα κρητικά ή τα ελληνικά μουσικά όργανα, αλλά αντιλαμβάνεται και προσεγγίζει τη μουσική ως μία ολότητα όπου ο κάθε μαθητής κρατάει τα στοιχεία με τα όποια βρίσκει σημεία ταύτισης και τα επεξεργάζεται δημιουργικά, διαμορφώνοντας τη δική του καλλιτεχνική ταυτότητα. Στην επίσημη ιστοσελίδα του Λαβύρινθου., αναφέρεται ως εξής: ***«Μία δημιουργική παρέα φίλων με στόχευση την εξερεύνηση διαφορετικών τροπικών μουσικών παραδόσεων ανά τον κόσμο αλλά και τη δυνατότητα της δημιουργικής αλληλεπίδρασης μεταξύ τους.»*** (Labyrinth, 2025)

Αρχικά τα πρώτα σεμινάρια του «Λαβύρινθου» υλοποιήθηκαν το 1997 στην Αθήνα και σταδιακά έλαβαν τη μορφή που έχουν σήμερα. Από το 2000 και έπειτα γίνεται προσπάθεια να μετεγκατασταθεί ο «Λαβύρινθος» στην Κρήτη, κάτι που τελικά πραγματοποιήθηκε με τη βοήθεια του Δήμου Καζαντζάκη. Το μουσικό εργαστήρι «Λαβύρινθος» βρήκε στέγη σε ένα αναπαλαιωμένο αρχοντικό του χωριού του Χουδετσίου. Από τότε έως και σήμερα διοργανώνει σεμινάρια από τοπικές και άλλες παραδόσεις. Πλέον ο «Λαβύρινθος» έχει παραρτήματα σε όλον τον κόσμο. Σκοπός του είναι η μύηση νέων κυρίως ανθρώπων σε μουσικές παραδόσεις από διάφορα μέρη του κόσμου (Labyrinth, 2025). Αρκετές φορές τα σεμινάρια συνοδεύονται από σχετικής θεματολογίας συναυλίες.

Β- «Μουσικό Διδασκαλείο Μέρωνα»

Το «Μουσικό Διδασκαλείο Μέρωνα» είναι όπως φανερώνει και το όνομά του, μία διοργάνωση η οποία λαμβάνει χώρα κάθε έτος στο Μέρωνα του Ρεθύμνου. Ο Μέρωνας είναι ένα χωριό στο Αμάρι Ρεθύμνου, και ο πολιτιστικός σύλλογος του χωριού διοργανώνει αυτό το διδασκαλείο το οποίο είναι μία μορφή μουσικού χωριού. Σύμφωνα με την επίσημη ιστοσελίδα του : *«Οι δάσκαλοι της μουσικής και των χωρών της Κρήτης, μοιράζονται τα βιώματά τους με τους μαθητές από όλη την Ελλάδα και το εξωτερικό»* (Workshops, Μουσικό Διδασκαλείο Μέρωνας, 2025).

Πρόκειται για ένα διδασκαλείο το οποίο εστιάζει στην Κρητική μουσική παράδοση, και τη διδασκαλία του κάθε μουσικού οργάνου σε ξεχωριστό εργαστήρι / σεμινάριο. Διδάσκονται

παραδοσιακά μουσικά όργανα όπως: σαντούρι, λαούτο, λύρα, κρητικά πνευστά, τραγούδι, μαντολίνο, βιολί. Διδάσκεται επίσης και χορός, ο οποίος είναι άρρηκτα συνδεδεμένος με την Κρητική μουσική παράδοση. Έχει έναν ενεργό ρόλο στο «γλέντι» και τη ζωντανή μουσική επιτέλεση, κάτι που αναφέρεται σε αρκετές περιγραφές μαθημάτων του διδασκαλείου (Workshops, Μουσικό Διδασκαλείο Μέρωνας, 2025). Τα μαθήματα χωρίζονται ανά μουσικό όργανο, χωρίς να αποκλείεται και η συμμετοχή συγγενών μουσικών οργάνων σε ένα εργαστήριο.

Τα μαθήματα στο Μουσικό Διδασκαλείο του Μέρωνα γίνονται ομαδικά και με βιωματικό τρόπο. Οι δάσκαλοι, κατά τις πρώτες ώρες της ημέρας διδάσκουν ομαδικά το μουσικό όργανο της εξειδίκευσής τους, και έπειτα αργά το απόγευμα μαθητές, δάσκαλοι και κάτοικοι του χωριού γλεντούν όλοι μαζί δημιουργώντας μία ατμόσφαιρα οικειότητας, μοιράσματος και αλληλοαποδοχής. Η αίσθηση αυτή είναι απαραίτητη στην περίπτωση της παραδοσιακής μουσικής αφού η παραδοσιακή μουσική και οι παραδοσιακές πρακτικές ενέχουν το στοιχείο της προφορικότητας και της κοινότητας. Οι βιωματικές πρακτικές ήταν ο τρόπος εκμάθησης της μουσικής και των τεχνών ιστορικά.

Γ- Το «Φεστιβάλ Χαμεζίου»

Το Χαμέζι είναι ένα χωριό που βρίσκεται στο νομό Λασιθίου λίγο έξω από τη Σητεία. Το φεστιβάλ Χαμεζίου διοργανώνεται από το λαογραφικό σύλλογο του χωριού. Ο σύλλογος αυτός διοργανώνει πολλές διαφορετικές δράσεις όλο το χρόνο, μεταξύ των οποίων είναι και το εν λόγω φεστιβάλ. Η προσέγγιση του ως προς την παράδοση περιγράφεται ως εξής « ***(Η παράδοση) Δεν είναι μια μνήμη που δημιουργήθηκε κι ύστερα σκεπάστηκε από άλλες μνήμες. Είναι ένα πράγμα ζωντανό, που πάλλεται. Που πλάθεται και ξαναπλάθεται. Μιλάμε γι' αυτό ως βίωμα. Είναι κάτι παραπάνω από τη μουσική ή τον χορό μας· είναι ο τρόπος που μυρίζει το ψωμί μας. Κι ακόμη: είναι που η μουσική μυρίζει σαν το ψωμί μας. Το Φεστιβάλ Χαμεζίου διοργανώνεται με σκοπό να εδραιωθεί και να διευρυνθεί το «εμείς» που κρύβεται πίσω από αυτές τις δύο λέξεις*** (Φεστιβάλ Χαμεζίου, 2025)

Όπως είναι φανερό από την περιγραφή του, το φεστιβάλ Χαμεζίου επιδιώκει όχι μόνο μία αναπαράσταση, αλλά επί της ουσίας μία αναβίωση και ανανέωση της παράδοσης, μία σύνδεση με τις ρίζες με σκοπό την περαιτέρω διάνθιση των τεχνών και της ζωής της κοινότητας. Τα μαθήματα που γίνονται εκεί αφορούν τη μουσική αλλά στο ευρύτερο πλαίσιό της και είναι συνυφασμένα με τον παραδοσιακό τρόπο ζωής και τέχνης. Διδάσκονται επίσης υφαντική, ψηφιδωτά και άλλες λαϊκές τέχνες.

Σε αυτό το φεστιβάλ - μουσικό χωριό υπάρχει πολύ έντονο το στοιχείο της ομαδικότητας, της κοινότητας και του ανήκειν. Αναδεικνύεται όχι μόνο το παρόν, αλλά και το παρελθόν του χωριού. Το Χαμέζι έχει πλούσια μουσική παράδοση ενώ εκεί άνθισε και το παραδοσιακό επάγγελμα του πετρά. Αυτό που επιδιώκεται από τους διοργανωτές είναι να επιτευχθεί μία φυσική συνέχεια από το παρελθόν στο παρόν, για να μπορέσει να υπάρξει και μέλλον. Υπάρχει δηλαδή μία τάση για μία ολιστική και έντονα βιωματική προσέγγιση της παράδοσης (Φεστιβάλ Χαμεζίου, 2025).

Κατά τη διάρκεια του φεστιβάλ οι συμμετέχοντες γεύονται την τοπική κουζίνα, περπατούν στα στενά του χωριού και επισκέπτονται τα δημόσια κτίρια, όπου εκεί γίνονται και τα μαθήματα, γνωρίζουν τους κατοίκους, και μαθητεύουν δίπλα στους δασκάλους. Ο μαθησιακός χαρακτήρας των σεμιναρίων γίνεται και εδώ με βιωματικό τρόπο.

Δ- «Μουσικά Εργαστήρια στο Βερέκυνθο Χανίων»

Το τέταρτο «μουσικό χωριό» είναι στο νομό Χανίων, και συγκεκριμένα στο Βερέκυνθο . Το φεστιβάλ έχει στόχο να «παντρέψει» παραδοσιακές μουσικές, δημιουργικά εργαστήρια, θέατρο, δραστηριότητες για παιδιά και ενήλικες και να αποτελέσει το σημείο συνάντησης δημιουργών σε ένα χώρο που αποτελεί κοιτίδα πολιτισμού.

Χαρακτηρίζεται ως «αυτοοργανωμένο» και περιλαμβάνει πολλές και διαφορετικές μορφές τέχνης, ανάμεσα στις οποίες και η μουσική. Δεν εστιάζει τόσο στον «τόπο» όσο στην ίδια την πράξη της δημιουργίας της τέχνης, είτε αυτή είναι η μουσική είτε κάποια άλλη τέχνη (κεραμική, θέατρο,

ζωγραφική, κτλ). Επίσης το πρόγραμμα του φεστιβάλ περιλαμβάνει περιπάτους, εκθέσεις και συναυλίες. Ο Βερέκυνθος έχει χαρακτηριστεί ως «μουσικό χωριό.

Συμπεράσματα

Η φυσική ροπή του ανθρώπου είναι να ψάχνει ένα σημείο αναφοράς, μία σταθερά. Είναι έμφυτή του ανάγκη να αισθάνεται ότι ανήκει κάπου, και ότι είναι αποδεκτός. Εξίσου σημαντική είναι η ανάγκη έκφρασης της μοναδικότητάς του και της συνειδητοποίησης του πώς έχει ανάγκη να την εκφράζει συλλογικά και ισότιμα με τα άλλα μέλη της μιας κοινότητας στην οποία ανήκει μόνιμα ή και προσωρινά, όπως είναι η περίπτωση των μουσικών χωριών που μόλις αναφέραμε. Αυτή η ανάγκη της προσωπικής έκφρασης πηγάζει από την αίσθηση του εαυτού και της συνείδησης που διέπει όλους τους ανθρώπους. Για το λόγο αυτό επεξεργάζεται το περιβάλλον του , μαθαίνοντας για την ιστορία του, ενσωματώνοντας με τον τρόπο αυτό τα στοιχεία που του είναι οικεία, , μέσω των εμπειριών που αποκτά.

Τα «μουσικά χωριά» συμβάλλουν στην αίσθηση της ταυτότητας, στην ενίσχυση των κοινοτήτων και στην καλλιέργεια της παραδοσιακής μουσικής, με τον ίδιο τρόπο που κάποτε αυτή άνθισε. Με την εμπειρία, την ανωνυμία που γίνεται επωνυμία του ‘’φέροντα’’ την τέχνη. Μία τέχνη προσιτή σε όλους γιατί όλοι έχουν πρόσβαση σε αυτήν .

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ΕΦΑΡΜΟΓΕΣ ΤΗΣ ΤΕΧΝΗΤΗΣ ΝΟΗΜΟΣΥΝΗΣ ΣΤΗΝ ΠΡΩΤΟΒΑΘΜΙΑ ΚΑΛΛΙΤΕΧΝΙΚΗ ΕΚΠΑΙΔΕΥΣΗ

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Περίληψη

Η ιστορία της ανάπτυξης της Τεχνητής Νοημοσύνης (AI) εκτείνεται αρκετές δεκαετίες, με ρίζες που χρονολογούνται από τις πρώιμες φιλοσοφικές έρευνες σχετικά με τη νοημοσύνη και τις μηχανές σκέψης. Μέσω της προσαρμοστικής μάθησης, των δημιουργικών εργαλείων και της εξατομικευμένης ανατροφοδότησης, η Τεχνητή Νοημοσύνη εμπλουτίζει τις γνωστικές και δημιουργικές διαδικασίες.

Οι ψηφιακές πλατφόρμες, σχεδιασμένες για την Πρωτοβάθμια Εκπαίδευση, καθιστούν τη μάθηση για την τέχνη και την ιστορία της, διαδραστική, ελκυστική και προσβάσιμη για νεότερους μαθητές. Οι πλατφόρμες βοηθούν να ζωντανέψουν πολιτιστικές και καλλιτεχνικές έννοιες μέσω δραστηριοτήτων και εικονικών εμπειριών, καθιστώντας αυτά τα θέματα πιο προσιτά και συναρπαστικά για τους νέους μαθητές.

Σε αυτή την ανακοίνωση μερικές πλατφόρμες προσαρμοσμένες για μαθητές Δημοτικού θα συζητηθούν τόσο από γνωστικές όσο και συναισθηματικές πτυχές, καθώς και από την άποψη της ψυχικής ανθεκτικότητας.

Λέξεις κλειδιά: παιδί, τεχνητή νοημοσύνη, τέχνη, πρωτοβάθμια εκπαίδευση, δημιουργικότητα, ψηφιακές πλατφόρμες

1. Εισαγωγή

Η Τεχνητή Νοημοσύνη (AI), ένας τομέας που διερευνά τη δημιουργία μηχανών ικανών να μιμούνται την ανθρώπινη νοημοσύνη, έχει πλούσια και δυναμική ιστορία. Εκτείνεται σε πάνω από επτά δεκαετίες. Το ταξίδι της Τεχνητής Νοημοσύνης αντανακλά τις εξελίξεις στην επιστήμη των υπολογιστών, τα μαθηματικά, τη νευροεπιστήμη και τη φιλοσοφία. Οι βάσεις για την Τεχνητή Νοημοσύνη τέθηκαν στα μέσα του 20ού αιώνα. Ο μαθηματικός Alan Turing, το 1950, δημοσίευσε το "Computing Machinery and Intelligence", προτείνοντας την έννοια της ικανότητας μιας μηχανής να προσομοιώνει την ανθρώπινη σκέψη. Εισήγαγε το περίφημο τεστ Turing, το οποίο αξιολογεί εάν μια μηχανή μπορεί να παρουσιάσει συμπεριφορά που δεν διακρίνεται από έναν άνθρωπο (Turing, 1950). Αυτή η εποχή είδε την ανάπτυξη θεωρητικών πλαισίων που θα υποστήριζαν την Τεχνητή Νοημοσύνη. Για παράδειγμα, ο Claude Shannon εργάστηκε στη θεωρία της πληροφορίας και ο Norbert Wiener διερεύνησε την κυβερνητική, δίνοντας έμφαση στα συστήματα ανάδρασης που επηρεάζουν τη συμπεριφορά των μηχανών (McCarthy, 2007).

Το 1956, η Τεχνητή Νοημοσύνη έγινε επίσημα αναγνωρισμένος τομέας κατά τη διάρκεια του καλοκαιρινού ερευνητικού προγράμματος Dartmouth, με επικεφαλής τους John McCarthy, Marvin Minsky, Nathaniel Rochester και Claude Shannon. Ο McCarthy επινόησε τον όρο «Τεχνητή Νοημοσύνη». Οι ερευνητές ήταν αισιόδοξοι, πιστεύοντας ότι η ανθρώπινη νοημοσύνη θα μπορούσε σύντομα να επιτευχθεί (McCarthy et al, 2006). Τα πρώτα προγράμματα όπως το Logic Theorist (1956) και το General Problem Solver (1957) αναπτύχθηκαν, λύνοντας μαθηματικά προβλήματα και παζλ. Οι δεκαετίες του 1960 και του 1970 σημαδεύτηκαν από σημαντικές προόδους. Τα πρώιμα προγράμματα Τεχνητής Νοημοσύνης όπως το ELIZA (ένας στοιχειώδης επεξεργαστής φυσικής γλώσσας) και το SHRDLU (ένα σύστημα που κατανοεί απλές εντολές σε περιορισμένα περιβάλλοντα) απέδειξαν τις δυνατότητες του AI. Ταυτόχρονα, τα νευρωνικά δίκτυα, εμπνευσμένα από τη δομή του εγκεφάλου, εισήχθησαν με τον αλγόριθμο perceptron από τον Frank Rosenblatt. Ωστόσο, ο ενθουσιασμός μειώθηκε κατά τη διάρκεια της δεκαετίας του 1970 λόγω των υπερεκτιμημένων υποσχέσεων και των τεχνολογικών περιορισμών. Οι περικοπές χρηματοδότησης

και ο σκεπτικισμός οδήγησαν στον «Χειμώνα της AI», μια περίοδο μειωμένων επενδύσεων και ενδιαφέροντος.

Η Τεχνητή Νοημοσύνη ανέκτησε δυναμική τη δεκαετία του 1980 με έμπειρα συστήματα. Αυτά τα προγράμματα, σχεδιασμένα να μιμούνται τις ικανότητες λήψης αποφάσεων των ειδικών ανθρώπων, βρήκαν εμπορικές εφαρμογές στην ιατρική και τη μηχανική. Παραδείγματα περιλαμβάνουν το MYCIN, που χρησιμοποιείται για τη διάγνωση βακτηριακών λοιμώξεων, και το XCON, που βοηθά στη διαμόρφωση του υπολογιστή. Η ανάπτυξη συστημάτων βασισμένων σε κανόνες απέδειξε την πρακτική χρησιμότητα της Τεχνητής Νοημοσύνης, αλλά αποκάλυψε επίσης τους περιορισμούς της στον χειρισμό διφορούμενων ή ελλιπών δεδομένων (Barr et al, 1981). Η δεκαετία του 1990 σηματοδότησε μια στροφή από συστήματα βασισμένα σε κανόνες σε προσεγγίσεις που βασίζονται σε δεδομένα. Οι αλγόριθμοι μηχανικής μάθησης (ML), οι οποίοι επιτρέπουν στις μηχανές να μαθαίνουν από δεδομένα και όχι από ρητό προγραμματισμό, έγιναν αντικείμενο εστίασης.

Τεχνικές όπως τα δέντρα αποφάσεων, οι μηχανές διανυσμάτων υποστήριξης και οι μέθοδοι συνόλου απέκτησαν εξέχουσα θέση (Bostrom, 2014). Το 1997, ο Deep Blue της IBM νίκησε τον παγκόσμιο πρωταθλητή σκακιού Garry Kasparov, ένα ορόσημο που δείχνει την ικανότητα της Τεχνητής Νοημοσύνης να χειρίζεται περίπλοκες, στρατηγικές εργασίες. Την ίδια περίοδο, η ανάπτυξη του Διαδικτύου διευκόλυνε την πρόσβαση σε τεράστιες ποσότητες δεδομένων, προωθώντας περαιτέρω την έρευνα για την Τεχνητή Νοημοσύνη (Campbell et al, 2002). Το 2010 σημειώθηκε ένα μετασχηματιστικό άλμα με την άνοδο της βαθιάς μάθησης, ένα υποσύνολο μηχανικής μάθησης που αξιοποιεί τα τεχνητά νευρωνικά δίκτυα. Η πρόοδος στην υπολογιστική ισχύ, ιδιαίτερα οι GPU, επέτρεψαν την εκπαίδευση αυτών των πολύπλοκων μοντέλων (Campbell et al, 2002). Στα επιτεύγματα ορόσημο περιλαμβανόταν το AlphaGo του Google DeepMind να νικήσει κορυφαίους ανθρώπινους παίκτες στο Go, ένα κατόρθωμα που κάποτε πιστεύονταν δεκαετίες μακριά. Τα συστήματα επεξεργασίας φυσικής γλώσσας (NLP) όπως το GPT και οι τεχνολογίες αναγνώρισης εικόνας άνθησαν επίσης, επιτρέποντας εφαρμογές στην υγειονομική περίθαλψη, αυτόνομα οχήματα και εικονικούς βοηθούς όπως οι Siri και Alexa (Dede, 2014). Σήμερα, η Τεχνητή Νοημοσύνη συνεχίζει να προοδεύει, τροφοδοτούμενη από μοντέλα μεγάλης κλίμακας και καινοτομίες στην ενισχυτική μάθηση, τα δίκτυα παραγωγής αντιπάλων (GAN) και τους μετασχηματιστές.

2. Κυρίως μέρος

2.1 Εφαρμογές της Τεχνητής Νοημοσύνης στην Πρωτοβάθμια Εκπαίδευση

Η Τεχνητή Νοημοσύνη (AI) μεταμορφώνει την Πρωτοβάθμια Εκπαίδευση ενισχύοντας την εξατομικευμένη μάθηση, βελτιώνοντας τη διοικητική αποτελεσματικότητα και ενισχύοντας τη δέσμευση μέσω καινοτόμων εργαλείων. Αυτές οι εφαρμογές στοχεύουν στην αντιμετώπιση διαφορετικών μαθησιακών αναγκών, στη μείωση του φόρτου εργασίας των εκπαιδευτικών και στη δημιουργία μιας πιο περιεκτικής και διαδραστικής εκπαιδευτικής εμπειρίας. Η Τεχνητή Νοημοσύνη προσαρμόζει το εκπαιδευτικό υλικό στις ατομικές ανάγκες των μαθητών, επιτρέποντας σε κάθε παιδί να προοδεύει με τον δικό του ρυθμό. Εργαλεία όπως το DreamBox και το Khan Academy χρησιμοποιούν Τεχνητή Νοημοσύνη για να αξιολογήσουν την κατανόηση του μαθητή και να προσαρμόσουν δυναμικά τη δυσκολία των μαθημάτων. Οι εικονικοί δάσκαλοι παρέχουν στοχευμένη βοήθεια σε θέματα όπως τα μαθηματικά και η ανάγνωση, δίνοντας άμεση ανατροφοδότηση και εξηγήσεις προσαρμοσμένες στο επίπεδο δεξιοτήτων του παιδιού. Εφαρμογές όπως το Duolingo βοηθούν τα παιδιά να μάθουν νέες γλώσσες παρέχοντας ανατροφοδότηση προφοράς και διαδραστικές δραστηριότητες. Εργαλεία όπως το Lexia ή το Immersive Reader της Microsoft βοηθούν τους αναγνώστες που δυσκολεύονται να τονίσουν το κείμενο, να προσαρμόσουν τα μεγέθη της γραμματοσειράς και να προσφέρουν αναπαραγωγή ήχου. Πλατφόρμες όπως το Prodigy Math ή το Classcraft ενσωματώνουν την Τεχνητή Νοημοσύνη για να δημιουργήσουν διαδραστικές και παρακινητικές εμπειρίες μάθησης που συνδυάζουν την εκπαίδευση με τη διασκέδαση. Η Τεχνητή Νοημοσύνη ενισχύει τα εργαλεία επαυξημένης και εικονικής πραγματικότητας, δημιουργώντας

καθηλωτικά περιβάλλοντα όπου οι μαθητές μπορούν να εξερευνήσουν ιστορικά γεγονότα ή επιστημονικές έννοιες (Luckin, 2016).

Η Τεχνητή Νοημοσύνη είναι ανεκτίμητη για τη δημιουργία αιθουσών διδασκαλίας χωρίς αποκλεισμούς για παιδιά με διαφορετικές ανάγκες. Οι εφαρμογές με Τεχνητή Νοημοσύνη όπως το Speechify και το Voiceitt βοηθούν τα παιδιά με προβλήματα ομιλίας να επικοινωνούν αποτελεσματικά. Εργαλεία όπως συστήματα παρακολούθησης ματιών και λογισμικό μετατροπής κειμένου σε ομιλία υποστηρίζουν μαθητές με σωματικές ή μαθησιακές δυσκολίες (Nilsson, 1998). Η Τεχνητή Νοημοσύνη βοηθά τους εκπαιδευτικούς να επικεντρωθούν στη διδασκαλία αυτοματοποιώντας επαναλαμβανόμενες εργασίες. Συστήματα Τεχνητής Νοημοσύνης όπως το Gradescope εξοικονομούν χρόνο βαθμολογώντας τεστ πολλαπλής επιλογής, ακόμη και γραπτές εργασίες. Η Τεχνητή Νοημοσύνη παρακολουθεί τις τάσεις απόδοσης των μαθητών και τα επίπεδα δέσμευσης, παρέχοντας στους δασκάλους πληροφορίες για να παρέμβουν νωρίς όταν οι μαθητές δυσκολεύονται. Τα εργαλεία αναλύουν την αποτελεσματικότητα των σχεδίων μαθήματος, προτείνοντας βελτιώσεις με βάση τα αποτελέσματα των μαθητών (O'Donnell et al, 2020).

Η Τεχνητή Νοημοσύνη προάγει την ομαδική εργασία και την κοινωνικο-συναισθηματική μάθηση μέσω συνεργατικών έργων και αναγνώρισης συναισθημάτων. Οι πλατφόρμες χρησιμοποιούν Τεχνητή Νοημοσύνη για να ομαδοποιήσουν τους μαθητές για έργα με βάση τα δυνατά και τα αδύνατα σημεία τους, διασφαλίζοντας ισορροπημένη ομαδική εργασία (Athanasekou,2025). Η Τεχνητή Νοημοσύνη μπορεί να αναλύσει τις εκφράσεις του προσώπου ή τους τόνους φωνής για να μετρήσει τη συναισθηματική κατάσταση των μαθητών, βοηθώντας τους δασκάλους να αντιμετωπίσουν ζητήματα όπως η απογοήτευση ή η αποδέσμευση. Η Τεχνητή Νοημοσύνη υποστηρίζει ασφαλέστερα και πιο αποτελεσματικά περιβάλλοντα μάθησης (Popenici et al, 2017). Τα συστήματα AI όπως το ClassDojo βοηθούν στην παρακολούθηση της συμπεριφοράς των μαθητών, προσφέροντας θετική ενίσχυση και ελαχιστοποιώντας τις διακοπές. Η Τεχνητή Νοημοσύνη ενισχύει την ασφάλεια του σχολείου με την αναγνώριση προσώπου και την παρακολούθηση της παρουσίας. Τα εργαλεία AI ενθαρρύνουν τη δημιουργικότητα και την εξερεύνηση. Εφαρμογές όπως το Scratch και το AI Dungeon επιτρέπουν στους μαθητές να πειραματιστούν με την κωδικοποίηση, την αφήγηση και το σχεδιασμό. Οι εφαρμογές με Τεχνητή Νοημοσύνη βοηθούν τα παιδιά να δημιουργούν τέχνη, να συνθέτουν μουσική ή να επεξεργάζονται βίντεο, διευρύνοντας τους δημιουργικούς τους ορίζοντες. Ενώ η Τεχνητή Νοημοσύνη έχει σημαντικές δυνατότητες στην Πρωτοβάθμια Εκπαίδευση, εξακολουθούν να υπάρχουν προκλήσεις. Η συλλογή δεδομένων για νέους μαθητές απαιτεί αυστηρά μέτρα προστασίας δεδομένων. Είναι απαραίτητο να διασφαλιστεί ότι όλοι οι μαθητές, ανεξαρτήτως κοινωνικοοικονομικού υπόβαθρου, έχουν πρόσβαση σε εργαλεία που τροφοδοτούνται με Τεχνητή Νοημοσύνη.

Οι εκπαιδευτικοί χρειάζονται κατάλληλη εκπαίδευση για να ενσωματώσουν αποτελεσματικά την Τεχνητή Νοημοσύνη στην τάξη. Η Τεχνητή Νοημοσύνη αναδιαμορφώνει την Πρωτοβάθμια Εκπαίδευση, καθιστώντας τη μάθηση πιο εξατομικευμένη, προσβάσιμη και ελκυστική. Με την αντιμετώπιση των ατομικών αναγκών και την ενίσχυση της υποστήριξης των εκπαιδευτικών, υπόσχεται τη δημιουργία ενός πιο περιεκτικού και αποτελεσματικού εκπαιδευτικού περιβάλλοντος. Ωστόσο, η εφαρμογή του πρέπει να καθοδηγείται από ηθικούς λόγους για να μεγιστοποιηθούν τα οφέλη για τους νεαρούς μαθητές (Rose et al, 2002).

Η ιδέα της χρήσης υπολογιστών για την υποστήριξη της μάθησης εμφανίστηκε τη δεκαετία του 1960 με συστήματα που βασίζονταν στις πρώτες αρχές της Τεχνητής Νοημοσύνης. Αναπτύχθηκε τη δεκαετία του 1960 από το Πανεπιστήμιο του Ιλινόις, το PLATO (Programmed Logic for Automatic Teaching Operations) ήταν ένα από τα πρώτα συστήματα διδασκαλίας. Παρουσίασε διαδραστικά μαθήματα και στοιχειώδεις μηχανισμούς ανάδρασης με γνώμονα την Τεχνητή Νοημοσύνη. Ένα έξυπνο σύστημα διδασκαλίας (ITS) που δημιουργήθηκε από τον Jaime Carbonell τη δεκαετία του 1970, ο SCHOLAR χρησιμοποίησε σημασιολογικά δίκτυα για να καθοδηγήσει τους μαθητές στα μαθήματα γεωγραφίας, αντιπροσωπεύοντας μια πρώιμη μορφή εξατομίκευσης που βασίζεται στην Τεχνητή Νοημοσύνη (Akgun et al, 2022). Με την εμφάνιση πιο ισχυρών προσεγγίσεων Τεχνητής Νοημοσύνης και δεδομένων, η δεκαετία του 2000 σηματοδότησε μια στροφή προς τις προσαρμοστικές πλατφόρμες μάθησης. Το ALEKS (Αξιολόγηση και Μάθηση σε Χώρους Γνώσης)

χρησιμοποιεί Τεχνητή Νοημοσύνη για να εντοπίσει κενά στη γνώση των μαθητών και να παρέχει προσαρμοσμένες διαδρομές μάθησης για θέματα όπως τα μαθηματικά και οι θετικές επιστήμες. Το Knewton, που κυκλοφόρησε το 2008, χρησιμοποίησε προγνωστικά αναλυτικά στοιχεία και μηχανική μάθηση για να προσφέρει εξατομικευμένες εμπειρίες μάθησης, καθιστώντας την εκπαίδευση με Τεχνητή Νοημοσύνη πιο επεκτάσιμη. Αυτά τα συστήματα απέδειξαν τη δυνατότητα της Τεχνητής Νοημοσύνης να ανταποκρίνεται σε ατομικές μαθησιακές ανάγκες σε μεγάλη κλίμακα (Chen et al, 2020).

2.2. Οφέλη και Προκλήσεις της Τεχνητής Νοημοσύνης στην Πρωτοβάθμια Εκπαίδευση

Τα εργαλεία που λειτουργούν με Τεχνητή Νοημοσύνη προσαρμόζονται στον μοναδικό ρυθμό μάθησης και στα στυλ των μεμονωμένων μαθητών. Πλατφόρμες όπως το Khan Academy Kids χρησιμοποιούν αλγόριθμους Τεχνητής Νοημοσύνης για να προσδιορίσουν περιοχές όπου οι μαθητές χρειάζονται υποστήριξη, παρέχοντας εξατομικευμένες ασκήσεις και πόρους. Αυτή η εξατομικευμένη προσέγγιση διασφαλίζει ότι οι εκπαιδευόμενοι που αγωνίζονται λαμβάνουν στοχευμένες παρεμβάσεις, ενώ οι προχωρημένοι εκπαιδευόμενοι αμφισβητούνται συνεχώς. Εργαλεία Τεχνητής Νοημοσύνης όπως το Google Arts & Culture και το Canva for Education ενισχύουν τη δημιουργικότητα δίνοντας τη δυνατότητα στους μαθητές να εξερευνήσουν την ψηφιακή τέχνη, την αφήγηση και το σχέδιο. Αυτά τα εργαλεία κάνουν τη μάθηση πιο διαδραστική, ενθαρρύνοντας τους μαθητές να πειραματιστούν και να ασχοληθούν ενεργά με το εκπαιδευτικό περιεχόμενο. Για παράδειγμα, τα παιχνίδια και οι προσομοιώσεις με Τεχνητή Νοημοσύνη επιτρέπουν στους μαθητές της Πρωτοβάθμιας Εκπαίδευσης να μάθουν περίπλοκες έννοιες μέσω του παιχνιδιού. Οι τεχνολογίες Τεχνητής Νοημοσύνης ενισχύουν την προσβασιμότητα για μαθητές με αναπηρίες. Εργαλεία όπως το λογισμικό μετατροπής κειμένου σε ομιλία, η αναγνώριση ομιλίας και η επαυξημένη πραγματικότητα (AR) καλύπτουν ποικίλες μαθησιακές ανάγκες, διασφαλίζοντας τη συμπερίληψη (Holmes et al, 2019). Για παράδειγμα, η Τεχνητή Νοημοσύνη μπορεί να βοηθήσει τα παιδιά με δυσλεξία παρέχοντας βοήθεια ανάγνωσης σε πραγματικό χρόνο.

Καθώς η Τεχνητή Νοημοσύνη συνεχίζει να εξελίσσεται, οι δυνατότητές της να ενισχύσουν την Πρωτοβάθμια Εκπαίδευση θα αυξηθούν. Οι αναδυόμενες τεχνολογίες, όπως η επεξεργασία φυσικής γλώσσας (NLP) και η μηχανική μάθηση, μπορούν να δημιουργήσουν ακόμη πιο εξελιγμένα εργαλεία για εξατομικευμένη μάθηση. Τα κοινωνικά υποστηρικτικά ρομπότ (SAR) μπορεί να γίνουν κοινά στις τάξεις, υποστηρίζοντας την κοινωνική και συναισθηματική ανάπτυξη των μαθητών (Kory-Westlund et al, 2019).

Ωστόσο, είναι απαραίτητο να αντιμετωπιστούν ηθικές, παιδαγωγικές και προκλήσεις υποδομής για να διασφαλιστεί ότι η Τεχνητή Νοημοσύνη ωφελεί όλους τους μαθητές. Η ενσωμάτωση της Τεχνητής Νοημοσύνης στην Πρωτοβάθμια Εκπαίδευση απαιτεί μια στοχαστική προσέγγιση που δίνει προτεραιότητα στην ισότητα, τη συμπερίληψη και την ολιστική ανάπτυξη των νεαρών μαθητών. Οι υπεύθυνοι χάραξης πολιτικής, οι εκπαιδευτικοί και οι τεχνολόγοι πρέπει να συνεργαστούν για να δημιουργήσουν ένα πλαίσιο που μεγιστοποιεί τα πλεονεκτήματα της Τεχνητής Νοημοσύνης ενώ ταυτόχρονα μετριάζει τους κινδύνους της (Wang, 2005). Τα εργαλεία τέχνης Τεχνητής Νοημοσύνης, όπως το DALL-E, το AutoDraw και το Canva for Education, ενσωματώνονται όλο και περισσότερο στην Πρωτοβάθμια Εκπαίδευση. Αυτά τα εργαλεία παρέχουν μοναδικές ευκαιρίες για την ενίσχυση της δημιουργικότητας, της επίλυσης προβλημάτων και της γνωστικής ανάπτυξης σε νεαρούς μαθητές. Ενώ οι παραδοσιακές μέθοδοι τέχνης παραμένουν ζωτικής σημασίας για τις θεμελιώδεις δεξιότητες, τα εργαλεία τέχνης AI τις συμπληρώνουν προσφέροντας νέες διαστάσεις στη δημιουργική μάθηση. Ακολουθεί μια εξερεύνηση του τρόπου με τον οποίο τα εργαλεία τέχνης AI επηρεάζουν την ανάπτυξη του εγκεφάλου στην Πρωτοβάθμια Εκπαίδευση (UNESCO, 2021).

Τα εργαλεία τέχνης Τεχνητής Νοημοσύνης μπορούν να διευρύνουν τους δημιουργικούς ορίζοντες των μαθητών παρέχοντας πρόσβαση σε διάφορα στυλ, χρωματικές παλέτες και καλλιτεχνικά πρότυπα. Για παράδειγμα, εργαλεία όπως το DALL-E επιτρέπουν στους μαθητές να μετατρέψουν τις περιγραφές κειμένου σε εικόνες, ενθαρρύνοντάς τους να σκέφτονται αφηρημένα και δημιουργικά. Η έκθεση στην τέχνη που δημιουργείται από την Τεχνητή Νοημοσύνη διεγείρει την

αποκλίνουσα σκέψη, η οποία είναι η ικανότητα δημιουργίας πολλαπλών ιδεών και λύσεων. Ενεργοποιεί τον προμετωπιαίο φλοιό, μια περιοχή του εγκεφάλου που σχετίζεται με τη δημιουργικότητα και την καινοτομία. Επιπλέον, η εξερεύνηση διαφορετικών καλλιτεχνικών δυνατοτήτων μέσω της Τεχνητής Νοημοσύνης καλλιεργεί μια αίσθηση περιέργειας και απορίας (Wilson, 2020). Τα εργαλεία Τεχνητής Νοημοσύνης συχνά περιλαμβάνουν διαδικασίες που απαιτούν από τους μαθητές να λαμβάνουν αποφάσεις, όπως η επιλογή στοιχείων, η προσαρμογή σχεδίων ή η παροχή ανατροφοδότησης σχετικά με τα αποτελέσματα. Για παράδειγμα, οι μαθητές μπορούν να χρησιμοποιήσουν το Canva για να σχεδιάσουν μια αφίσα και να αποφασίσουν για τους συνδυασμούς χρωμάτων, τις διατάξεις και τις επιλογές γραμματοσειράς. Αυτές οι δραστηριότητες ενισχύουν τις εκτελεστικές λειτουργίες, συμπεριλαμβανομένου του προγραμματισμού, της λήψης αποφάσεων και της προσαρμοστικότητας. Συμμετέχοντας σε επαναληπτικές διαδικασίες σχεδιασμού, οι μαθητές μαθαίνουν να αξιολογούν τα αποτελέσματα και να τελειοποιούν τις ιδέες τους, ενισχύοντας τα νευρικά μονοπάτια που σχετίζονται με την αναλυτική σκέψη. Τα εργαλεία Τεχνητής Νοημοσύνης επιτρέπουν στους μαθητές να χειρίζονται σχήματα, μοτίβα και διαστάσεις σε πραγματικό χρόνο. Για παράδειγμα, τα εργαλεία τρισδιάστατης μοντελοποίησης που τροφοδοτούνται από την Τεχνητή Νοημοσύνη βοηθούν τους μαθητές να οπτικοποιήσουν και να δημιουργήσουν αντικείμενα από διαφορετικές οπτικές γωνίες (Yang, 2022). Η αλληλεπίδραση με χωρικά στοιχεία στα εργαλεία Τεχνητής Νοημοσύνης ενεργοποιεί τον βρεγματικό λοβό, ο οποίος διέπει τον χωρικό συλλογισμό. Αυτό μπορεί να βελτιώσει δεξιότητες όπως η κατανόηση της γεωμετρίας, η ανάγνωση χαρτών και η συνολική χωρική επίγνωση. Τα εργαλεία τέχνης AI καθιστούν τις δημιουργικές δραστηριότητες προσβάσιμες σε μαθητές με σωματικές ή γνωστικές προκλήσεις. Για παράδειγμα, το AutoDraw μπορεί να βοηθήσει τους μαθητές που αγωνίζονται με λεπτές κινητικές δεξιότητες μετατρέποντας τα πρόχειρα σκίτσα σε γυαλισμένες εικόνες. Οι φωνητικές εντολές ή οι προσαρμοστικές διεπαφές επιτρέπουν τη συμμετοχή σε μαθητές με αναπηρίες. Τα εργαλεία χωρίς αποκλεισμούς διασφαλίζουν ότι όλοι οι μαθητές εμπλέκονται σε δημιουργικές διαδικασίες, ενισχύοντας τη νευρική ανάπτυξη ανεξάρτητα από τους ατομικούς φυσικούς ή γνωστικούς περιορισμούς.

Η δημιουργία τέχνης ενεργοποιεί το μεταιχμιακό σύστημα, το συναισθηματικό κέντρο του εγκεφάλου, προάγοντας τη συναισθηματική ρύθμιση και την αυτοέκφραση (Carbonell, 1970). Τα συνεργατικά έργα Τεχνητής Νοημοσύνης ενθαρρύνουν επίσης την κοινωνική αλληλεπίδραση, την ενσυναίσθηση και την ομαδική εργασία, διεγείροντας περιοχές του εγκεφάλου που σχετίζονται με την κοινωνική γνώση. Η εκμάθηση χρήσης εργαλείων τέχνης Τεχνητής Νοημοσύνης εξοπλίζει τους μαθητές με δεξιότητες ψηφιακού γραμματισμού απαραίτητες για τον σύγχρονο κόσμο.

3. Ενίσχυση της ψυχικής ανθεκτικότητας στην Πρωτοβάθμια Εκπαίδευση μέσω της Τεχνητής Νοημοσύνης

Η ψυχική ανθεκτικότητα, η ικανότητα προσαρμογής και ανάκαμψης από το άγχος, τις προκλήσεις και τις αντιξοότητες, αναγνωρίζεται όλο και περισσότερο ως κρίσιμη δεξιότητα για τους νέους μαθητές. Η Τεχνητή Νοημοσύνη προσφέρει καινοτόμες λύσεις για την υποστήριξη της ανάπτυξης της ανθεκτικότητας, προωθώντας τη συναισθηματική ευεξία, ενισχύοντας την αυτορρύθμιση και δημιουργώντας εξατομικευμένες παρεμβάσεις στην Πρωτοβάθμια Εκπαίδευση. Τα συστήματα AI αναλύουν τις εκφράσεις του προσώπου, τους φωνητικούς τόνους και τη γλώσσα του σώματος για να προσδιορίσουν τη συναισθηματική κατάσταση ενός μαθητή. Εργαλεία όπως το Affectiva και το Mood Meter μπορούν να ειδοποιήσουν τους δασκάλους εάν ένα παιδί φαίνεται αγχωμένο, αναστατωμένο ή αποδεσμευμένο. Εφαρμογές που βασίζονται στο AI, όπως το Peekapak και το Second Step, ενσωματώνουν την κοινωνικο-συναισθηματική μάθηση (SEL) στο πρόγραμμα σπουδών, διδάσκοντας στους μαθητές την ενσυναίσθηση, την επίγνωση και τη συναισθηματική ρύθμιση. Πλατφόρμες όπως το Calm και το Headspace for Kids χρησιμοποιούν την Τεχνητή Νοημοσύνη για να προτείνουν ασκήσεις ενσυνειδητότητας με βάση τη διάθεση ή τα επίπεδα άγχους ενός παιδιού, βοηθώντας το να μάθουν μηχανισμούς αντιμετώπισης. Εργαλεία όπως το DreamBox προσαρμόζουν το ακαδημαϊκό περιεχόμενο στο ρυθμό του μαθητή, μειώνοντας το άγχος που σχετίζεται με το να μένει πίσω από τους συνομηλίκους (Healy, 2010).

Τα εκπαιδευτικά παιχνίδια που υποστηρίζονται από την Τεχνητή Νοημοσύνη προσομοιώνουν τις προκλήσεις, διδάσκοντας στους μαθητές να πλοηγούνται στα εμπόδια και ενθαρρύνοντας μια νοοτροπία ανάπτυξης. Για παράδειγμα, εργαλεία όπως το Classcraft ανταμείβουν την επιμονή και τη συνεργατική επίλυση προβλημάτων. Τα συστήματα AI παρέχουν άμεση ανατροφοδότηση και γιορτάζουν μικρά επιτεύγματα, ενισχύοντας την εμπιστοσύνη και την ανθεκτικότητα των μαθητών απέναντι στις προκλήσεις. Η Τεχνητή Νοημοσύνη μπορεί να ανιχνεύσει πρώιμα σημάδια προβλημάτων συναισθηματικής ή ψυχικής υγείας, επιτρέποντας την έγκαιρη παρέμβαση. Η Τεχνητή Νοημοσύνη αναλύει μοτίβα στη συμπεριφορά των μαθητών, τις ακαδημαϊκές επιδόσεις και τη δέσμευση για να εντοπίσει όσους κινδυνεύουν από προκλήσεις ψυχικής υγείας, όπως άγχος ή κατάθλιψη (Athanasekou, 2025). Τα chatbots όπως το Wysa ή το Woebot παρέχουν στους μαθητές μια ανώνυμη πλατφόρμα για να μοιραστούν τα συναισθήματά τους και να λάβουν υποστηρικτική καθοδήγηση. Οι πλατφόρμες με Τεχνητή Νοημοσύνη, όπως το Google Classroom ή το Edmodo, ενθαρρύνουν την ομαδική εργασία και την υποστήριξη από ομοτίμους ομαδοποιώντας τους μαθητές για έργα που βασίζονται σε συμπληρωματικές δεξιότητες. Η Τεχνητή Νοημοσύνη συνδυάζει τους μαθητές με μέντορες ή φίλους που μπορούν να παρέχουν ενθάρρυνση και συναισθηματική υποστήριξη, καλλιεργώντας την αίσθηση του ανήκειν. Οι γνώσεις που βασίζονται στην Τεχνητή Νοημοσύνη για τη δυναμική της τάξης βοηθούν τους δασκάλους να δημιουργήσουν συναισθηματικά υποστηρικτικά περιβάλλοντα (Yeager et al, 2012). Για παράδειγμα, εργαλεία όπως το ClassDojo προσφέρουν δυνατότητες παρακολούθησης συμπεριφοράς και στρατηγικές για θετική ενίσχυση.

4. Συμπεράσματα

Ενώ τα εργαλεία τέχνης Τεχνητής Νοημοσύνης προσφέρουν σημαντικά οφέλη, είναι απαραίτητο να τα εξισορροπήσετε με παραδοσιακά εργαλεία όπως μολύβια, χρώματα και πηλό. Οι παραδοσιακές μέθοδοι είναι ζωτικής σημασίας για την ανάπτυξη λεπτών κινητικών δεξιοτήτων και αισθητηριακής ολοκλήρωσης, οι οποίες δίνονται λιγότερο έμφαση στις δραστηριότητες που βασίζονται στην Τεχνητή Νοημοσύνη. Για παράδειγμα, το σχέδιο με φυσικά υλικά ενεργοποιεί τον κινητικό φλοιό, προάγοντας τον συντονισμό χεριού-ματιού και την απτική μάθηση (Gardner, 1973). Μια υβριδική προσέγγιση εξασφαλίζει ολοκληρωμένη ανάπτυξη του εγκεφάλου. Η υπερβολική χρήση εργαλείων Τεχνητής Νοημοσύνης μπορεί να περιορίσει τις ευκαιρίες για πρωτότυπη επίλυση προβλημάτων και κριτική σκέψη. Για να μετριαστεί αυτό, οι εκπαιδευτικοί θα πρέπει να ενθαρρύνουν τους μαθητές να χρησιμοποιούν την Τεχνητή Νοημοσύνη ως συμπλήρωμα αντί για αντικατάσταση των παραδοσιακών δημιουργικών διαδικασιών. Οι μαθητές πρέπει να διδαχθούν να αξιολογούν και να χρησιμοποιούν ηθικά το περιεχόμενο που δημιουργείται από την Τεχνητή Νοημοσύνη, διασφαλίζοντας ότι κατανοούν τη διαφορά μεταξύ πρωτότυπων και υποβοηθούμενων από Τεχνητή Νοημοσύνη δημιουργιών. Τα εργαλεία τέχνης AI είναι μια ισχυρή προσθήκη στην Πρωτοβάθμια Εκπαίδευση, ενισχύοντας τη δημιουργικότητα, την επίλυση προβλημάτων και τον ψηφιακό γραμματισμό, ενώ υποστηρίζουν τη συναισθηματική και κοινωνική ανάπτυξη (Athanasekou, 2025). Ενσωματώνοντας αυτά τα εργαλεία παράλληλα με τις παραδοσιακές μεθόδους, οι εκπαιδευτικοί μπορούν να εξασφαλίσουν μια ολιστική προσέγγιση στην ανάπτυξη του εγκεφάλου, προετοιμάζοντας τους μαθητές για ένα μέλλον όπου η δημιουργικότητα και η τεχνολογία διασταυρώνονται (Healy, 2010).

Εργαλεία όπως τα μολύβια, τα χρώματα και ο πηλός απαιτούν από τα παιδιά να συλλάβουν και να εκτελέσουν τα δικά τους σχέδια από την αρχή (Gardner, 1973). Αυτή η άμεση αλληλεπίδραση καλλιεργεί μια αίσθηση αυτονομίας και προσωπικής έκφρασης. Η πρακτική δημιουργία ενισχύει τις νευρικές συνδέσεις που σχετίζονται με την καινοτομία και την επίλυση προβλημάτων (Healy, 2010).

Μια υβριδική προσέγγιση, που ενσωματώνει τόσο Τεχνητή Νοημοσύνη όσο και παραδοσιακά εργαλεία, διασφαλίζει την ολιστική ανάπτυξη του εγκεφάλου συνδυάζοντας τα οφέλη της απτικής μάθησης με τις τεράστιες δυνατότητες της ψηφιακής καινοτομίας. Η ενσωμάτωση της Τεχνητής Νοημοσύνης (AI) στην Πρωτοβάθμια Εκπαίδευση έχει αποκτήσει σημαντική δυναμική τα τελευταία χρόνια, προσφέροντας μεταμορφωτικές ευκαιρίες για εξατομικευμένη μάθηση, ενισχυμένη δέσμευση και αποτελεσματική διαχείριση της τάξης.

(Στον γιο μου, Σάντρο, ένθερμο υποστηρικτή της AI, που μαθαίνει και δημιουργεί, συνδυάζοντας την τεχνολογία με τα συμβατικά μέσα).

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Η ΠΑΙΔΑΓΩΓΙΚΗ ΠΡΟΣΕΓΓΙΣΗ ΤΗΣ REGGIO EMILIA ΚΑΙ Η ΣΥΜΒΟΛΗ ΤΗΣ ΣΤΗ ΔΙΑΜΟΡΦΩΣΗ ΤΗΣ ΠΟΛΙΤΙΣΤΙΚΗΣ ΤΑΥΤΟΤΗΤΑΣ, ΚΑΤΑ ΤΗ ΔΙΔΑΣΚΑΛΙΑ ΤΗΣ ΜΟΥΣΙΚΗΣ.

Χαραλαμπάκη Πελαγία
Εκπαιδευτικός Μουσικής, Υποψήφια Διδάκτορας

Περίληψη:

Η παιδαγωγική της Reggio Emilia είναι μία σχετικά άγνωστη στην Ελλάδα μέθοδος διδασκαλίας, η οποία είναι μαθητοκεντρική και εστιάζει στην ανακάλυψη και επαναδόμηση των στοιχείων του περιβάλλοντος. Η παιδαγωγική της Ρέτζιο Εμίλια προωθεί σε μεγάλο βαθμό τη δημιουργικότητα ως μέσο μάθησης. Το παιδί επεξεργαζόμενο το περιβάλλον του το οικειοποιείται και το εσωτερικεύει μέσω της εμπειρίας που βιώνει.

Λέξεις – κλειδιά : Παιδαγωγική επιστήμη, μαθητοκεντρική μάθηση, ταυτότητα, πολιτισμός, καλλιτεχνική εκπαίδευση, διδασκαλία της μουσικής

Εισαγωγή:

Τις τελευταίες δεκαετίες, υπάρχει μία έντονη τάση στις παιδαγωγικές επιστήμες να έχουν μία περισσότερο μαθητοκεντρική προσέγγιση. Γιατί όμως συνέβη αυτό;

Ποια είναι τα πλεονεκτήματα των μαθητοκεντρικών παιδαγωγικών μεθόδων;

Τι χαρακτηριστικά έχει η μαθητοκεντρική παιδαγωγική προσέγγιση της Reggio Emilia.

Ποιες είναι οι προοπτικές αξιοποίησης της παιδαγωγικής φιλοσοφίας της Reggio Emilia στη διδασκαλία της παραδοσιακής μουσικής;

Πώς η αυτοκαθοδηγούμενη, βιωματική μάθηση συμβάλλει στη διαμόρφωση της αίσθησης του εαυτού των μαθητών, και της πολιτιστικής ταυτότητας γενικότερα;

Τα προαναφερόμενα ερευνητικά ερωτήματα είναι και οι άξονες συζήτησης του άρθρου. Οι κεντρικοί άξονες του παρόντος δοκιμίου είναι ο πολιτισμός, η ταυτότητα, η παιδαγωγική της Ρέτζιο Εμίλια, η διδασκαλία. Θα ακολουθήσει ανάλυση για τον κάθε ένα άξονα ξεχωριστά.

Κυρίως μέρος του κειμένου:

2.1. Μέθοδος της έρευνας: Ιστορία, φιλοσοφία, αξιοποίηση

2.1.1. : Η Ιστορία της Ρέτζιο Εμίλια

Η Ρέτζιο Εμίλια είναι μία παιδαγωγική μέθοδος η οποία αναπτύχθηκε στην Ιταλία, κατά τα μέσα του 20ου αιώνα. Συγκεκριμένα, αυτή η παιδαγωγική μέθοδος αναπτύχθηκε στην περιοχή της Ρέτζιο Εμίλια στη βόρειο Ιταλία, αμέσως μετά το δεύτερο παγκόσμιο πόλεμο. Μετά από μία τόσο δύσκολη όσο και ταραχώδη περίοδο, οι άνθρωποι ήταν εξαντλημένοι. Είχαν την ανάγκη της ειρήνης, της επικοινωνίας και της συντροφικότητας.

Η φιλοσοφία της **Reggio Emilia,** με επικεφαλή τον **Loris Malaguzzi**, είναι μία προσέγγιση της παιδαγωγικής επιστήμης βαθιά και ουσιαστικά επηρεασμένη από παιδαγωγούς όπως η Μαρία Μοντεσόρι, Ο Piaget, ο Vykotsky, και ο Bruner (Καπουλίτσα Θωμαίς, 2010). . Βασικοί της άξονες ήταν η συμμετοχή, η επικοινωνία με πολλούς διαφορετικούς τρόπους, η δράση και η πρωτοβουλία των παιδιών. Οι παιδαγωγοί της Reggio Emilia αντιμετωπίζουν το παιδί ολιστικά, ισότιμα και σε συνάρτηση με το οικογενειακό περιβάλλον του.

Μετά τον δεύτερο παγκόσμιο πόλεμο, δημιουργήθηκε η ανάγκη για την ανάπτυξη μιας νέας κοινωνικής και οικονομικής άνθησης. Αυτή η ιδέα συμπεριελάμβανε και τον τομέα της εκπαίδευσης.

Σε μία περιοχή της Βόρειας Ιταλίας, περίπου το 1945, ένας νέος και δυναμικός παιδαγωγός, ο Loris Malaguzzi, που ενδιαφερόταν πολύ για την τέχνη, εμπνεύστηκε ένα νέο, δημιουργικό και ζωντανό παιδαγωγικό σύστημα, που ο βασικός του άξονας ήταν να προωθεί αξίες όπως η υπευθυνότητα, η συνεργασία, το δημιουργικό και ενεργητικό τρόπο σκέψης. Η φιλοσοφία της Reggio Emilia, θεωρεί ότι τα παιδιά θα πρέπει να αυτοκαθοδηγούνται στη μάθηση, και ο δάσκαλος να είναι μίας μορφής **συμμαθητής / συντονιστής**, που θα βοηθήσει το παιδί να ανακαλύψει και να δομήσει τη γνώση. Πολύ σημαντικό ρόλο παίζουν επίσης και οι γονείς, οι οποίοι έχουν και εκείνοι στενή συνεργασία με τους παιδαγωγούς, και μαζί διαμορφώνουν τους υπευθύνους πολίτες του αύριο ("Πλάτων", 2025).

Σημεία – Σταθμοί για την ανάπτυξη και εξάπλωση του κινήματος της Reggio Emilia είναι τα ακόλουθα:

-Το 1951 ανοίγει το *«Ιατρικό κέντρο ψυχο – παιδαγωγικής»* εποπτευόμενο από τον Malaguzzi (SLR, 2019).

-Τη δεκαετία του 1970, η μέθοδος του Malaguzzi έγινε γνωστή και αποδεκτή από μεγάλη μερίδα εκπαιδευτικών.

- Το 1994 δημιουργήθηκε ο οργανισμός *«Διεθνής Ένωση Για Τους Φίλους της Reggio Emilia"*

- Το 2003 ιδρύθηκε το *«Ινστιτούτα, σχολεία και βρεφικοί σταθμοί»*. Αυτό επέτρεψε στα σχολεία να υιοθετούν ανεξάρτητα προγράμματα και δραστηριότητες, με τη στήριξη της κυβέρνησης.

2006 – Ιδρύθηκε στη Reggio Emilia το κέντρο *«Loris Malaguzzi»* ως κέντρο επαγγελματικής ανάπτυξης και έρευνας της Reggio φιλοσοφίας (wikipedia, 2019).

2011 – Ο μη κερδοσκοπικός οργανισμός *"Παιδιά Reggio – Loris Malaguzzi"* Ιδρύθηκε με σκοπό *«να βελτιώσει τις ζωές των ανθρώπων και των κοινοτήτων στην περιοχή της Reggio Emilia και ευρύτερα."*

2.1.2 Reggio Emilia: Η ιδεολογία.

Τα βασικά σημεία της φιλοσοφίας της Reggio Emilia μπορούν να συνοψιστούν στα εξής:

1) Τα παιδιά έχουν δικαιώματα.

2) Τα παιδιά μαθαίνουν μέσω των αισθήσεων και των εμπειριών.

3) Οι εμπειρίες προκύπτουν μέσα από από – δόμηση και επαναδόμηση του περιβάλλοντός τους.

4) Η νοηματοδότηση έρχεται μέσα από το χτίσιμο σχέσεων.

5) Η γνώση είναι ένα οικοδόμημα, μία γλώσσα, τους κανόνες της οποίας χτίζει ο μαθητής σταδιακά και ενεργητικά.

6) Τα παιδιά χρησιμοποιούν **εκατό γλώσσες** προκειμένου να εκφράσουν αυτό που θέλουν. Χρησιμοποιούν ποικίλους τρόπους μετασχηματισμού του περιβάλλοντος γύρω τους, για να το νοηματοδοτήσουν αλλά και για να το κατανοήσουν.

Όλα τα παιδιά κατακτούν μία ή περισσότερες γλώσσες. Η γλώσσα δεν είναι μόνο η λεκτική, αλλά περιλαμβάνει πολλές διαφορετικές μορφές επικοινωνίας και έκφρασης (Κάτη, 2009, σ. 26) Σε αυτές τις διαφορετικές μορφές επικοινωνίας και έκφρασης αντιστοιχεί η φράση *«1000 γλώσσες των παιδιών»*.

Κατά τη διδασκαλία βάσει της μεθόδου της Reggio Emilia, το δημιουργικό παιχνίδι και η αισθητική καλλιέργεια είναι τα μέσα που χρησιμοποιούνται για να κατανοηθεί ο κόσμος του παιδιού. Για το παιδί είναι το δικό του μέσον για να κατανοήσει τον κόσμο. Το παιδί κατακτά τις εμπειρίες, και βάζοντάς τες σε τάξη, δημιουργεί κόσμους, που θα τον βοηθήσουν να ανακαλύψει και να κατανοήσει τον πραγματικό κόσμο (Cattaahan, 2003, σ.10).

Η χρήση των *«100 γλωσσών επικοινωνίας»,* όπως τις χαρακτηρίζουν οι εκφραστές της μεθόδου της Reggio Emilia, ενισχύει την αίσθηση του εαυτού, την αυτορύθμιση, και τελικά την επικοινωνία μεταξύ των παιδιών. Ακόμη βελτιώνει τη δυναμική της ομάδας, οδηγώντας σε μία εκ βαθέως κατανόηση του κόσμου από το παιδί. Ο μαθητής ωριμάζει συναισθηματικά, αποκτά αυτοπεποίθηση και καλλιεργεί δεξιότητες γλώσσας και επικοινωνίας. Το πέρασμα από τον τρισδιάστατο κόσμο της εμπειρίας στον δισδιάστατο κόσμο του κειμένου, συνιστά το πρώτο βήμα προς την κατάκτηση του εγγραμματισμού. Οι εικόνες και οι ήχοι χρησιμοποιούνται ως ερεθίσματα και τρόποι αντίληψης και επικοινωνίας. Η σύνθεση και ο πειραματισμός με τις εικόνες, τους ήχους και τα στοιχεία του

περιβάλλοντος, συνιστά μία αναπαράσταση και επεξεργασία της αντίληψης του εξωτερικού κόσμου που περιβάλλει τα παιδιά, και γίνεται τελικά μία γλώσσα επικοινωνίας και ένα μαθησιακό εργαλείο.

Εξερευνώντας τη μουσική, η μέθοδος της Reggio Emilia θα χρησιμοποιήσει τις "εκατό γλώσσες" προκειμένου να κάνει κατανοητό το πλαίσιο, τις συνθήκες, τη λογική, και τη φύση της παραδοσιακής μουσικής. Τα παιδιά βιώνοντας, εξερευνώντας, δοκιμάζοντας και δημιουργώντας, μέσω της συνεργασίας και του πειραματισμού θα διδαχθούν τη μουσική σε βάθος. Οι γονείς και οι δάσκαλοι, ως συνεργάτες θα στηρίζουν και θα συντονίζουν αυτό το ταξίδι όταν αυτό είναι αναγκαίο.

2.1.3. Μουσική, πολιτισμός και Reggio Emilia

Ο πολιτισμός είναι ένα καθολικό και διαχρονικό φαινόμενο, το οποίο θα πρέπει να εξετάζεται μέσα στο πλαίσιό και στο περιβάλλον το οποίο το δημιούργησε. Για να μπορέσει να κατανοηθεί κάτι που αφορά τον πολιτισμό, θα πρέπει να απαντηθούν τα ερωτήματα: Τι συνέβη πριν, τι κατά τη διάρκεια και τι μετά; (Ann Egan - Robertson, 2001)) Οι έννοιες **πολιτισμός** και **ταυτότητα** έχουν συζητηθεί εκτενώς στη σύγχρονη κοινωνική θεωρία (Κακάμπουρα, 2005) Η τέχνη είναι ένας βασικός τρόπος έκφρασης του πολιτισμού. Αποτελεί ένα σύστημα νοηματοδότησης και είναι μία από τις εκφάνσεις της ταυτότητας (Βάος, 2008, σελ. 16), η οποία δομείται από το άμεσο περιβάλλον του παιδιού. Οι πρώτες εμπειρίες και ερεθίσματα είναι καθοριστικές για τη δόμηση του συστήματος αξιών και της αντίληψης του εαυτού. Τα παιδιά, μέσω των καλλιτεχνικών εμπειριών, θα μπορέσουν να συνδεθούν και επικοινωνήσουν, έτσι ώστε να υπάρξουν στη συνέχεια νέοι πειραματισμοί και αναζητήσεις.

Μέσω των τεχνών μπορούν να αξιολογηθούν κοινωνικές αξίες, έννοιες, αλλά και προβληματισμοί των ανθρώπων. Μπορεί κανείς να έρθει σε επαφή με τον εσωτερικό του κόσμο, να νοηματοδοτήσει και να κατανοήσει το περιβάλλον γύρω του, μέσω της δόμησης σχέσεων και του εκφραστικού πειραματισμού. Η επαφή με τις τέχνες είναι απαραίτητη για την καλλιέργεια όλων των ειδών νοημοσύνης. Επηρεάζει την ψυχοκοινωνική, νοητική και συναισθηματική ανάπτυξη του ανθρώπου (Chapman, 1993, σελ. 19) . Πολλές φορές η τέχνη και το περιβάλλον γίνονται ο τρόπος έκφρασης και μία μορφή γλώσσας. Μπορούν να αποτελέσουν τα μέσα με το οποία οι μαθητές θα ανακαλύψουν και θα εκφράσουν όσα ξέρουν για τον κόσμο τους, με την ίδια λογική που θα υιοθετούσαν στο συμβολικό σύστημα της γλώσσας (Schirmacher, 1998, σελ 5) . Μέσω της δημιουργικής επαφής με την τέχνη, το άτομο θα προσδιορίσει την ταυτότητά του, θα αντιληφθεί τον εαυτό του ως μέρος του κοινωνικού συνόλου, θα διευρύνει την αντίληψή του και την επικοινωνιακή του ικανότητα (Μαλαφάντης, 2012, σ. 373).

Η γλώσσα είναι μία ανθρώπινη ανακάλυψη. Δημιουργήθηκε από την ανάγκη για επικοινωνία και έκφραση. Η παραγωγή ενός κειμένου, όπου κείμενο μπορεί να είναι οποιοδήποτε σήμα εκπέμπεται προς ένα δέκτη συντελείται κάθε φορά με έναν μοναδικό τρόπο, ο οποίος ορίζεται από το πολιτισμικό πλαίσιο. Γι' αυτό το λόγο, ένα «κείμενο» αντανακλά τις απόψεις και τις θέσεις του δημιουργού του, αλλά και του πολιτισμικού περιβάλλοντος που ο ίδιος ανήκει. *Η τέχνη της μουσικής είναι μία γλώσσα* συμπυκνωμένη και συμβολική, που είναι προσωπική αλλά και επικοινωνιακή συγχρόνως, εκφράζοντας τη φύση και τις απόψεις του καλλιτέχνη. Τον τρόπο που αντιλαμβάνεται τον κόσμο, τις εμπειρίες του και το μήνυμα που θέλει να επικοινωνήσει. Την παρακαταθήκη που έχει κληρονομήσει από τις προηγούμενες γενεές αλλά και τη δική του προσωπικότητα και τοποθέτηση πάνω σε αυτές. (Gombrich, 2011, σελ. 15). Ο καλλιτέχνης, μέσω της τέχνης εκφράζει ό, τι δεν μπορεί να ειπωθεί. Χρησιμοποιεί τη συμβολική της γλώσσα για να δημιουργήσει ένα μήνυμα, μία ενέργεια και μία ταυτότητα. Η τέχνη συνδέεται με την ελευθερία και τη δημιουργικότητα του καλλιτέχνη γι' αυτό και διαθέτει ποικίλες μορφές και λειτουργίες. Αποτελεί όμως συγχρόνως ένα δημιούργημα με δομή κανόνες σύστημα και λογική. Το κάθε έργο τέχνης αποτελεί μία δημιουργική έκφραση. Αυτό που εκφράζεται αφορά τη σύλληψη της καθημερινότητας (Cassirer, 1994, σελ. 18) . Η φύση της τέχνης ενθαρρύνει τη σύνδεση με ποικίλα θέματα όπως προσωπικές ανησυχίες, κοινωνικά θέματα, φιλοσοφικά ρεύματα και απόψεις.

Η έννοια της γλώσσας δεν περιορίζεται στο είδος του γραπτού κειμένου αλλά αναφέρεται σε οτιδήποτε φέρει και μεταφέρει ένα νόημα, ένα μήνυμα. Σήμερα η δύναμη της εικόνας και του ήχου ως τρόπου επικοινωνίας, επισκιάζει, σε ορισμένες περιπτώσεις το ίδιο το κείμενο. Ειδικότερα, όσων αφορά τις μικρότερες ηλικίες, σε πολλές περιπτώσεις είναι αναγκαία η χρήση πολυτροπικών μεθόδων έκφρασης και διδασκαλίας. Οι πολυτροπικές τεχνικές διδασκαλίας, τις οποίες χρησιμοποιεί και υποστηρίζει και η φιλοσοφία της Reggio Emilia, υποστηρίζουν την ποικιλότητα των σημειωτικών συστημάτων. Με αυτόν τον τρόπο γίνεται περισσότερο εύληπτος και οργανώνεται πιο αποτελεσματικά ο όγκος των πληροφοριών που δέχεται ο μαθητής (Οικονόμου, 2011).

Η διδασκαλία μπορεί να διαρθρωθεί με πολλούς διαφορετικούς τρόπους, ο καθένας εκ των οποίων προσδίδει τα δικά του ξεχωριστά οφέλη στο μαθητή. Σε κάθε κείμενο ένας εκ των τρόπων επικοινωνίας μπορεί να είναι κυρίαρχος, και να συνυπάρχουν και οι άλλοι τρόποι. Η κάθε λεπτομέρεια σε ένα έργο τέχνης έχει τη δική της σημασία. Τα παιδιά μέσω της τέχνης στέλνουν μηνύματα, ανακαλύπτουν, επικοινωνούν και εκφράζονται. Όταν ένα παιδί συνθέτει ένα έργο τέχνης (ηχητικό, εικαστικό) ανακαλεί και προσδίδει στο έργο του τη νοητική εικόνα που έχει σχηματίσει και προέρχεται από την εμπειρία του. Η παράθεση έργων πυροδοτεί διαδικασίες σύγκρουσης, σύγκρισης και κωδικοποίησης των στοιχείων. Όταν ένα παιδί συνθέτει τέχνη, συνθέτει μία διαλεκτική σχέση μεταξύ των στοιχείων που έχει χρησιμοποιήσει.

Η βιωματική προσέγγιση των τεχνών στη διδασκαλία προάγει την ολόπλευρη ανάπτυξη της προσωπικότητας των μαθητών, και συμβάλλει στο να ανακαλύψει το παιδί τα ιδιαίτερα χαρακτηριστικά του και να επικοινωνήσει τον εσωτερικό του κόσμο. Κατά την βιωματική καλλιτεχνική εκπαίδευση, δεν υπάρχουν σωστές και λάθος απαντήσεις. Η μάθηση έχει προσωπικό χαρακτήρα και ενθαρρύνεται η ανακάλυψη και η σκέψη. Απαραίτητη προϋπόθεση για μία πετυχημένη πορεία μάθησης, είναι το να αντιλαμβάνεται ο μαθητής αυτό που κάνει και να επανατοποθετηθεί ο ίδιος μέσα σε ένα πολιτισμικό πλαίσιο, επαναπροσδιορίζοντας τη σχέση του με την πραγματικότητα. Τελικά ο ίδιος θα δομήσει τη γνώση μέσω της εκλογίκευσης και των διαδοχικών ταυτίσεων (Ψαθάς, 2008). Οι μορφές τέχνης που δημιουργεί τον βοηθούν τόσο να εκφραστεί, όσο και να κατανοήσει τον κόσμο γύρω του. Επίσης, ο μαθητής θα συνειδητοποιήσει ότι ο κάθε άνθρωπος κατανοεί διαφορετικά τον κόσμο γύρω του και πώς η κάθε μορφή τέχνης (γλώσσα) έχει τα δικά της χαρακτηριστικά, όπως και ο κάθε καλλιτέχνης. Το περιβάλλον μπορεί να γίνει η πρώτη ύλη από την οποία θα προμηθευτεί ο καλλιτέχνης – μαθητής τις πρώτες ύλες για να δομήσει το συμβολικό σύστημα της τέχνης. Η τέχνη δίνει τη δυνατότητα στους μαθητές να κατανοήσουν τις ανθρώπινες εμπειρίες και να αναπροσαρμόζουν τον εαυτό τους σε αυτές.

Η μουσική εν γένει εμπεριέχει το στοιχείο της επικοινωνίας και του βιώματος. Χωρίς το βίωμα δεν είναι δυνατόν να γεννηθεί η μουσική, γιατί εκφράζει ακριβώς αυτό: Την προσωπική εμπειρία του δημιουργού. Έτσι, μία εμπειρία, ένα συναίσθημα, ένα άκουσμα, εκφράζει το περιβάλλον του και εκφράζεται μέσα από αυτό. Η επικοινωνία επίσης είναι βασικό στοιχείο της μουσικής. Ο δημιουργός επικοινωνεί την εμπειρία του μέσω της μουσικής του, και το κοινό δέχεται αλλά και αναδιαμορφώνει το τραγούδι μέσω των πολλαπλών εκτελέσεων και παραλλαγών. Επίσης ο χορευτής επικοινωνεί με το μουσικό μέσω της επιτέλεσης και της ζωντανής εκτέλεσης της μουσικής. Ακόμη και η ίδια η επιτέλεση είναι μία ζωντανή μορφή επικοινωνίας αφού τις περισσότερες φορές γίνεται με ομαδικό τρόπο, και χάνεται το όριο μεταξύ εκτελεστή και ακροατή.

Ακόμη, αξίζει να αναφερθεί πως τη σύγχρονη κοινωνία υπάρχει κυριαρχία των πολυτροπικών τρόπων επικοινωνίας. Οι μαθητές σήμερα σε εξωσχολικό επίπεδο, επικοινωνούν με διαδραστικούς / βιωματικούς τρόπους. Έτσι υπάρχει γλωσσικός διχασμός ανάμεσα στην ενδοσχολική και την εξωσχολική επικοινωνία. Τα συμμετοχικά, πολυτροπικά προγράμματα διδασκαλίας θα άρουν αυτό το χάσμα και θα επιτρέψουν στα παιδιά να αισθανθούν ότι το σχολείο βρίσκεται περισσότερο κοντά στην αυθεντική, καθημερινή τους εμπειρία. Κατά συνέπεια θα οικειοποιηθούν την προσλαμβάνουσα γνώση πολύ πιο εύκολα και αποτελεσματικά.

3. Προοπτικές έρευνας: Μαθητοκεντρική μάθηση και πολιτιστική ταυτότητα.

Οι θεωρίες της μαθητοκεντρικής μάθησης στοχεύουν όχι μόνο στον ενεργό ρόλο του μαθητή, αλλά και στον πρωταγωνιστικό ρόλο αυτού. Για να επιτευχθεί αυτό, θα πρέπει ο μαθητής να είναι αυτός ο οποίος θα ανακαλύψει τη γνώση. Η οποία γνώση θα χτιστεί μέσω της αντίληψης των στοιχείων του περιβάλλοντος. Αφού το παιδί τα αντιληφθεί, θα τα συλλέξει και θα τα επεξεργαστεί.

Εν συνεχεία, αφού κάνει τα παραπάνω κτήμα του τα παραπάνω, θα προσπαθήσει να ενσωματώσει τη νέα προσλαμβάνουσα γνώση πάνω στην καινούργια. Σε αυτό το σημείο γίνεται φανερή η διττή φύση της ταυτότητας: Από τη μια πλευρά, η ταυτότητα βασίζεται, .όπως φανερώνεται και ετυμολογικά, σε διαδοχικές ταυτίσεις. Από την άλλη πλευρά ο όρος ταυτότητα βασίζεται σε διαδοχικές ταυτίσεις. Για να ταυτιστεί δηλαδή κάποιος με κάτι, θα πρέπει να βρει κοινά στοιχεία με αυτά που θεωρεί κομμάτι του εαυτού του και "δικά του". Υπό αυτήν την έννοια, η εμπειρία είναι απαραίτητη προκειμένου να οικειοποιηθεί κάνεις ένα στοιχείο και να το θεωρήσει κομμάτι της ταυτότητάς του.

Από την άλλη πλευρά, υπάρχει το εξής οξύμωρο: Η ταυτότητα, και η αίσθηση του εαυτού που έχει ένας άνθρωπος, βασίζεται επίσης στην αίσθηση της μοναδικότητάς του. Υπάρχει δηλαδή εγγενής ένας ατομικισμός μέσα στην έννοια της ταυτότητας.

Όταν το παιδί έρχεται σε επαφή με τα στοιχεία του περιβάλλοντός του, διαμορφώνει την ταυτότητά του. Το περιβάλλον που έχει έρθει σε επαφή το έχει διαμορφώσει, αλλά και το ίδιο το παιδί μέσω της επεξεργασίας, του πειραματισμού και της επαναδόμησης του περιβάλλοντος του, επηρεάζει το περιβάλλον το οποίο ζει και δρα. Έτσι, υπάρχει μία αλληλένδετη σχέση μεταξύ των δύο, και γίνεται φανερό το πόσο απαραίτητη είναι η δράση / πράξη σε αυτή τη διαδικασία.

Η αίσθηση του ανήκειν και του εαυτού είναι θεμελιώδης ανάγκη του ανθρώπου. Σε όλη την ιστορία του ανθρώπου, ο ίδιος ζούσε σε ομάδες, τόσο για να αντιμετωπίζει τους κινδύνους και να επιβιώνει στην καθημερινότητα όσο και για λόγους κοινωνικοποίησης, αναπαραγωγής κτλ.

Ο ομαδικός τρόπος ζωής προϋποθέτει μεταλαμπάδευση της γνώσης από τις παλαιότερες γενιές στις πιο καινούργιες. Τα παιδιά διδάσκονται τις συνήθειες από τους παλαιότερους, αποκτώντας κοινές εμπειρίες μέσω της διαδικασίας της διδασκαλίας.

Η μουσική και η διδασκαλία της είναι μία συλλογική διαδικασία η οποία συμβάλλει στη διαμόρφωση της ταυτότητας, τόσο της συλλογικής όσο και της ατομικής. Το παιδί, διδασκόμενο με ενεργητικό τρόπο τη μουσική και επανανακαλύπτοντάς την όχι πλέον ως παθητικός ακροατής, αλλά ως ενεργός αρωγός και διαμορφωτής της, θα την οικειοποιηθεί και θα την κάνει κομμάτι της ταυτότητάς του.

Ο δάσκαλος θα πρέπει να δώσει στο παιδί τα κατάλληλα ερεθίσματα, και την κατάλληλη προτροπή, για να μπορέσει το παιδί παίρνοντας ενεργητικό ρόλο, να επαναδομήσει το περιβάλλον του, να το οικειοποιηθεί και να διαμορφώσει τελικά την πολιτιστική του ταυτότητα.

4.Συμπεράσματα:

Το δοκίμιο ήταν η ανάπτυξη της ιδεολογίας και της φιλοσοφίας της παιδαγωγικής της Reggio Emilia στο πεδίο της μουσικής, και το πώς η εφαρμογή της ιδέας αυτής συμβάλλει στη διαμόρφωση της πολιτιστικής ταυτότητας. Η βιωματική - μαθητοκεντρική διδασκαλία της Ρέτζιο Εμίλια βοηθάει το παιδί όχι μόνο να κατανοήσει σε βάθος και ουσιαστικά το θέμα που μελετάται, αλλά και να το κάνει βίωμα και τελικά κομμάτι της ταυτότητας του. Επίσης το επαναδιαμορφωμένο περιβάλλον, γίνεται αντικείμενο οικειοποίησης από το παιδί. Με αυτόν τον τρόπο η διδασκαλία γίνεται τελικά πολύ πιο αποτελεσματική.

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ΚΟΙΝΩΝΙΚΗ ΕΝΕΡΓΟΠΟΙΗΣΗ ΤΩΝ ΝΕΩΝ ΜΕΣΩ ΤΗΣ ΧΡΗΣΗΣ ΤΩΝ ΕΥΡΩΠΑΪΚΩΝ ΨΗΦΙΑΚΩΝ ΠΛΑΤΦΟΡΜΩΝ ΚΑΙ ΤΩΝ ΕΦΑΡΜΟΓΩΝ ΤΕΧΝΗΤΗΣ ΝΟΗΜΟΣΥΝΗΣ

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Περίληψη

Η παρούσα εισήγηση επικεντρώνεται στην κοινωνική ενεργοποίηση των Ευρωπαίων νέων, η οποία είναι δυνατό να ενισχυθεί μέσω της χρήσης εφαρμογών τεχνητής νοημοσύνης και των ευρωπαϊκών, ψηφιακών πλατφορμών. Αρχικά, θα γίνει μια σύντομη αναφορά στους εννοιολογικούς προσδιορισμούς της "κοινωνικής ενεργοποίησης", έμφαση θα δοθεί στον ορισμό που αποδίδεται στην Ευρωπαϊκή Ένωση. Στα κείμενα των θεσμικών της οργάνων η κοινωνική ενεργοποίηση ερμηνεύεται ως οι συγκεκριμένες δεξιότητες, συμπεριφορές και γνώσεις που οφείλει να αποκτήσει το άτομο δια βίου μέσω της συμμέτοχής του σε εκπαιδευτικά προγράμματα και δράσεις. Ακόμα, στο πλαίσιο της παρούσας εισήγησης θα παρουσιαστούν τα ψηφιακά δικαιώματα των νέων κατά την πλοήγησή τους στις ευρωπαϊκές ψηφιακές πλατφόρμες και κατά τη χρήση εφαρμογών τεχνητής νοημοσύνης. Στη συνέχεια, θα πραγματοποιηθεί μια βασική χαρτογράφηση των ευρωπαϊκών ψηφιακών πλατφορμών, οι οποίες διευκολύνουν την κοινωνική συμμετοχή και ενεργοποίηση των νέων και θα αναφερθούν βέλτιστες πρακτικές χρήσης ορισμένων εφαρμογών τεχνητής νοημοσύνης.

Λέξεις κλειδιά: Τεχνητή νοημοσύνη, Κοινωνική ενεργοποίηση, Ευρώπη, Ψηφιακές πλατφόρμες, Νεολαία.

1. Εισαγωγή

Η κοινωνική ενεργοποίηση αναφέρεται σε διαδικασίες και δράσεις, οι οποίες ενθαρρύνουν τα άτομα ή ένα σύνολο ατόμων να συμμετέχουν ενεργά σε κοινωνικές δραστηριότητες, να διεκδικούν τα δικαιώματά τους ή/και να συμβάλλουν σε βέλτιστες αλλαγές στη δομή διάρθρωσης της κοινωνίας (Καραγιάννη, 2015; Νόβα-Καλτούνη, 2013; Παναγιωτόπουλος, 2007; Bee, 2017; Carol, 2008; Crick & Lockyer, 2010; Hoskins & Mascherini, 2019; Sivesind & Saglie, 2017; Thomas, 2011). Έπειτα από τη στοχευμένη μελέτη και ανάλυση των κειμένων της Ευρωπαϊκής Ένωσης γίνεται έκδηλο το ενδιαφέρον της για την κοινωνική και συγχρόνως ψηφιακή ενεργοποίηση των Ευρωπαίων νέων. Η κοινωνική ενεργοποίηση συνιστά πρωταρχικό εγχείρημα χάραξης πολιτικών στον τομέα της νεολαίας. Η κοινωνική ενεργοποίηση στα κείμενα των θεσμικών οργάνων της Ευρωπαϊκής Ένωσης ερμηνεύεται ως οι συγκεκριμένες δεξιότητες, συμπεριφορές και γνώσεις που οφείλει να αποκτήσει ο Ευρωπαίος πολίτης δια βίου μέσω της συμμέτοχής του σε εκπαιδευτικά προγράμματα και δράσεις, σε πολιτικές, οικονομικές και δημόσιες συζητήσεις. Ο σκοπός προώθησης της κοινωνικής ενεργοποίησης είναι διττός. Είναι η δημιουργία του αισθήματος ότι το άτομο ανήκει σε μια ομάδα και ότι συμμετέχει στη δημοκρατία και κατ' επέκταση στη διαδικασία λήψης αποφάσεων. Η πεποίθηση αυτή ενισχύεται μέσα από τη διοργάνωση και προώθηση κοινωνικομορφωτικών δραστηριοτήτων. Προτεραιότητα έχει δοθεί στους νέους που διατρέχουν τον κίνδυνο της περιθωριοποίησης (Ευρωπαϊκή Επιτροπή, 2017; European Commission, 2005; Zarifis, 2020).

Τα τελευταία χρόνια η κοινωνική ενεργοποίηση έχει συνδεθεί με την ψηφιακή μετάβαση, διότι οι σύγχρονοι νέοι ως επί το πλείστον δραστηριοποιούνται ψηφιακά. Ψηφιακά και κοινωνικά ενεργοποιημένος θεωρείται ο νέος, ο οποίος μέσα από τη χρήση των ικανοτήτων του είναι δραστήριος, θετικός και υπεύθυνος τόσο στη διαδικτυακή, όσο και στην καθημερινή του ζωή. Ο ψηφιακά και κοινωνικά ενεργοποιημένος άνθρωπος εξελίσσεται δια βίου (Richardson & Milovidov, 2019). Ο ψηφιακά, κοινωνικά ενεργοποιημένος νέος κατέχει ένα σύνολο δεξιοτήτων, όπως δημιουργικότητα, κατανόηση, μετάδοση γνώσεων, ανακαλυπτική, ερευνητική διάθεση, ετοιμότητα για μάθηση και περαιτέρω εξάσκηση. Εκείνο που τον διέπει όμως είναι ότι συνδυάζει όλες αυτές τις

δεξιότητες, προκειμένου να ανταπεξέλθει με αποτελεσματικό τρόπο στα καθημερινά ζητήματα που προκύπτουν στον χώρο της εργασίας, της εκπαίδευσης, τις δραστηριότητες του ελεύθερου χρόνου και στην εξασφάλιση της κοινωνικής συνοχής (Richardson & Milovidov, 2019).

Για την κοινωνική ενεργοποίηση των νέων έχει ενδιαφερθεί και το Συμβούλιο της Ευρώπης. Το τελευταίο τέταρτο του αιώνα μέσα από τις δράσεις του για την προστασία των δικαιωμάτων των παιδιών και των νέων και την ισότιμη πρόσβασή τους σε ευκαιρίες εκπαιδευτικού ή/και πολιτιστικού ενδιαφέροντος έχει συσταθεί το 2016, η Διοικητική Επιτροπή για την Εκπαιδευτική Πολιτική και για Βέλτιστες Πρακτικές πάνω στην Ψηφιακή και Κοινωνική Ενεργοποίηση. Η Επιτροπή αποτελείται από οκτώ άτομα, τα οποία έχουν αναλάβει να ανακαλύψουν και να μεταβιβάσουν βέλτιστες πρακτικές ψηφιακής, κοινωνικής ενεργοποίησης και να αντιμετωπίσουν τις προκλήσεις που εντοπίζονται στην τυπική και μη τυπική μάθηση. Ακόμα, για την προώθηση της ψηφιακής, κοινωνικής ενεργοποίησης έχει δημιουργηθεί από το Συμβούλιο της Ευρώπης ένας οδηγός εκπαίδευσης, ο οποίος δομείται σε τρία μέρη. Το πρώτο είναι η διαδικτυακή σύνδεση και αναφέρεται σε πληροφορίες σχετικές με τον τρόπο που κάποιος συνδέεται στο διαδίκτυο, το δεύτερο μέρος αφορά τα συναισθήματα του συνδεδεμένου ατόμου και το τρίτο μέρος αναφέρεται στα δικαιώματα των συνδεδεμένων στο διαδίκτυο χρηστών και έχει ενδιαφέρον ότι περιλαμβάνει τέσσερις επιμέρους ψηφιακούς τομείς που είναι η ενεργή συμμετοχή, τα δικαιώματα και οι υποχρεώσεις, η ιδιωτικότητα και η ασφάλεια και η επίγνωση του καταναλωτή (Richardson & Milovidov, 2019).

2. Ευρωπαϊκές ψηφιακές πλατφόρμες και εφαρμογές τεχνητής νοημοσύνης

2.1. Ψηφιακά δικαιώματα χρηστών

Βασική προτεραιότητα για την ενίσχυση της ψηφιακής, κοινωνικής ενεργοποίησης των νέων στις χώρες μέλη της Ευρωπαϊκής Ένωσης συνιστά η υιοθέτηση μιας ανθρωποκεντρικής προσέγγισης. Σύμφωνα με τη διακήρυξη της Ευρωπαϊκής Επιτροπής για τα ψηφιακά δικαιώματα και τις ψηφιακές αρχές που θεσπίστηκε στις 26 Ιανουαρίου του 2022, δόθηκε το έναυσμα για να καθοριστούν κοινές πολιτικές προθέσεις για τους πολίτες, τις επιχειρήσεις, τους υπεύθυνους χάραξης πολιτικής και τις δημόσιες διοικήσεις. Η παρούσα διακήρυξη έχει ως στόχους την προώθηση του ψηφιακού μετασχηματισμού και την καθολική υιοθέτηση και απόκτηση ψηφιακών δεξιοτήτων. Προτάσσει την υιοθέτηση μιας ανθρωποκεντρικής προσέγγισης, τη συνάφεια με τις ευρωπαϊκές αξίες και την προώθηση των ανθρωπίνων δικαιωμάτων (Ευρωπαϊκή Επιτροπή, 2022).

Η Ευρωπαϊκή Ένωση επιθυμεί να δώσει τη δυνατότητα σε όλους τους πολίτες της Ευρώπης να επωφεληθούν από τις ευκαιρίες που προκύπτουν από τον ψηφιακό μετασχηματισμό ανεξάρτητα από το φύλο, την ηλικία, των ικανοτήτων, της κατάστασης και της γεωγραφικής θέσης. Αυτή η δυνατότητα επιτυγχάνεται μέσα από την υιοθέτηση ορισμένων ευρωπαϊκών ψηφιακών αρχών που αποτυπώνονται στην παρούσα διακήρυξη. Ο ψηφιακός μετασχηματισμός χρειάζεται να έχει ως επίκεντρο τον άνθρωπο, δηλαδή όλες οι πολιτικές και τα μέτρα που λαμβάνονται να έχουν ως απότοκο τη διευκόλυνση της ανθρώπινης δραστηριοποίησης και τη γενικότερη εξασφάλιση της κοινωνικής συνοχής. Επιπλέον ψηφιακές αρχές είναι η ενίσχυση της αλληλεγγύης και της ένταξης σε ψηφιακά μέσα και εργαλεία, η ελευθερία της επιλογής και η συμμετοχή στον ψηφιακό, δημόσιο διάλογο και η παροχή ασφάλειας, προστασίας, χειραφέτησης, καθώς και η εξασφάλιση της βιωσιμότητας. Οι Ευρωπαίοι πολίτες στηριζόμενοι στις παρούσες ψηφιακές αρχές θα έχουν το δικαίωμα της ελευθερίας της έκφρασης και της επιλογής στον ψηφιακό κόσμο, ωστόσο οφείλουν να σέβονται ο ένας τον άλλον (Ευρωπαϊκή Επιτροπή, 2022).

Η Ευρωπαϊκή Επιτροπή μέσα από την παρούσα διακήρυξη δεσμεύεται να στηρίξει και να ενισχύσει τη συμμετοχή των Ευρωπαίων πολιτών στον δημόσιο, δημοκρατικό διάλογο, να προστατεύει την ελευθερία έκφρασης, πληροφόρησης και ενημέρωσης στο διαδίκτυο και να ληφθούν μέτρα για την αποτροπή δημοσίευσης επιβλαβούς ψηφιακού περιεχομένου και την άμβλυνση της παραπληροφόρησης. Τα παιδιά και οι νέοι κατά την πλοήγησή τους στο διαδίκτυο οφείλουν να γνωρίζουν με ποιον τρόπο μπορούν να προστατεύονται, δηλαδή να εισέρχονται σε ιστοσελίδες που είναι κατάλληλες για την ηλικία τους, να έχουν αποκτήσει ψηφιακές δεξιότητες και να κάνουν

επιλογές που δεν είναι επιβλαβείς και δεν τους εκθέτουν σε παραβατικές συμπεριφορές των άλλων χρηστών (Ευρωπαϊκή Επιτροπή, 2022).

2.2. Βασική χαρτογράφηση των ευρωπαϊκών, ψηφιακών πλατφορμών

Η Ευρωπαϊκή Ένωση για τη διασφάλιση της ασφάλειας των Ευρωπαίων νέων, τη διαφάνεια της ροής των πληροφοριών και την ενίσχυση της κοινωνικής αλληλεπίδρασης και ενεργοποίησης προχώρησε στη δημιουργία ψηφιακών πλατφορμών. Οι σύγχρονες ψηφιακές πλατφόρμες είναι διαδικτυακές εφαρμογές, οι οποίες προσφέρουν διάφορες υπηρεσίες σε χρήστες, πελάτες, καταναλωτές, διευκολύνοντας τις μεταξύ τους συναλλαγές. Ο ΟΟΣΑ υποστηρίζει ότι οι ψηφιακές πλατφόρμες αφορούν ένα ευρύ φάσμα υπηρεσιών, διαθέσιμων στο διαδίκτυο, οι οποίες διευκολύνουν την αλληλεπίδραση των χρηστών με τους επιχειρηματίες και με τους παρόχους υπηρεσιών. Στις ψηφιακές πλατφόρμες, ο ΟΟΣΑ προσθέτει τις ψηφιακές αγορές, τις μηχανές αναζήτησης, τα μέσα κοινωνικής δικτύωσης των καταστημάτων, τα συστήματα πληρωμών και όλες τις υπηρεσίες που εντάσσονται στην ψηφιακή οικονομία (OECD, 2019).

Μια ψηφιακή πλατφόρμα μπορεί να θεωρηθεί επίσης ο ψηφιακός χώρος της ανταλλαγής πληροφοριών, αγαθών και υπηρεσιών μεταξύ των παραγωγών και των καταναλωτών. Υπάρχουν οι πλατφόρμες των μέσων κοινωνικής δικτύωσης, οι πλατφόρμες της γνώσης, οι πλατφόρμες διαμοιρασμού πολυμέσων και οι πλατφόρμες που είναι προσανατολισμένες στις υπηρεσίες. Τα χαρακτηριστικά μιας ψηφιακής πλατφόρμας είναι η ευκολία της χρήσης και η απήχησή της στους χρήστες, η αξιοπιστία και η ασφάλεια των συναλλαγών και του δημιουργικού ψηφιακού περιεχομένου, η συνδεσιμότητα μέσω της χρήσης API και η δυνατότητα της ασφαλούς αλληλεπίδρασης των χρηστών της πλατφόρμας (Watts, 2020). Οι ψηφιακές πλατφόρμες της Ευρωπαϊκής Ένωσης που αποτείνουν ευκαιρίες στους νέους πολίτες και συμβάλλουν στην ενίσχυση της κοινωνικής ενεργοποίησης είναι οι παρακάτω:

- Ευρωπαϊκή Δικτυακή Πύλη Νεολαίας: Η Ευρωπαϊκή Δικτυακή Πύλη Νεολαίας παρέχει χρήσιμες πληροφορίες στους νέους που διαμένουν, σπουδάζουν και εργάζονται στην Ευρώπη για διάφορες ευκαιρίες σε εθνικό και ευρωπαϊκό επίπεδο. Ως προς τη θεματολογία της παρούσας ηλεκτρονικής πλατφόρμας επικρατεί μια ταξινόμηση σε οκτώ βασικές θεματικές. Αυτές είναι ο εθελοντισμός, στην οποία αναφέρονται διάφορες ευκαιρίες για εθελοντισμό και καταγράφονται οι εμπειρίες νέων που έχουν συμμετάσχει σε εθελοντικά προγράμματα. Άλλη θεματική είναι η απασχόληση, η οποία περιλαμβάνει τις διαθέσιμες θέσεις εργασίας για νέους, τα βήματα για ένα πετυχημένο επιχειρηματικό ξεκίνημα και τρόπους συνδυασμού της εργασίας με τη μάθηση. Η τρίτη θεματική είναι η μάθηση, που αφορά τη μάθηση που κατακτάται μέσα από την παρακολούθηση πανεπιστημιακών μαθημάτων, την εξωσχολική μάθηση και την κατάρτιση, η τέταρτη ενδιαφέρεται να δημοσιεύσει τις απόψεις των νέων ατόμων πάνω σε διάφορα ζητήματα στους υπεύθυνους της χάραξης πολιτικών (δομημένος διάλογος), η πέμπτη αναφέρεται στη δημιουργικότητα και στον πολιτισμό και πιο συγκεκριμένα στις τέχνες και στην ψυχαγωγία, στην επιστήμη και στην καινοτομία και στην προώθηση της πολυπολιτισμικότητας. Η έκτη θεματική είναι αφιερωμένη στην υγεία, η οποία ευδοκιμεί κατά ένα μεγάλο ποσοστό μέσα από τη συμμετοχή του ατόμου σε αθλητικές δραστηριότητες και τη διατήρηση μιας καλής φυσικής κατάστασης. Οι δυο τελευταίες αναφέρονται στην κοινωνική ενσωμάτωση. Στην έβδομη θεματική προάγονται τα δικαιώματα των νέων, οι παρεχόμενες υπηρεσίες για νέους και οι δράσεις των κοινοτήτων τους ξεχωριστά και η όγδοη θεματική εστιάζει στην επέκταση των νέων σε παγκόσμιο επίπεδο για την εξασφάλιση ενός ασφαλούς και πράσινου κόσμου. Στη συγκεκριμένη ηλεκτρονική πλατφόρμα παρουσιάζονται επίσης διάφορα ειδησεογραφικά άρθρα και διάφορες εκδηλώσεις για νέους, διάφορα προγράμματα, όπως το DiscoverEurope, το οποίο απευθύνεται σε Ευρωπαίους νέους που έχουν κλείσει τα 18 έτη και επιδιώκουν τα ταξιδέψουν στην Ευρώπη. Επιπλέον, μέσα από αυτήν την ηλεκτρονική πλατφόρμα προωθούνται οι δράσεις του Ευρωπαϊκού Σώματος Αλληλεγγύης (European Solidarity Corp), ευκαιρίες του προγράμματος Erasmus+ και ορισμένες ταξιδιωτικές συμβουλές για το ξεκίνημα του

ταξιδιού, τη μεταφορά και τη διαμονή στο εξωτερικό. Ακόμα, πραγματοποιείται αναφορά στο πρόγραμμα SHEU Leads, το οποίο αποτείνει ευκαιρίες σε νέες γυναίκες άνω των 30 ετών, οι οποίες έχουν οργανώσει δράσεις που επωφελούν τις τοπικές κοινωνίες ή απασχολούνται σε τομείς, όπως η έρευνα, η εκπαίδευση, η νεολαία, ο πολιτισμός και ο αθλητισμός.

- EPALE: Η ηλεκτρονική πλατφόρμα για την εκπαίδευση ενηλίκων (EPALE) στην Ευρώπη δημιουργήθηκε το 2014, με πρωτοβουλία της Γενικής Διεύθυνσης Εκπαίδευσης, Νεολαίας, Αθλητισμού και Πολιτισμού της Ευρωπαϊκής Επιτροπής και χρηματοδοτήθηκε από το πρόγραμμα Erasmus+. Πρόκειται για την πρώτη ευρωπαϊκή ηλεκτρονική πλατφόρμα, η οποία καλύπτει όλο το φάσμα της εκπαίδευσης ενηλίκων. Είναι μια πολυπολιτισμική, ανοικτή στα μέλη κοινότητα, η οποία απευθύνεται σε εκπαιδευτικούς, εκπαιδευτές, ερευνητές, ακαδημαϊκούς, υπεύθυνους χάραξης πολιτικής και οποιονδήποτε ασχολείται ενεργά με ζητήματα της εκπαίδευσης ενηλίκων. Η θεματική της συγκεκριμένης πλατφόρμας είναι η παροχή συμβουλευτικής υποστήριξης σε εκπαιδευτές ενηλίκων, η προώθηση των κατάλληλων περιβαλλόντων μάθησης ενηλίκων, η απόκτηση δεξιοτήτων ζωής, η επισήμανση της πολιτικής της εκπαίδευσης ενηλίκων και η παροχή βέλτιστων πρακτικών και μεθόδων διδασκαλίας. Γύρω από αυτή τη θεματική ανακοινώνονται διάφορα επικείμενα συνέδρια, αλλά και εκδηλώσεις, σχετικές με την εκπαίδευση ενηλίκων. Προωθούνται εκπαιδευτικές ευκαιρίες στον τομέα της εκπαίδευσης ενηλίκων, καθώς και αρκετά άρθρα, νέα και πόροι που εξυπηρετούν τη βελτίωση των παρεχόμενων διδακτικών προσεγγίσεων και την υιοθέτηση καλύτερων μεθόδων διδασκαλίας. Ακόμα, δίνεται η δυνατότητα εύρεσης κατάλληλων εταίρων για τη διοργάνωση προγραμμάτων εκπαίδευσης ενηλίκων και αλληλεπίδρασης μεταξύ των εκπαιδευτών. Άλλα χρήσιμα εργαλεία, τα οποία εμφανίζονται στην παρούσα ηλεκτρονική πλατφόρμα είναι το ημερολόγιο, τα αποτελέσματα των προγραμμάτων Erasmus + , οι κορυφαίες συζητήσεις των εγγεγραμμένων μελών, το γλωσσάρι, οι ερωτήσεις και η παροχή ηλεκτρονικής βοήθειας. Οι εγγεγραμμένοι χρήστες στην παρούσα ηλεκτρονική πλατφόρμα έχουν τη δυνατότητα να λαμβάνουν μέρος σε δημόσιες συζητήσεις, να σχολιάζουν διάφορες αναρτήσεις, να κοινοποιούν προσωπικά τους άρθρα και αποτελέσματα ερευνών που έχουν διεξάγει στον τομέα της εκπαίδευσης ενηλίκων, να αλληλεπιδρούν, να εμπλέκονται σε προγράμματα εκπαίδευσης ενηλίκων και να αναζητούν νέους συνεργάτες (Pedersen, 2017).
- SALTO: YOUTH: Η ηλεκτρονική πλατφόρμα Salto:Youth δημιουργήθηκε το 2002 υπό την αιγίδα της Ευρωπαϊκής Ένωσης. Ο τομέας δραστηριοποίησής της είναι η νεολαία και αποτελείται από έξι κέντρα πληροφόρησης. Προωθεί διάφορες πτυχές της άτυπης μάθησης σε άτομα, τα οποία δραστηριοποιούνται στον τομέα της νεολαίας, αλλά και σε οργανώσεις νεολαίας και τοπικές πρωτοβουλίες που έχουν ως στόχο την ενίσχυση και την ενθάρρυνση των νέων. Μέσα από τη χρήση της συγκεκριμένης ηλεκτρονικής πλατφόρμας τα άτομα και οι διάφοροι κοινωνικοί σχηματισμοί ατόμων, που ασχολούνται ενεργά με τη νεολαία έχουν τη δυνατότητα να ενημερώνονται για προγράμματα εκπαίδευσης και κατάρτισης νέων, τα οποία χρηματοδοτούνται από το πρόγραμμα Erasmus+ Youth in Action. Επιπροσθέτως, τα άτομα που επιθυμούν μπορούν να εγγραφούν ως μέλη της ηλεκτρονικής πλατφόρμας και να λαμβάνουν στο προσωπικό τους ηλεκτρονικό ταχυδρομείο ενημερωτικά μηνύματα, ανατροφοδότηση και συνδέσμους ενημέρωσης για νέα προγράμματα νεολαίας.
- Digital Skills & Jobs Platform: Η πλατφόρμα για τις Ψηφιακές Δεξιότητες και τις Θέσεις Εργασίας δημιουργήθηκε ως μία πρωτοβουλία στο πλαίσιο του προγράμματος "Συνδέοντας την Ευρώπη" της Ευρωπαϊκής Επιτροπής. Πρόκειται για μια πλατφόρμα που παρέχει ένα ευρύ φάσμα πληροφοριών υψηλής ποιότητας, πόρων και ευκαιριών που σχετίζονται με τις ψηφιακές δεξιότητες και την εύρεση θέσεων εργασίας. Οι επιμέρους θεματικές εστίασης της πλατφόρμας είναι οι πρωτοβουλίες και οι δράσεις της Ευρωπαϊκής Ένωσης και των κρατών μελών πάνω στις ψηφιακές δεξιότητες και στις θέσεις εργασίας, η παροχή ευκαιριών για επαγγελματική σταδιοδρομία και προγράμματα επαγγελματικής εκπαίδευσης και κατάρτισης. Ακόμα, δίνονται πληροφορίες για βέλτιστες πρακτικές, παρουσιάζονται δεδομένα, τα οποία δίνονται με διαδραστικό τρόπο. Επιπλέον, εντοπίζονται και συγκεντρώνονται οι ευκαιρίες

χρηματοδότησης και δίνεται η δυνατότητα στους χρήστες να αλληλεπιδρούν. Πρόσφατα, δόθηκε η δυνατότητα στα άτομα που πλοηγούνται στη συγκεκριμένη πλατφόρμα να εξετάσουν τις ψηφιακές τους δεξιότητες και να ανακαλύψουν σε πιο επίπεδο γνώσης βρίσκονται. Ανάλογα με το αποτέλεσμα δίνεται η δυνατότητα στον "εξεταζόμενο" χρήστη να παρακολουθήσει κάποιο πρόγραμμα εκπαίδευσης και κατάρτισης. Στην παρούσα πλατφόρμα παρουσιάζονται διάφορα θέματα. Για τη διευκόλυνση του χρήστη υπάρχει μια κατανομή των ενεργών χρηστών. Οι χρήστες χωρίζονται σε αυτούς που διοργανώνουν κάποιο πρόγραμμα δια βίου μάθησης, σε επιχειρηματίες, σε μαθητές, σε εργαζόμενους, σε αναζητούντες εργασία, στους υπεύθυνους χάραξης πολιτικής και σε αυτούς που εξειδικεύονται στις ψηφιακές τεχνολογίες. Στις ενέργειες παρουσιάζονται όλες οι ευρωπαϊκές και εθνικές πρωτοβουλίες και τα προγράμματα που σχετίζονται με τις ψηφιακές τεχνολογίες και τις θέσεις εργασίας. Στις ευκαιρίες αναφέρονται όλες οι δυνατότητες περαιτέρω εκπαίδευσης και συμμετοχής σε προγράμματα επαγγελματικής εκπαίδευσης και κατάρτισης των χρηστών, η εύρεση πηγών χρηματοδότησης και οι ευκαιρίες σταδιοδρομίας. Στην έμπνευση παρουσιάζονται βέλτιστες πρακτικές που έχουν υιοθετήσει τα κράτη μέλη, στατιστικά δεδομένα και έρευνες. Στα νέα περιλαμβάνονται οι εξελίξεις στην Ευρωπαϊκή Ένωση, οι προσεχείς εκδηλώσεις και οι απόψεις και συνεντεύξεις επιστημόνων. Τέλος, υπάρχει μια ακόμα προέκταση της πλατφόρμας με το όνομα κοινότητα. Οι χρήστες εισέρχονται σε αυτήν την ενότητα με σκοπό να επικοινωνήσουν με άλλους χρήστες και να ανταλλάξουν απόψεις, να μοιραστούν και να κοινοποιήσουν πληροφορίες, να σχηματίσουν ομάδες δικτύωσης και να παρέχουν χρήσιμες συμβουλές (Mirigliano, 2021).

2.3. Χρήση εφαρμογών τεχνητής νοημοσύνης που ενισχύουν την κοινωνική ενεργοποίηση των νέων

Σε συνδυασμό με τις ευρωπαϊκές ψηφιακές πλατφόρμες, η χρήση εφαρμογών τεχνητής νοημοσύνης είναι δυνατό να συνδράμει επικουρικά στην ενίσχυση της κοινωνικής ενεργοποίησης των νέων πολιτών των κρατών μελών της Ευρωπαϊκής Ένωσης. Στον εκπαιδευτικό τομέα ιδιαίτερα μέσα από την εφαρμογή καινοτόμων και συγχρόνως βέλτιστων εκπαιδευτικών πρακτικών είναι σημαντικό να εντάξει ο εκπαιδευτής εκτός από τις νέες τεχνολογίες στην εκπαιδευτική διαδικασία την τεχνητή νοημοσύνη. Οι εφαρμογές τεχνητής νοημοσύνης που δύνανται να διδαχτούν και να χρησιμοποιηθούν στην εκπαιδευτική διαδικασία και αποδεδειγμένα μπορούν να χρησιμεύσουν στην ενίσχυση της κοινωνικής ενεργοποίησης των νέων είναι το ChatGPT, το Copillot και το RQDA, πρόκειται για ένα λογισμικό, το οποίο θεωρείται προέκταση της γλώσσας προγραμματισμού "R".

Μέσω της χρήσης του ChatGPT δίνεται η δυνατότητα στους εκπαιδευόμενους να αναζητήσουν πληροφορίες και να ενημερωθούν πάνω στα υπό προσέγγιση ζητήματα. Παράλληλα, με τη χρήση της συγκεκριμένης εφαρμογής είναι σημαντικό να είναι συνδεδεμένοι οι εκπαιδευόμενοι στο διαδίκτυο, προκειμένου να διασταυρώσουν τις πληροφορίες που τους παρέχονται μέσω της εφαρμογής. Μ' αυτόν τον τρόπο ο εκπαιδευόμενος έχει τη δυνατότητα να ενημερωθεί, να αποκτήσει άποψη και κατ' επέκταση να ενεργοποιηθεί κοινωνικά. Άλλη μια εφαρμογή τεχνητής νοημοσύνης είναι το Copillot. Η χρήση του συγκεκριμένου εργαλείου και η εκμάθησή του μπορεί να βοηθήσει τους εκπαιδευόμενους στη δημιουργία και στον σχεδιασμό εφαρμογών ή/και πλατφορμών, οι οποίες διευκολύνουν την οργάνωση και ενημέρωση κοινοτήτων, προάγουν τις δημόσιες διαβουλεύσεις, τις δημοσκοπήσεις και την καταγραφή των απόψεων των πολιτών. Ακόμα, μέσω της συγκεκριμένης εφαρμογής μπορούν να δημιουργηθούν αυτοματοποιημένα μηνύματα, τα οποία αφορούν την οργάνωση εκστρατειών ενημέρωσης και ευαισθητοποίησης, είναι επίσης σημαντικό το ότι μπορούν να κατασκευαστούν ψηφιακοί βοηθοί, οι οποίοι θα κατευθύνουν τον χρήστη, επομένως διασφαλίζεται η ισότητα. Επιπροσθέτως, μέσω της συγκεκριμένης εφαρμογής μπορεί ο χρήστης να αναλύσει τις τάσεις στα μέσα κοινωνικής δικτύωσης, πάνω σε κοινωνικά θέματα, να αναπτύξει εργαλεία, τα οποία εντοπίζουν τα προβλήματα και τις ιδιαίτερες ανάγκες μιας κοινότητας, να δημιουργήσει ενημερωτικά μαζικά, διαδικτυακά μαθήματα ευαισθητοποίησης και ενημέρωσης, αλλά

και πλατφόρμες στις οποίες μπορούν οι χρήστες να αναρτούν τις απόψεις τους, να αναλύουν κοινωνικά θέματα, αλλά και να υποβάλλουν προτάσεις βελτίωσης.

Το RQDA είναι ένα λογισμικό, το οποίο χρησιμοποιείται για την ανάλυση ενός κειμένου και τον εντοπισμό του κεντρικού νοήματος και των λέξεων κλειδιών. Ο χρήστης μπορεί χρησιμοποιώντάς το να αναρτήσει το κείμενο και να ζητήσει να εντοπιστεί το κεντρικό του νόημα, καθώς και να πραγματοποιηθεί ανάλυση. Μ' αυτόν τον τρόπο σε σύντομο χρονικό διάστημα και χωρίς ιδιαίτερες γνώσεις προγραμματισμού ο χρήστης έχει τη δυνατότητα να σχηματίσει κάποια άποψη και μετέπειτα να λάβει συμμετοχή σε κάποιον δημόσιο διάλογο (Κουτσουπιάς, 2019; Chandra & Shang, 2019).

3. Συμπεράσματα

Η κοινωνική ενεργοποίηση των Ευρωπαίων νέων είναι σημαντική και αποτελεί τον ακρογωνιαίο λίθο χάραξης πολιτικών στον τομέα της νεολαίας. Οι σύγχρονοι νέοι μέσω της απόκτησης προηγμένων ψηφιακών δεξιοτήτων έχουν τη δυνατότητα να πλοηγούνται κριτικά στις ευρωπαϊκές ψηφιακές πλατφόρμες και να χρησιμοποιούν εφαρμογές τεχνητής νοημοσύνης που τους δίνουν νέες δυνατότητες και ευκαιρίες μάθησης, ενημέρωσης, κοινωνικής ενεργοποίησης και συμμετοχής. Η ενίσχυση της κοινωνικής ενεργοποίησης των νέων στηρίζεται στην παροχή ποιοτικής εκπαίδευσης, στην ισότιμη πρόσβαση και στον εκσυγχρονισμό των τεχνολογικών υποδομών, καθώς και στην ελεύθερη προαίρεση του καθενός.

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Η ΑΞΙΟΠΟΙΗΣΗ ΕΦΑΡΜΟΓΩΝ ΤΕΧΝΗΤΗΣ ΝΟΗΜΟΣΥΝΗΣ ΑΠΟ ΜΑΘΗΤΕΣ ΠΡΟΣΧΟΛΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ.

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Περίληψη

Η Τεχνητή Νοημοσύνη (ΤΝ) αποτελεί έναν τεχνολογικό τομέα, που αναπτύσσεται με ραγδαίους ρυθμούς. Η ΤΝ εφαρμόζεται σε πολλούς επιστημονικούς κλάδους, ανάμεσα τους και στην εκπαίδευση, δεδομένου ότι χρησιμοποιείται όλο και περισσότερο από εκπαιδευτικούς και μαθητές. Η αξιοποίησή της πραγματοποιείται κυρίως στην τριτοβάθμια, τη δευτεροβάθμια και την πρωτοβάθμια εκπαίδευση, ενώ στην προσχολική εκπαίδευση χρησιμοποιείται πιο σποραδικά.

Στόχος της παρούσας εργασίας είναι να παρουσιάσει κάποιες εφαρμογές ΤΝ, που μπορούν να αξιοποιηθούν στο νηπιαγωγείο. Συγκεκριμένα, θα αναλυθούν: 1) AI for Oceans, το οποίο επιδιώκει να εισάγει μαθητές και εκπαιδευτικούς στις βασικές αρχές της ΤΝ, καθώς και να τους ευαισθητοποιήσει σχετικά με περιβαλλοντικά ζητήματα, 2) Quick Draw, το οποίο αποτελεί ένα διαδραστικό παιχνίδι που χρησιμοποιεί την ΤΝ με στόχο να «μαντέψει» σχέδια που έχουν κάνει οι μαθητές και 3) Teachable Machine, το οποίο αποτελεί μια διαδικτυακή εφαρμογή που επιτρέπει στους μαθητές να εκπαιδεύσουν μοντέλα μηχανικής μάθησης χρησιμοποιώντας απλά παραδείγματα από εικόνες, ήχους ή πόζες.

Λέξεις κλειδιά: Τεχνητή Νοημοσύνη, εφαρμογές ΤΝ, προσχολική εκπαίδευση, μαθητές, εκπαιδευτικοί.

1. Εισαγωγή

Η αξιοποίηση της Τεχνητής Νοημοσύνης (ΤΝ) σε διάφορους τομείς της ανθρώπινης δραστηριότητας αυξάνεται με ραγδαίους ρυθμούς. Ανάμεσα σε αυτούς συγκαταλέγεται και η εκπαίδευση, δεδομένου ότι χρησιμοποιείται όλο και περισσότερο από εκπαιδευτικούς και μαθητές. Η επίδραση της ΤΝ παρατηρείται περισσότερο στην τριτοβάθμια, τη δευτεροβάθμια και την πρωτοβάθμια εκπαίδευση, ενώ στη βαθμίδα της προσχολικής εκπαίδευσης, προς το παρόν, οι εφαρμογές φαίνεται να είναι λιγότερες και σποραδικές (Su et al., 2022).

Ωστόσο, τα τελευταία χρόνια έχει παρατηρηθεί αύξηση του ενδιαφέροντος σχετικά με την αξιοποίηση της ΤΝ από μαθητής νηπιακής ηλικίας. Για το λόγο αυτό, αρκετοί ερευνητές πραγματοποιούν μελέτες, στις οποίες εξετάζεται το ζήτημα της ενσωμάτωσης της ΤΝ στο νηπιαγωγείο. Μάλιστα, από το 2019 έχουν σχεδιαστεί και εφαρμοστεί Αναλυτικά Προγράμματα Σπουδών (ΑΠΣ), που επιδιώκουν να εισάγουν την ΤΝ στην προσχολική εκπαίδευση. Ορισμένα χαρακτηριστικά παραδείγματα ΑΠΣ είναι το ΑΠΣ Popbots, το οποίο αποτελεί την πρώτη προσπάθεια σχεδιασμού ενός ολοκληρωμένου προγράμματος σπουδών για το νηπιαγωγείο, το ΑΠΣ με βάση τα PopBots, το ΑΠΣ AI for Kids, το ΑΠΣ Early AI, καθώς και το ΑΠΣ AI4KG.

Σε κάποια από τα ΑΠΣ που προαναφέρθηκαν, υπάρχουν δραστηριότητες που αξιοποιούν διάφορες εφαρμογές ΤΝ όπως το AI for Oceans, το Quick Draw, το Teachable Machine κ.ά. Έτσι, θεωρείται αρκετά ενδιαφέρουσα η παρουσίαση και η ανάλυση τέτοιων εφαρμογών, οι οποίες αξιοποιούν την ΤΝ και κρίνονται κατάλληλες για τη χρήση τους από μαθητές νηπιαγωγείου, ώστε να τους φέρουν σε μία πρώτη επαφή με τις βασικές αρχές και τους τρόπους λειτουργίας της ΤΝ. Για το λόγο αυτό στην παρούσα εργασία παρουσιάζονται διεξοδικά τρεις εφαρμογές ΤΝ και συγκεκριμένα το AI for Oceans, το Quick Draw και το Teachable Machine, οι οποίες μπορούν να αξιοποιηθούν από μαθητές προσχολικής εκπαίδευσης.

2. Κυρίως μέρος

2.1. Ορισμός Τεχνητής Νοημοσύνης

Το πεδίο της Τεχνητής Νοημοσύνης (ΤΝ) δεν ασχολείται αποκλειστικά με την κατανόηση, αλλά και με την κατασκευή ευφυών όντων/μηχανών που έχουν τη δυνατότητα να υπολογίσουν τον τρόπο με τον οποίο μπορούν να ενεργούν αποτελεσματικά και με ασφάλεια σε ένα ευρύ φάσμα νέων καταστάσεων. Σύμφωνα με ερευνητικά δεδομένα, η ΤΝ αποτελεί έναν από τους πιο ενδιαφέροντες και ταχύτερα αναπτυσσόμενους κλάδους, ο οποίος αποφέρει ετήσια έσοδα που ξεπερνούν το ένα τρισεκατομμύριο δολάρια. Επιπλέον, επισημαίνεται ότι ο αντίκτυπός της θα είναι μεγαλύτερος απ' οτιδήποτε άλλο στην ανθρώπινη ιστορία. Αξίζει να σημειωθεί, ότι η ΤΝ συνδυάζει μία τεράστια ποικιλία επιμέρους πεδίων, που ξεκινούν από γενικούς τομείς, όπως η μάθηση, η αντίληψη κ.ά., και καταλήγουν σε πιο συγκεκριμένους, όπως η διάγνωση ασθενειών, το σκάκι, η οδήγηση αυτοκινήτων κ.ά. (Russel & Norvig, 2021).

Ο όρος ΤΝ εμφανίστηκε για πρώτη φορά το 1955, όταν προτάθηκε ως θέμα του θερινού προγράμματος μελέτης στο Dartmouth College του Hanover στο New Hampshire. Συγκεκριμένα, στην πρόταση παρουσιάζεται μία σειρά από ζητήματα που απασχολούσαν τους ερευνητές εκείνη την εποχή σχετικά με την ΤΝ. Τα ζητήματα αυτά σχετίζονταν με τον τρόπο που θα μπορούσε κάποιος να κάνει τις μηχανές να χρησιμοποιούν τη γλώσσα, να σχηματίζουν αφαιρέσεις και έννοιες, να επιλύουν προβλήματα που προορίζονται για τον άνθρωπο, καθώς και να βελτιώνονται. Οι ερευνητές θεώρησαν πως για να δοθούν απαντήσεις στα ζητήματα αυτά, είναι αναγκαίο να διερευνηθούν κάποιες πτυχές της ΤΝ όπως: οι προγραμματιζόμενες υπολογιστικές μηχανές, ο τρόπος με τον οποίο ένας υπολογιστής δύναται να προγραμματιστεί και να χρησιμοποιεί μία γλώσσα, τα δίκτυα νευρώνων, η θεωρία του μεγέθους ενός υπολογισμού, η αυτοβελτίωση, η αφαίρεση, καθώς και η τυχαιότητα και η δημιουργικότητα (McCarthy et al., 2006).

Όσον αφορά το περιεχόμενο της ΤΝ, κατά καιρούς αρκετοί ερευνητές έχουν κάνει προσπάθειες με σκοπό να διατυπώσουν έναν ορισμό. Μία από αυτές τις προσπάθειες ορίζει την ΤΝ ως τον κλάδο της επιστήμης των υπολογιστών που ασχολείται με το σχεδιασμό ευφυών συστημάτων. Τα συστήματα αυτά έχουν άμεση σχέση με τα χαρακτηριστικά της νοημοσύνης της ανθρώπινης συμπεριφοράς, όπως είναι η μάθηση, η κατανόηση της γλώσσας, ο συλλογισμός, η επίλυση προβλημάτων κ.ά. (Barr et al., 1981).

Ακόμα, σύμφωνα με την Εγκυκλοπαίδεια Britannica ένας ορισμός που μπορεί να αποδοθεί γι' αυτήν αναφέρει ότι: *«Τεχνητή Νοημοσύνη (ΤΝ) είναι η ικανότητα των ψηφιακών υπολογιστών ή των ρομπότ που ελέγχονται από υπολογιστή να επιλύουν προβλήματα που κατά κανόνα συνδέονται με τις ανώτερες ικανότητες των ανθρώπων για διανοητική επεξεργασία»*. Ωστόσο, ο παραπάνω ορισμός εμφανίζει κάποιες αδυναμίες, τις οποίες επιδιώκει να αποσαφηνίσει η Elaine Rich με έναν διαφορετικό ορισμό, σύμφωνα με τον οποίο: *«Τεχνητή Νοημοσύνη είναι η μελέτη του πώς να δώσουμε τη δυνατότητα σε υπολογιστές να κάνουν πράγματα στα οποία, προς το παρόν, οι άνθρωποι είναι καλύτεροι»* (Wolfgang, 2019).

Επίσης, ένας σχετικά πρόσφατος ορισμός αναφέρει ότι η ΤΝ αποτελεί κλάδο της επιστήμης των υπολογιστών που ασχολείται με την προσομοίωση της ευφυούς συμπεριφοράς τους και την ικανότητά τους να μιμούνται την ανθρώπινη συμπεριφορά και ιδανικά να τη βελτιώνουν, με στόχο να διευκολύνουν τους ανθρώπους να διεκπεραιώνουν διάφορες εργασίες και να επιλύουν σύνθετα προβλήματα (Naqvi, 2020; Wang, 2020). Με την έννοια αυτή η ΤΝ, αποτελεί πεδίο που συνδυάζει αντικείμενα όπως αυτά του γνωστικού αυτοματισμού, της μηχανικής μάθησης, της συλλογιστικής, της δημιουργίας και ανάλυσης υποθέσεων, της επεξεργασίας φυσικής γλώσσας και της σκόπιμης μετάλλαξης αλγορίθμων με στόχο την αυτόματη παραγωγή γνώσης και την επιτέλεση δράσεων, που ξεπερνούν τις ικανότητες των ανθρώπων (Akgun & Greenhow, 2022).

Στο σημείο αυτό είναι αναγκαίο να επισημανθεί ότι ο αριθμός των εννοιών που έχουν αποδοθεί για την ΤΝ έχει αυξηθεί με το πέρασμα των χρόνων με αποτέλεσμα να μην υπάρχει ένας καθολικά συμφωνημένος ορισμός. Έτσι, οι διάφοροι ορισμοί της ΤΝ σχετίζονται με διαφορετικές

επιστημονικές προσεγγίσεις όπως η επιστήμη των υπολογιστών, η ηλεκτρολογία, η ρομποτική, η ψυχολογία ή η φιλοσοφία (COMEST, 2019).

2.2. Η Τεχνητή Νοημοσύνη στην Προσχολική Εκπαίδευση

Τα τελευταία χρόνια, έχει παρατηρηθεί αύξηση αναφορικά με τον αριθμό των μελετών που εστιάζουν το ενδιαφέρον τους στην εκπαίδευση της ΤΝ από την πρώιμη παιδική ηλικία. Αυτό οφείλεται κυρίως στο γεγονός ότι η διδασκαλία της ΤΝ στο νηπιαγωγείο εμφανίζει αρκετά οφέλη για τους μαθητές. Συγκεκριμένα, τα παιδιά προσχολικής ηλικίας μέσα από την αλληλεπίδρασή τους με δραστηριότητες ΤΝ ενισχύουν δεξιότητες υπολογιστικής σκέψεις, αλλά και δεξιότητες επίλυσης προβλημάτων. Ακόμα, σύμφωνα με ερευνητικά δεδομένα, τα παιδιά νηπιαγωγείου μέσα από την ενασχόλησή τους με ρομπότ ΤΝ βελτίωσαν σε μεγάλο βαθμό δεξιότητες δημιουργικής παιδείας, δηλαδή δεξιότητες δημιουργικής έρευνας, συναισθηματικής έρευνας, καθώς και συνεργατικής έρευνας (Su & Zhong, 2022).

Επιπλέον, η εκπαίδευση στην ΤΝ έχει θέσει προκλήσεις αλλά και ευκαιρίες για την προσχολική εκπαίδευση, οι οποίες σχετίζονται με το γιατί οι μαθητές νηπιαγωγείου πρέπει να διδάσκονται για την ΤΝ από μικρή ηλικία, αλλά και με το πως τα παιδιά νηπιαγωγείου μπορούν να λάβουν μέρος σε μία ουσιαστική εμπειρία έτσι ώστε να αποκτήσουν γνώσεις για τις διάφορες έννοιες της ΤΝ (Su & Yang, 2023).

Ακόμα, σύμφωνα με τον Yang (2022) υπάρχουν τρεις σημαντικοί λόγοι για την εισαγωγή της ΤΝ στην προσχολική εκπαίδευση. Αρχικά, κρίνεται αναγκαίος ο γραμματισμός στην ΤΝ ήδη από παιδιά προσχολικής ηλικίας ώστε να βελτιώνεται ο εγγραματισμός τους σε άλλα αντικείμενα, να αποκτώνται γνώσεις και να διαμορφώνονται στάσεις σε σχέση με τα ηθικά ζητήματα της χρήσης και τις προκαταλήψεις που ενδεχομένως αναπαράγουν οι εφαρμογές ΤΝ στην καθημερινή ζωή. Επίσης, η διδασκαλία της ΤΝ σε παιδιά προσχολικής ηλικίας μπορεί να προωθήσει την ολοκληρωμένη μάθηση, καθώς τους προσφέρει τη δυνατότητα να αποκτήσουν από μικρή ηλικία γνώσεις και δεξιότητες ΤΝ που θα τα βοηθήσουν, εκτός από το να προσεγγίσουν περισσότερες πτυχές άλλων πεδίων, να εμβαθύνουν στην ίδια την ΤΝ αργότερα. Τέλος, ο τρίτος λόγο για τον οποίο κρίνεται σημαντική η εισαγωγή της ΤΝ στην προσχολική εκπαίδευση έχει σχέση με τη φύση της μάθησης των παιδιών, καθώς οι συσκευές και οι εφαρμογές της ΤΝ μπορεί να προκαλέσουν την περιέργεια και το ενδιαφέρον των παιδιών αποτελώντας έτσι τη βάση για περισσότερο ενεργό εμπλοκή στη μάθηση. Στη βιβλιογραφία υποστηρίζεται εξάλλου ότι η χρήση της ΤΝ στη διδασκαλία μπορεί να εμφανίσει ορισμένα πλεονεκτήματα όπως βελτίωση του μαθησιακού περιβάλλοντος, καθώς και διέγερση του ενθουσιασμού, της πρωτοβουλίας και της δημιουργικότητας των μαθητών (Huang et al., 2021).

Παράλληλα, η διδασκαλία της ΤΝ σε παιδιά νηπιαγωγείου είναι ιδιαίτερα σημαντική, καθώς από αυτή προκύπτουν πολλά οφέλη όπως ενίσχυση των δεξιοτήτων υπολογιστικής σκέψης και των δεξιοτήτων επίλυσης προβλημάτων μέσω δραστηριοτήτων ΤΝ, αλλά και βελτίωση των γνώσεων σχετικά με την ΤΝ, μέσα από την αξιοποίηση κατάλληλων Αναλυτικών Προγραμμάτων Σπουδών (Su & Zhong, 2022).

Κλείνοντας, αξίζει να επισημανθεί, ότι η ενσωμάτωση της ΤΝ στην προσχολική εκπαίδευση διαφέρει από την ενσωμάτωσή της στη δευτεροβάθμια και την τριτοβάθμια εκπαίδευση. Πιο αναλυτικά, η ΤΝ στο νηπιαγωγείο εστιάζει την προσοχή της κυρίως σε βασικές έννοιες και απλές δραστηριότητες. Αντίθετα, η ΤΝ στη δευτεροβάθμια και στην τριτοβάθμια εκπαίδευση επικεντρώνεται κατά κύριο λόγο στον προγραμματισμό, αλλά και σε πιο σύνθετες έννοιες (Su & Zhong, 2022).

2.3. AI for Oceans

Το AI for Oceans αποτελεί μία εκπαιδευτική εφαρμογή που αναπτύχθηκε από το Code.org, με στόχο να εισάγει τους μαθητές, αλλά και οποιονδήποτε άλλο χρήστη, στην ΤΝ και παράλληλα να τους βοηθήσει να αντιληφθούν τις βασικές αρχές της με έναν διαδραστικό και ευχάριστο τρόπο. Η εφαρμογή εστιάζει στις βασικές αρχές της μηχανικής μάθησης, επισημαίνοντας τον ρόλο που κατέχουν τα δεδομένα και οι προκαταλήψεις στην εκπαίδευση ενός αλγορίθμου.

Στόχος της εφαρμογής είναι να «εκπαιδεύσει» έναν αλγόρυθμο ΤΝ ώστε να είναι σε θέση να διαχωρίζει τα σκουπίδια από τους ζωντανούς οργανισμούς (π.χ. ψάρια), συμβάλλοντας έτσι στον καθαρισμό των ωκεανών. Μέσα από τη συγκεκριμένη διαδικασία, οι χρήστες έχουν την ευκαιρία να κατανοούν τον τρόπο με τον οποίο λειτουργεί η ΤΝ, καθώς και πώς οι αποφάσεις που λαμβάνει η ΤΝ μπορούν να επηρεαστούν από την ποιότητα των δεδομένων.

Όσον αφορά τη δομή της εφαρμογής, αυτή αποτελείται από τρία βασικά μέρη. Στο πρώτο μέρος πραγματοποιείται εισαγωγή στη μηχανική μάθηση, κατά την οποία οι χρήστες μαθαίνουν ότι η μηχανική μάθηση βασίζεται σε δεδομένα έτσι ώστε να «εκπαιδεύσει» ένα μοντέλο ΤΝ. Παράλληλα, κατανοούν ότι η ΤΝ δεν σκέφτεται όπως οι άνθρωποι, αλλά χρησιμοποιεί αριθμητικές και λογικές σχέσεις για να ερμηνεύσει τον κόσμο.

Στο δεύτερο μέρος επιδιώκεται η εκπαίδευση του μοντέλου ΤΝ από τους ίδιους τους χρήστες της εφαρμογής. Πιο αναλυτικά, οι χρήστες παρέχουν στο σύστημα παραδείγματα δεδομένων μέσα από τη χρήση εικόνων που παρουσιάζουν ψάρια ή σκουπίδια, με σκοπό να το «εκπαιδεύσουν». Το σύστημα αξιοποιεί τα συγκεκριμένα παραδείγματα δεδομένων για να δημιουργήσει ένα μοντέλο που «καταλαβαίνει» τη διαφορά ανάμεσα στις δύο κατηγορίες. Αφού το μοντέλο «εκπαιδευτεί», οι χρήστες έχουν τη δυνατότητα να παρακολουθήσουν τους τρόπους με τους οποίους «σκέφτεται» και λαμβάνει αποφάσεις. Στο σημείο αυτό παρατηρούνται περιπτώσεις κατά τις οποίες το μοντέλο λαμβάνει σωστές ή λανθασμένες αποφάσεις. Μετά την ολοκλήρωση της παραπάνω διαδικασίας, οι χρήστες καλούνται να δώσουν επιπλέον δεδομένα ή να διορθώσουν τα λάθη του συστήματος, ώστε να γίνει πιο ακριβές.

Στο τρίτο μέρος γίνεται αναφορά στις προκαταλήψεις, καθώς και τα ζητήματα ηθικής που προκύπτουν. Σχετικά με τις προκαταλήψεις, εξηγείται στους χρήστες το γεγονός πως αν τα δεδομένα εκπαίδευσης δεν είναι αντιπροσωπευτικά ή περιέχουν λάθη, το μοντέλο ΤΝ μπορεί να πάρει λανθασμένες αποφάσεις. Για παράδειγμα, στην περίπτωση όπου τα δεδομένα έχουν μόνο ψάρια ενός είδους, το μοντέλο ΤΝ θα δυσκολευτεί να αναγνωρίσει διαφορετικά είδη ψαριών. Από την άλλη, αναφορικά με τα ζητήματα ηθικής, τονίζεται η ευθύνη που έχουν οι άνθρωποι κατά το σχεδιασμό και την εκπαίδευση ενός συστήματος ΤΝ, ενώ παράλληλα παρατήθενται παραδείγματα μέσα από τα οποία γίνεται κατανοητό ότι η τεχνολογία μπορεί να έχει αρνητικό αντίκτυπο σε περίπτωση που δεν αξιοποιηθεί κατάλληλα από τους ανθρώπους.

Κλείνοντας, αξίζει να επισημανθεί ότι το AI for Oceans εκτός από τη διδασκαλία των βασικών αρχών της ΤΝ, επιδιώκει την ευαισθητωποίηση των χρηστών αναφορικά με διάφορα περιβαλλοντικά ζητήματα, όπως για παράδειγμα η μόλυνση των ωκεανών. Επιπλέον, εισάγει τις νέες γενιές στον κόσμο της τεχνολογίας με έναν δημιουργικό και υπεύθυνο τρόπο, καθώς προάγει την ανάπτυξη της κριτικής τους σχέψης αναφορικά με τα όρια και τις ηθικές συνέπειες της τεχνολογίας.

2.4. Quick Draw

Το Quick, Draw είναι ένα διασκεδαστικό και εκπαιδευτικό παιχνίδι που αναπτύχθηκε από την Google με στόχο να παρουσιάσει τις δυνατότητες της ΤΝ. Συγκεκριμένα, είναι μία εφαρμογή που συνδυάζει τη δημιουργικότητα με την τεχνολογία, επιτρέποντας στους χρήστες να αλληλεπιδράσουν με ένα σύστημα ΤΝ που έχει εκπαιδευτεί να αναγνωρίζει σχέδια. Το Quick, Draw αποτελεί μέρος των πειραμάτων της Google και προσφέρει τη δυνατότητα στους χρηστες να κατανοήσουν με απλό και διασκεδαστικό τρόπο τη λειτουργία της μηχανικής μάθησης.

Σχετικά με τη λειτουργία του, οι χρήστες καλούνται να σχεδιάσουν κάτι συγκεκριμένο, όπως ένα ζώο, αντικείμενο ή έννοια, μέσα σε λίγα δευτερόλεπτα (συνήθως 20). Κατά τη διάρκεια του σχεδιασμού το σύστημα ΤΝ προσπαθεί να μαντέψει αυτό που σχεδιάζει ο χρήστης, στηριζόμενο σε δεδομένα που έχει συλλέξει από εκατομμύρια άλλα σχέδια. Έτσι, καθώς «βλέπει» το σχέδιο να δημιουργείται, συγκρίνει αυτόματα τα σχήματα με τις εικόνες που έχει στη βάση δεδομένων του, κάνοντας γρήγορες εικασίες. Συγκεκριμένα, το Quick, Draw χρησιμοποιεί ένα νευρωνικό δίκτυο για να αναγνωρίσει μοτίβα στα σχέδια που δημιουργούνται σε πραγματικό χρόνο. Με τον τρόπο αυτό, το παιχνίδι καταγράφει και αναλύει τον τρόπο που οι χρήστες σχεδιάζουν διάφορα αντικείμενα, βελτιώνοντας συνεχώς τις δυνατότητες αναγνώρισής τους.

Αξίζει να επισημανθεί ότι το Quick, Draw εκτός από ένα απλό παιχνίδι, λειτουργεί και ως ένα εργαλείο εκπαίδευσης και ανάλυσης ΤΝ. Αυτό οφείλεται κυρίως στο γεγονός ότι δημιουργεί μία από τις μεγαλύτερες ανοιχτές βάσεις δεδομένων σχεδίων, στην οποία αποθηκεύοντια ανώνυμα τα σκίτσα των χρηστών και στη συνέχεια χρησιμοποιούνται για έρευνα στη μηχανική μάθηση και για τη βελτίωση των συστημάτων αναγνώρισης εικόνας. Επίσης, μέσω του συγκεκριμένου παιχνιδιού εξηγείται στους χρήστες με απλό τρόπο πώς λειτουργεί η μηχανική μάθηση, ενώ παράλληλα τους προσφέρεται η δυνατότητα να παρακολουθήσουν τον τρόπο με τον οποίο ένα μοντέλο ΤΝ «σκέφτεται» και «μαθαίνει» μέσα από την αξιοποίηση δεδομένων. Επιπλέον, το παιχνίδι προωθεί τη δημιουργικότητα, καθώς παρέχει στους χρήστες την ευκαιρία να σχεδιάσουν με ελεύθερο τρόπο, αναδεικνύοντας ταυτόχρονα τη διαφορετική προσέγγιση που μπορεί να έχει κάθε άνθρωπος όταν σχεδιάζει το ίδιο αντικείμενο.

Κλείνοντας, το Quick, Draw δεν αποτελεί αποκλειστικά ένα παιχνίδι αλλά μία δυναμική εμπειρία που συνδυάζει τη δημιουργικότητα, την εκπαίδευση και την επιστήμη, προσφέροντας σε όλους τη δυνατότητα να κατανοήσουν τις βασικές αρχές της ΤΝ μέσα από τη χαρά της σχεδίασης.

2.5. Teachable Machine

Το Teachable Machine είναι ένα διαδραστικό εργαλείο της Google, που επιτρέπει σε οποιονδήποτε χρήστη να δημιουργεί, να εκπαιδεύει και να δοκιμάζει απλά μοντέλα μηχανικής μάθησης χωρίς να απαιτούνται γνώσεις προγραμματισμού ή τεχνικές δεξιότητες. Συγκεκριμένα, μέσα από ένα εύχρηστο περιβάλλον, οι χρήστες μπορούν να δημιουργήσουν το δικό τους μοντέλο μηχανικής μάθησης και στη συνέχεια να το εκπαιδεύσουν ώστε να αναγνωρίζει εικόνες (π.χ. διάκριση αντικειμένων, όπως φρούτα ή χρώματα), ήχους (π.χ. χειροκροτήματα ή λέξεις) ή κινήσεις (π.χ. στάσεις ή κινήσεις, όπως το σήκωμα των χεριών), χρησιμοποιώντας τη μέθοδο της ταξινόμησης.

Η λειτουργία του Teachable Machine στηρίζεται σε τρία απλά βήματα. Στο πρώτο βήμα πραγματοποιείται η συλλογή των δεδομένων κατά την οποία οι χρήστες ανεβάζουν δεδομένα (εικόνες, ήχοι, κινήσεις) ή τα καταγράφουν σε πραγματικό χρόνο μέσω της κάμερας ή του μικροφώνου της συσκευής τους. Στη συνέχεια, τα δεδομένα αυτά χρησιμοποιούνται για να δημιουργηθούν διαφορετικές κατηγορίες τις οποίες θα αναγνωρίζει το μοντέλο. Στο δεύτερο βήμα πραγματοποιείται η εκπαίδευση του μοντέλου κατά την οποία το εργαλείο χρησιμοποιεί τεχνολογία μηχανικής μάθησης για να «μάθει» να ξεχωρίζει τις κατηγορίες με βάση τα δεδομένα που του παρέχονται. Η διαδικασία εκπαίδευσης είναι γρήγορη και γίνεται απευθείας στο πρόγραμμα περιήγησης, χωρίς να απαιτείται εξειδικευμένος εξοπλισμός. Στο τρίτο βήμα το μοντέλο μπορεί να δοκιμαστεί άμεσα με σκοπό να παρατηρήσουν οι χρήστες αν αναγνωρίζει σωστά τις κατηγορίες.

Αναφορικά με την εκπαίδευση, το Teachable Machine αποτελεί ένα πανίσχυρο εργαλείο για εκπαιδευτικούς και μαθητές. Πιο αναλυτικά, συμβάλλει ουσιαστηκά στην εισαγωγή της ΤΝ, καθώς οι χρήστες μαθαίνουν πώς λειτουργούν τα βασικά στοιχεία της μηχανικής μάθησης, όπως η συλλογή δεδομένων, η εκπαίδευση και η αξιολόγηση μοντέλων. Επιλέον, ενθαρρύνει τη δημιουργικότητα δεδομένου ότι παρακινεί τους χρήστες να δημιουργούν τα δικά τους έργα, όπως για παράδειγμα διαδραστικές εφαρμογές, παιχνίδια, συστήματα αναγνώρισης κ.ά. Επίσης, προσφέρει απλότητα στη χρήση, καθώς δεν απαιτούνται προηγούμενες γνώσεις προγραμματισμού ή εξειδικευμένος εξοπλισμός. Ακόμα, προσφέρει εξοικείωση με ζητήματα ηθικής στην ΤΝ, δεδομένου ότι αναδεικνύονται ζητήματα όπως η σημασία της ποιότητας των δεδομένων, οι προκαταλήψεις και οι ηθικές συνέπειες από τη χρήσης της ΤΝ.

Κλείνοντας, αξίζει να αναφερθεί ότι το Teachable Machine κάνει την ΤΝ πιο προσιτή και κατανοητή, ενδυναμώνοντας τους χρήστες να δημιουργούν και να πειραματίζονται χωρίς τεχνικά εμπόδια. Παράλληλα, προάγει τη συνεργασία και τη μάθηση, καθιστώντας το ιδανικό εργαλείο για όσους θέλουν να κατανοήσουν την τεχνολογία του μέλλοντος.

3. Συμπεράσματα

Στην παρούσα εργασία παρουσιάστηκαν τρεις διαφορετικές εφαρμογές ΤΝ, οι οποίες μπορούν να αξιοποιηθούν στην πρωσχολική εκπαίδευση. Η χρήση εργαλείων όπως το AI for Oceans, το

Quick, Draw και το Teachable Machine στην εκπαιδευτική διαδικασία προσφέρει πληθώρα πλεονεκτημάτων και ανοίγει νέες προοπτικές για τη διδασκαλία και τη μάθηση.

Αρχικά, η αξιοποίηση εφαρμογών ΤΝ βοηθά τους μαθητές να αναπτύξουν δεξιότητες ψηφιακής παιδείας. Πιο αναλυτικά, οι μαθητές εξοικειώνονται με τεχνολογίες αιχμής και κατανοούν βασικές αρχές, όπως η μηχανική μάθηση, η επεξεργασία δεδομένων και η λήψη αποφάσεων από ένα σύστημα ΤΝ.

Επίσης, οι εφαρμογές αυτές προάγουν τη δημιουργικότητα των μαθητών, επιτρέποντάς τους να πειραματιστούν με καινοτόμες ιδέες. Μέσω του Quick, Draw και του Teachable Machine, οι μαθητές μπορούν να δημιουργήσουν δικά τους έργα, να σχεδιάσουν πρωτότυπες εφαρμογές και να αναπτύξουν τρόπους επίλυσης προβλημάτων με δημιουργικές μεθόδους.

Επιπλέον, η εμπειρία που προσφέρουν αυτές οι εφαρμογές βασίζεται στη διαδραστικότητα. Οι μαθητές κατανοούν πώς λειτουργούν τα συστήματα ΤΝ μέσω πρακτικών δραστηριοτήτων, όπως η εκπαίδευση ενός μοντέλου στο AI for Oceans και το Teachable Machine ή η αλληλεπίδραση με το σύστημα αναγνώρισης σχεδίων στο Quick, Draw. Αυτή η βιωματική μάθηση καθιστά την εκπαιδευτική διαδικασία πιο ελκυστική και αποτελεσματική.

Ακόμα, η χρήση εφαρμογών ΤΝ εισάγει τους μαθητές σε επιστημονικές διαδικασίες, όπως η συλλογή, ανάλυση και αξιολόγηση δεδομένων. Στο AI for Oceans, για παράδειγμα, οι μαθητές μαθαίνουν πώς να εντοπίζουν προκαταλήψεις στα δεδομένα και να αναπτύσσουν λύσεις που βασίζονται στην ΤΝ για πραγματικά προβλήματα.

Πολύ σημαντικό είναι επίσης το γεγονός ότι η χρήση αυτών των εφαρμογών ενισχύει την ομαδική εργασία, καθώς μαθητές και εκπαιδευτικοί μπορούν να συνεργάζονται για την υλοποίηση έργων. Ειδικότερα, η δημιουργία και η αξιολόγηση μοντέλων στο Teachable Machine μπορούν να αποτελέσουν ομαδικές δραστηριότητες που προάγουν τη συνεργατική μάθηση.

Παράλληλα, μέσα από την πρακτική εφαρμογή της ΤΝ, οι μαθητές μαθαίνουν για την ηθική διάσταση της τεχνολογίας. Κατανοούν τη σημασία της υπεύθυνης χρήσης της ΤΝ, τη διαχείριση των δεδομένων και τις συνέπειες που μπορεί να έχουν προκατειλημμένα μοντέλα. Χαρακτηριστικό παράδειγαμ αποτελεί το AI for Oceans, το οποίο προσφέρει εξαιρετική εισαγωγή σε αυτά τα θέματα, τονίζοντας την ανάγκη ανάπτυξης δίκαιων και ανθρωποκεντρικών συστημάτων ΤΝ.

Ακόμα, η δυνατότητα δημιουργίας προσαρμοσμένων μοντέλων ΤΝ, όπως στο Teachable Machine, επιτρέπει στους μαθητές να μάθουν με τον δικό τους ρυθμό και σύμφωνα με τα ενδιαφέροντά τους. Αυτό προωθεί την εξατομικευμένη μάθηση, ενισχύοντας την αυτοπεποίθηση των μαθητών και τη συμμετοχή τους στη διαδικασία.

Επίσης, οι εκπαιδευτικοί αποκτούν νέα εργαλεία για να κάνουν τα μαθήματά τους πιο ενδιαφέροντα και σύγχρονα. Οι εφαρμογές ΤΝ, όπως αυτές που αναλύθηκαν, βοηθούν στη δημιουργία δραστηριοτήτων που συνδυάζουν τη θεωρία με την πράξη, μετατρέποντας τη μάθηση σε μια δυναμική και πολυδιάστατη εμπειρία.

Τέλος, η ενσωμάτωση της ΤΝ στην εκπαίδευση προετοιμάζει τους μαθητές για τις προκλήσεις και τις ευκαιρίες του μέλλοντος. Δεδομένου ότι η ΤΝ κάνει αισθητή την εμφάνισή της σε όλους τους τομείς, η κατανόηση και η εξοικείωση με αυτήν αποτελεί απαραίτητη δεξιότητα για τη νέα γενιά.

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ΣΧΕΔΙΑ ΠΑΡΕΜΒΑΣΗΣ ΕΝΙΣΧΥΣΗΣ ΦΩΝΟΛΟΓΙΚΗΣ ΕΠΙΓΝΩΣΗΣ-ΠΡΟΦΟΡΙΚΟΥ ΛΟΓΟΥ-ΕΝΕΡΓΗΤΙΚΗΣ ΑΚΡΟΑΣΗΣ ΣΤΟ ΝΗΠΙΑΓΩΓΕΙΟ ΣΕ ΠΑΙΔΙΑ ΜΕ ΜΑΘΗΣΙΑΚΕΣ ΔΥΣΚΟΛΙΕΣ

Παπαδοπούλου Κυριακή
Εκπαιδευτικός ΠΕ60.5

Περίληψη

Στην Ελλάδα ξεκίνησε τα τελευταία χρόνια να αναφέρεται η πρώιμη παρέμβαση η οποία έχει θετικές επιπτώσεις στην ανάπτυξη του παιδιού, διότι έτσι γίνεται ευκολότερη η ένταξη των παιδιών στην κοινωνία, αλλά και μειώνονται οι πιθανότητες φοίτησης σε ειδικό σχολείο. Τα συνεπή δίκτυα παρέμβασης στην Τοπική Αυτοδιοίκηση, η αξιολόγηση έρευνας και πράξης σε κάθε περιοχή και η συνεργασία ειδικού επιστημονικού προσωπικού βοηθάνε στην πρόληψη σε παιδιά ηλικίας 0-5 ετών, αλλά και στη σωστή πρώιμη παρέμβαση. Στην παρούσα εργασία η ερευνήτρια έθεσε σαν στόχους τη φωνολογική επίγνωση, τη βελτίωση του προφορικού λόγου και την ενεργητική ακρόαση σε παιδιά με μαθησιακές δυσκολίες. Σχεδιάστηκαν 10 σχέδια παρέμβασης (5 ατομικά-5 ομαδικά) τα οποία συνάντησαν δυσκολίες σε τρία επίπεδα. Τέλος, αξιολογήθηκε η εκπαιδευτική διαδικασία και ελέγχθηκε η αποτελεσματικότητα των σχεδίων για περαιτέρω χρησιμοποίησή τους στο μέλλον.

Λέξεις κλειδιά: πρώιμη παρέμβαση, φωνολογική ενημερότητα, προφορικός λόγος, ενεργητική ακρόαση

1. Εισαγωγή

Στο Ν. 4318/2016 συμπληρώνεται ότι μπορεί να χρησιμοποιείται στις τάξεις διαφοροποιημένο αναλυτικό πρόγραμμα της γενικής εκπαίδευσης ή το αναλυτικό πρόγραμμα της ειδικής αγωγής ή συνδυασμός και των δύο. Επίσης, αρμόζει να υλοποιούνται προγράμματα συνεκπαίδευσης με σχολεία γενικής, ώστε να αναπτυχθούν ίσες ευκαιρίες εκπαίδευσης και επισημαίνεται ο ρόλος του εκπαιδευτικού του ΤΕ ως υποστηρικτικός και συνεργατικός με εκπαιδευτικούς άλλων τάξεων, αλλά και προσαρμοστικός ως προς το εκπαιδευτικό περιβάλλον και το υλικό.

Αξίζει να σημειωθεί ότι το ειδικό σχολείο είναι εκπαιδευτικό ίδρυμα το οποίο εφαρμόζει την υποχρεωτική εκπαίδευση σε παιδιά, λαμβάνοντας σαν παράμετρο τη σχολική επίδοσή τους. Περιλαμβάνει τις ίδιες διδακτικές μεθόδους, τα ίδια προγράμματα και τους ίδιους στόχους των γενικών σχολείων. Η Ιμβριώτη (1939) αναφέρει την προτίμησή της στο όνομα «ειδικό» και όχι «βοηθητικό» σχολείο, διότι δεν παρέχεται μόνο ειδική βοήθεια, αλλά ειδικό αντίκρισμα. Από την άλλη πλευρά δημιουργούνται τμήματα ένταξης τα οποία έχουν ως στόχο την κοινωνική αγωγή. Στο ειδικό σχολείο και στα τμήματα ένταξης διδάσκει εξειδικευμένος δάσκαλος της ειδικής αγωγής (Ζώνιου-Σιδέρη, 2011).

Σχετικά με το πλαίσιο ένταξης από τη μια πλευρά υποστηρίζεται η ανάπτυξη των παιδιών στο γνωστικό, ψυχολογικό και κοινωνικό τομέα με και χωρίς ειδικές ανάγκες. Ωστόσο, από την άλλη επισημαίνονται οι αρνητικές επιπτώσεις στους μαθητές τυπικές ανάπτυξης της ένταξης αυτής, καθώς θα παρατηρείται καθυστέρηση στην παράδοση των μαθημάτων. Ωστόσο, τα αναλυτικά προγράμματα και η συνεχής εκπαίδευση των δασκάλων είναι δυνατόν να οδηγήσουν σε επιτυχημένη ένταξη των μαθητών (Forlin, 2004).

2. Κυρίως μέρος

2.1. Διδασκαλία και Παρέμβαση

Η έμφαση σε μία από τις τέσσερις διαστάσεις που ορίζουν ένα αναλυτικό πρόγραμμα (σκοποί-στόχοι, περιεχόμενα, μέθοδοι διδασκαλίας, αξιολόγηση), όπως περιγράφηκε, αρχικά, από τον Tyler (1949), δίνει διάφορα μοντέλα αναλυτικών προγραμμάτων όπως: «α) το μοντέλο των σκοπών και των στόχων (επακριβής και σαφής καθορισμός στόχων), που πρέπει να επιτύχει ο εκπαιδευτικός με τη διδασκαλία, β) το μοντέλο των περιεχομένων (σχετικό με τις παραδοσιακές διαδικασίες σύνταξης και αναμόρφωσης αναλυτικών προγραμμάτων), με έμφαση στο περιεχόμενο διδασκαλίας, γ) το μοντέλο διαδικασίας, (εισάγει τους μαθητές σε διάφορους τρόπους σκέψης), λαμβάνοντας συγκεκριμένες γνώσεις και δ) το μοντέλο των μελλοντικών καταστάσεων, σύμφωνα με το οποίο ειδικοί διαφόρων κλάδων είναι απαραίτητο να προσδιορίσουν καταστάσεις μέσα στις οποίες θα ζήσει στο μέλλον ο μαθητής. Στη συνέχεια πρέπει με βάση τις καταστάσεις αυτές να προσδιοριστούν οι δεξιότητες τις οποίες πρέπει να αποκτήσει ο μαθητής στα πλαίσια της εκπαίδευσής του, προκειμένου να μπορεί να αντεπεξέρχεται με επιτυχία στις καταστάσεις αυτές και να αντιμετωπίσει τα προβλήματα που θα προκύπτουν» (Κωνσταντίνου, Ζαχοπούλου, Κιουμουρτζόγλου, 2007).

Για να βοηθηθούν οι μαθητές με μαθησιακές δυσκολίες απαιτείται να σχεδιαστούν κατάλληλα προγράμματα παρέμβασης τα οποία ικανοποιούν τις ανάγκες τους. Για παράδειγμα, ένα κατάλληλο σχέδιο παρέμβασης με σκοπό τη φωνολογική ενημερότητα θα ενισχύσει την επίδοση των μαθητών που αντιμετωπίζουν αυτό το πρόβλημα και θα στοχεύσει στην πρόοδό τους. Οι αρχές που διέπουν μια αποτελεσματική παρέμβαση είναι α) χρήση της ζώνης επικείμενης ανάπτυξης του παιδιού, β) στρατηγικές και μέσα με εσωτερική συνοχή, γ) αρχική, τελική, έγκυρη αξιολόγηση, δ) επικεντρωμένη στις αδυναμίες των μαθητών. Ένα σχέδιο διδασκαλίας περιλαμβάνει την εισαγωγική δραστηριότητα, την άμεση διδασκαλία/μοντελοποίηση, την καθοδηγούμενη μάθηση, την ανεξάρτητη, δραστηριότητες ελέγχου και αναστοχασμό (Τζιβινίκου, 2018).

2.2 Προφορική επικοινωνία

Βάσει του ΔΕΠΠΣ νηπιαγωγείου (2003) στο σχεδιασμό και την ανάπτυξη δραστηριοτήτων της γλώσσας υπάγεται η προφορική επικοινωνία (ομιλία-ακρόαση). Οι ικανότητες που επιδιώκεται να αναπτυχθούν σε αυτόν τον τομέα είναι η αφήγηση, η βελτίωση του προφορικού λόγου, η φωνολογική επίγνωση, η περιγραφή, η ερμηνεία και η επιχειρηματολογία. Σε αυτήν την εργασία και στο πρακτικό μέρος θα εξεταστούν οι τρεις πρώτες ικανότητες. Αναλυτικότερα:

Φωνολογική Επίγνωση

Η φωνολογική επίγνωση σχετίζεται με την ικανότητα που κατέχει το παιδί να διαχωρίζει τα φωνήματα των λέξεων, να συλλαβίζει και να εντοπίζει πόσα φωνήματα και συλλαβές αντιστοιχούν στις λέξεις (Τζουριάδου, 1995). Η ανάπτυξη φωνολογικής επίγνωσης οδηγεί σε αρμονική μετάβαση από την προφορική ομιλία στο γραπτό λόγο (Παντελιάδου, Μπότσας, &Σιδερίδης, 2000).

Η ικανότητα φωνολογικής επίγνωσης στο νηπιαγωγείο έχει σημασία για τη μετέπειτα αναγνωστική πορεία και γραφή του παιδιού στο δημοτικό. Το κάθε παιδί έχει το δικό του ρυθμό ανάπτυξης ακόμη και στην ομιλία. Είναι λογικό κάποια παιδιά να μιλούν νωρίς και άλλα να εμφανίζουν καθυστέρηση, με αποτέλεσμα να παράγουν πρώτα ήχους με εύκολη άρθρωση π.χ. /p/ και /b/. Η καθυστέρηση της φωνολογικής απόκτησης δύναται να οφείλεται στην ανωριμότητα του παιδιού, στην αδυναμία άντλησης νέων πληροφοριών και στον περιορισμό ανατροφοδότησης από γλωσσικό περιβάλλον, στην απουσία γλωσσικών ερεθισμάτων και στη μη εξοικείωση με το φωνολογικό σύστημα (Γαβριηλίδου, 2003). Συμπεραίνει κανείς ότι η φωνολογική επίγνωση μπορεί να αναπτυχθεί σε παιδιά με μαθησιακές δυσκολίες μέσα από διάφορες δραστηριότητες, με συγκεκριμένες τεχνικές από τους εκπαιδευτικούς (Παντελιάδου, 2011).

Βελτίωση προφορικού λόγου

Ο προφορικός λόγος αποτελεί το μέσο επικοινωνίας μεταξύ ανθρώπινων σχέσεων και ειδικότερα στο νηπιαγωγείο στη σχέση μαθητή-δασκάλου και μαθητή-συμμαθητή. Τα παιδιά μαθαίνουν να χρησιμοποιούν εκφράσεις που συνδέονται με συγκεκριμένες περιστάσεις, όπως ευχές, απομνημονεύουν ποιήματα και τραγούδια, αινίγματα και γλωσσοδέτες (ΔΕΠΠΣ, 2003). Η θεωρία του αναδυόμενου γραμματισμού σχετίζεται με την ανάπτυξη της γλώσσας στο νηπιαγωγείο και τη μετέπειτα πορεία του παιδιού στο δημοτικό (Στασινός, 2009).

Αφήγηση

Σε αυτήν την κατηγορία ανήκει η μετάδοση μιας πραγματικής ή φανταστικής ιστορίας. Είναι μια διασκεδαστική διαδικασία για το παιδί, καθώς μέσα από το παραμύθι ξεφεύγει νοερά από την καθημερινότητα, προσφέροντάς του ηρεμία και τήρησης διαδοχικής σειράς, χρησιμοποιώντας χρονικές λέξεις. Ταυτίζεται με ήρωες και συγκρίνει τη ζωή τους με δικές του εμπειρίες. Γνωρίζει ότι το παραμύθι έχει αρχή, μέση και τέλος, εμπλουτίζει το λεξιλόγιό του και ψυχαγωγείται (Αυδίκος, 2002).

3. Αξιολόγηση

i) Μέθοδοι

Για την αξιολόγηση (έγκυρη και αξιόπιστη) της βελτίωσης και της προόδου των παιδιών προτείνονται ενδεικτικά οι ακόλουθες μέθοδοι αξιολόγησης από τις οποίες θα μπορούν να επιλέγουν οι εκπαιδευτικοί ανάλογα με την αναπτυξιακή ηλικία στην οποία αναφέρονται :

1)Συνέντευξη παιδιού από τον/ την εκπαιδευτικό.

2)Παρατήρηση άλλων παιδιών

3)Παρουσίαση ρόλου: Τα παιδιά αναλαμβάνουν να παίξουν ένα ρόλο σε ένα υποθετικό σενάριο.

4)Παρατήρηση του παιδιού από τον/ την εκπαιδευτικό: Υπάρχουν διαφορετικοί τρόποι αξιολόγησης με σκοπό τη συλλογή δεδομένων για τη βελτίωση της προόδου των παιδιών. Οι τρόποι αυτοί μπορεί να είναι : α) Άτυπη Αξιολόγηση, β) Λίστα Ελέγχου (Checklist), γ) Κλίμακες, δ) Σκορ Επίδοσης, ε) Βίντεο- ανάλυση, στ) portfolio.

5)Επίδειξη (δημόσια επίδειξη των εργασιών των παιδιών που αντανακλούν στην πρόοδό τους) (Λοΐζου, Παπαδημήτρη-Καχριμάνη, 2011).

ii)Είδη αξιολόγησης

Η αξιολόγηση είναι μια διαδικασία που εκτελείται από το δάσκαλο μέσω τυπικών και άτυπων εργαλείων μέσα στην τάξη. Μέσω της παρατήρησης (ανεπίσημες καταγραφές, καταγραφές περιστατικών προσδιορισμένες χρονικά, ποσοτικά-ποιοτικά στοιχεία ανά έργο, με χρήση λίστας) ο ίδιος προσαρμόζει το αναλυτικό πρόγραμμα και χρησιμοποιεί τις κατάλληλες παρεμβάσεις (Τζουριάδου & Αναγνωστοπούλου, 2011· Τζιβινίκου, 2018).

Στη σχολική μάθηση διακρίνονται τρεις τύποι: η αρχική (έλεγχος επιπέδου γνώσεων), η διαμορφωτική (έλεγχος πορείας μαθητών) και η τελική (αξιολόγηση αποτελεσμάτων). Η εγκυρότητα, η αξιοπιστία, η πρακτικότητα και η προσαρμοστικότητα χαρακτηρίζουν μια αποτελεσματική αξιολόγηση (Αγαλιώτης, 2011).

iii)Άτυπων εργαλείων

Η αξιολόγηση είναι μια διαδικασία που εκτελείται από το δάσκαλο μέσω τυπικών και άτυπων εργαλείων μέσα στην τάξη. Μέσω της παρατήρησης ο ίδιος προσαρμόζει το αναλυτικό πρόγραμμα και χρησιμοποιεί τις κατάλληλες παρεμβάσεις (Τζουριάδου & Αναγνωστοπούλου, 2011· Τζιβινίκου, 2018).

Σύμφωνα με τον Πόρποδα (2003) για να ανιχνευτούν μαθησιακές δυσκολίες οι εκπαιδευτικοί κατασκευάζουν τα άτυπα τεστ με γνώμονα την ηλικία του παιδιού και το αναλυτικό πρόγραμμα σπουδών. Δεν απαιτείται ειδικός εξοπλισμός και σημαντικό ρόλο διαδραματίζει η επίδοση του

μαθητή (πριν και μετά το τεστ). Παρόλα αυτά αποτελούν σημαντικό εργαλείο για το σχεδιασμό εξατομικευμένου προγράμματος ή διαφοροποιημένης διδασκαλίας. Χορηγούνται άμεσα και γρήγορα από το δάσκαλο, ώστε ο μαθητής να νιώθει άνετα, αφού δεν υπάρχει εξεταστής. Έτσι, συνδέονται εργαλείο-αναλυτικό πρόγραμμα και διευκολύνεται το έργο των δασκάλων (Σπαντιδάκης, 2004).

4. Σχέδια Παρέμβασης

Σκοποί: (1-8): Φωνολογική επίγνωση
9: Βελτίωση προφορικού λόγου μέσω αφήγησης παραμυθιού
10: Βελτίωση προφορικού λόγου μέσω τραγουδιού

Στρατηγικές: (1-8): Φωνολογική επίγνωση
9: Μνημονικές/Αναγνωστικής Κατανόησης/Ακρόασης
10: Ακρόασης/Μνημονικές

1ο Σχέδιο Παρέμβασης
Ειδικός διδακτικός στόχος: Να διακρίνει το αρχικό φώνημα της λέξης
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: κάρτες που απεικονίζουν ζώα και γράμματα της αλφαβήτου, εικόνες για κολάζ, η/υ.
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Ο εκπαιδευτικός παρουσιάζει στο παιδί εικόνες με διάφορα ζώα (πρόβατο, κότα, γάιδαρος, σκύλος, αγελάδα). Ζητάει από τον Ρ. να ονομάσει τα ζώα που του παρουσιάζονται και να μιμηθεί και τους ήχους αυτών.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός δείχνει τις εικόνες και ονομάζει φωναχτά τα ζωάκια. Στη συνέχεια αντιστοιχεί κάθε ζωάκι με καρτέλα από το γράμμα της αλφαβήτου, όπως εικόνα πρόβατο → γράμμα Π., εικόνα κότα → γράμμα Κ, εικόνα γάιδαρος → γράμμα Γ, εικόνα σκύλος → γράμμα Σ, εικόνα αγελάδα → γράμμα Α.

Καθοδηγούμενη μάθηση (10λ)

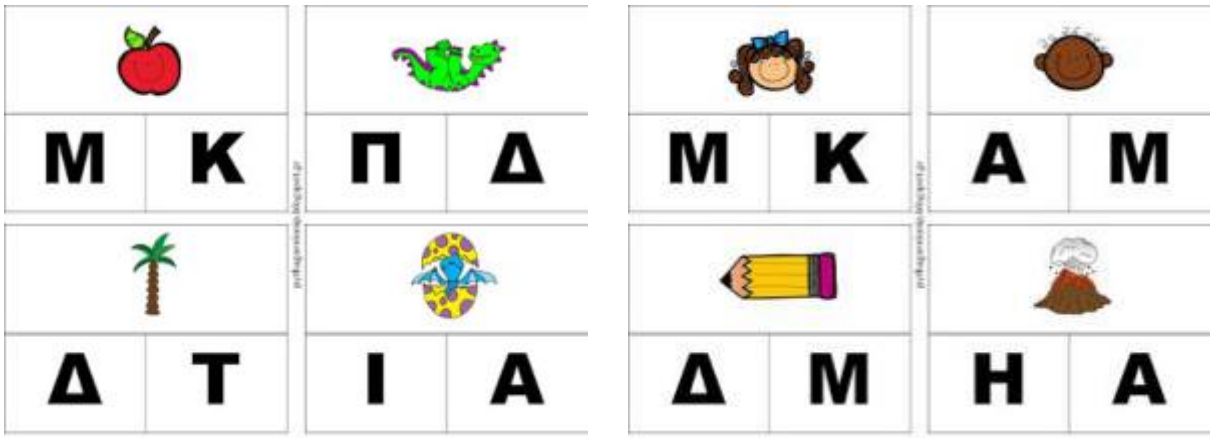
Έπειτα με τη βοήθεια του παιδαγωγού μπορεί το παιδί να δημιουργήσει ένα κολάζ με πράγματα και ζώα που αρχίζουν από τις παραπάνω φωνούλες. Έτσι για παράδειγμα θα γραφτούν σαν επικεφαλίδα τα γράμματα Π,Κ,Γ,Σ,Α και από κάτω οτιδήποτε αρχίζει από την αντίστοιχη φωνούλα. Για το Π θα υπάρχουν παπούτσια και πόρτα, για το Κ. → κουτάλι και κεφάλι, για το Γ → γάτα και γάλα, για το Σ → σπίτι και σίδερο, για το Α → αεροπλάνο και αλεπού.

Ανεξάρτητη μάθηση (10λ)

Ο εκπαιδευτικός ζητάει από το παιδί να επιλέξει την εικόνα που ξεκινάει από τη φωνούλα «π». Έπειτα από τις φωνούλες «κ», «γ», «α» και «σ». Στη συνέχεια περιμένει μέχρι να σημειωθούν αρκετές επιτυχίες ως προς την αντιστοίχηση φωνούλας-εικόνας.

Δραστηριότητες Ελέγχου (10λ)

Με τη βοήθεια η/υ και κατάλληλου λογισμικού ο Ρ. ενώνει την κάθε φωνούλα με κάθε εικόνα που βλέπει. Τέλος, σχετικά με την αυτοαξιολόγηση μπορεί ο μαθητής να κερδίζει ένα αυτοκόλλητο σε κάθε σωστή διάκριση φωνήματος.



2ο Σχέδιο Παρέμβασης
Ειδικός Διδακτικός Στόχος: Να αναλύει λέξεις σε συλλαβές
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: 10 κάρτες, τετράδιο, μολύβι, σπιρτόκουτα, μπίλιες, μαγνητόφωνο.
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Ο εκπαιδευτικός παροτρύνει το μαθητή Ρ. να ονομάσει τις 10 κάρτες. Ο τελευταίος βλέπει διάφορα αντικείμενα, όπως καπέλο, ελέφαντας, μπότα, περιστέρι, φίδι, μήλο, χελώνα, ζάρι, λεμόνι, σαλιγκάρι.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Εδώ ο παιδαγωγός χωρίζει τις λέξεις σε συλλαβές, χτυπώντας τα χέρια (παλαμάκια) ή άλλους ήχους (χτυπήματα ποδιών). Για παράδειγμα, στη λέξη καπέλο αναφωνεί συλλαβιστά και χτυπάει παλαμάκια το εξής: κα - πέ - λο . Το ίδιο και στις επόμενες λέξεις: ε-λέ-φα-ντας, μπό-τα, πε-ρι-στέ-ρι, φί-δι, μή-λο, χε-λώ-να, ζά-ρι, λε-μό-νι, σα-λι-γκά-ρι. Στο τέλος κάθε λέξης σημειώνει σε χαρτί πόσες συλλαβές-παλαμάκια χτύπησε και τοποθετεί σε ανοιχτά σπιρτόκουτα τόσες μπίλιες όσες οι συλλαβές. Ο εκπαιδευτικός προσέχει, ώστε το παιδί να μην μπορεί να ακολουθήσει πιστά τους κανόνες συλλαβισμού, π.χ. πε-ρισ-τέ-ρι. Και σε αυτήν την περίπτωση εκλαμβάνεται η απάντηση ως σωστή.

Καθοδηγούμενη μάθηση (10λ)

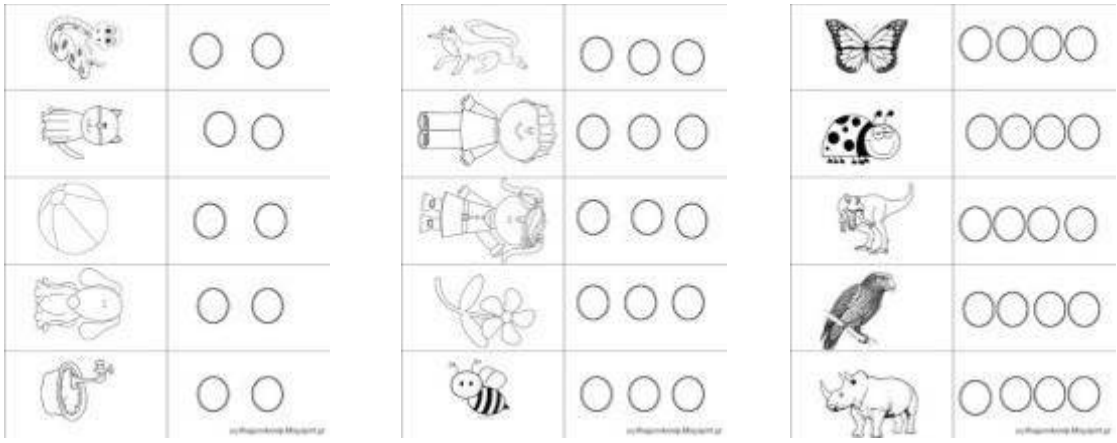
Εδώ, ο εκπαιδευτικός ζητάει από τον Ρ. να μιμηθεί το ρομπότ με όποιες κινήσεις θέλει και να μιλάει συλλαβιστά, αναφωνώντας τις παραπάνω λέξεις. Ο πρώτος αναφωνεί μία-μία τις λέξεις και το παιδί μιμείται το ρομπότ, συλλαβίζοντας την καθεμία. Επίσης, ενθαρρύνει και βοηθάει όπου χρειαστεί.

Ανεξάρτητη μάθηση (10λ)

Αρχικά, παρουσιάζονται οι δισύλλαβες λέξεις (μπότα, φίδι, μήλο, ζάρι) και κατόπιν οι πολυσύλλαβες (καπέλο, ελέφαντας, περιστέρι, χελώνα, λεμόνι, σαλιγκάρι). Το παιδί προσπαθεί να χτυπήσει παλαμάκια, ενώ διαχωρίζει τις συλλαβές. Στη συνέχεια μπορεί να ομαδοποιήσει τις λέξεις σε δισύλλαβες και πολυσύλλαβες σύμφωνα με τις μπίλιες που έχει στα κουτιά.

Δραστηριότητες Ελέγχου (10λ)

Το παιδί βλέπει διάφορες εικόνες και μαγνητοφωνείται όταν τις συλλαβίζει. Κατόπιν, ακούει τι κατέγραψε και ελέγχει αν ήταν σωστό ή λάθος.



3ο Σχέδιο Παρέμβασης
Ειδικός Διδακτικός Στόχος: Να διακρίνει μέσω της ακρόασης συλλαβές.
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: κάρτες με μεταφορικά μέσα, χαρτόνι, μαρκαδόρος, πλαστελίνη.
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Ο εκπαιδευτικός δείχνει κάρτες στο Ρ. με μεταφορικά μέσα και τις ονομάζουν (τρένο, καράβι, αυτοκίνητο, ποδήλατο, αεροπλάνο, μοτοσυκλέτα). Μπορεί να ακουστεί και ο ήχος από αυτά τα μέσα για να συνδεθεί ήχος-εικόνα.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Εδώ ο εκπαιδευτικός παίρνει μπροστά του δύο εικόνες με μεταφορικά μέσα (αεροπλάνο-τρένο). Ρωτάει: ποια εικόνα έχει μέσα της το κομματάκι «τρέ-»; Τη βρίσκει και συνεχίζει το ίδιο με άλλες δύο κάρτες (καράβι-ποδήλατο). Ποια εικόνα έχει μέσα της το κομματάκι «-δή-»; Τη δείχνει και τη φέρνει μπροστά του. Στο επόμενο ζευγάρι (αυτοκίνητο-μοτοσυκλέτα), ποια εικόνα έχει μέσα της το κομματάκι «το»; Και οι 2. Αν δει ότι δυσκολεύεται το παιδί στην κατανόηση σε αυτό το ζευγάρι αλλάζει συλλαβή ή ζευγάρια.

Καθοδηγούμενη μάθηση (10λ)

Ο εκπαιδευτικός καλεί τον Ρ. να δημιουργήσει κάποιες συλλαβές που εμπεριέχονται στις παραπάνω λέξεις με πλαστελίνη. Τον βοηθάει όπου χρειαστεί και δημιουργούν μαζί όπου δυσκολεύεται. Στη συνέχεια μπορεί να κυκλώσει αυτές τις συλλαβές σε φύλλο εργασίας.

Ανεξάρτητη μάθηση (10λ)

Το παιδί μόνο του προσπαθεί να βρει τη σωστή συλλαβή, όπως έκανε ο εκπαιδευτικός στην άμεση διδασκαλία. Ο εκπαιδευτικός αναφωνεί συλλαβές και αναμένει την απάντηση.

Δραστηριότητες Ελέγχου (10λ)

Σε ένα χαρτόνι πάνω γράφονται κάποιες συλλαβές π.χ. –το, -κα, λα και άλλες. Ο εκπαιδευτικός ονομάζει κάρτες και το παιδί τις τοποθετεί κάτω από την αντίστοιχη συλλαβή. Σε κάθε σωστή λαμβάνει αυτοκόλλητο. Σε περίπτωση λάθους ξαναπροσπαθεί.

4ο Σχέδιο Παρέμβασης
Ειδικός διδακτικός στόχος: Να αναλύει τις προτάσεις σε λέξεις
Μέθοδοι: Εικονογραφημένη, διερευνητική
Μέσα-υλικά: εικόνες, φύλλο εργασίας
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Ο εκπαιδευτικός παρουσιάζει στο παιδί ένα επιτραπέζιο παιχνίδι με αντίθετα και προσπαθεί να τα ενώσει π.χ. μέρα-νύχτα, μέσα-έξω, κλειστό παράθυρο, ανοικτό κ.α.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Στη συνέχεια αναφέρει στο παιδί όλη την ιστορία της κάθε εικόνας π.χ. το παιδί ανοίγει το παράθυρο- το παιδί κλείνει το παράθυρο. Εξηγεί με φωναχτή σκέψη τη διαδικασία.

Καθοδηγούμενη μάθηση (10λ)

Κατόπιν, το παιδί προσπαθεί να δομήσει προτάσεις ανάλογα με τις εικόνες που βλέπει. Και με τη βοήθεια της παιδαγωγού όπου χρειαστεί δίνει ένα παράδειγμα ανάλυσης της πρότασης χτυπώντας παλαμάκια ή τα πόδια σε κάθε λέξη. Για παράδειγμα, το ( ) - κορίτσι ( ) – κοιμάται ( ) / το ( ) - κορίτσι ( ) -ξυπνάει ( )

Ανεξάρτητη μάθηση (10λ)

Ο εκπαιδευτικός ζητάει από το παιδί να επιλέξει π.χ. την εικόνα που δείχνει ότι η κότα είναι μέσα στην αυλή. Στη συνέχεια περιμένει να χτυπήσει παλαμάκια μέχρι να σημειωθούν αρκετές επιτυχίες ως προς την αντιστοίχιση χτύπημα-λέξη.

Δραστηριότητες Ελέγχου (10λ)

Με τη βοήθεια φύλλου εργασίας το παιδί μετράει πόσα παλαμάκια είχε κάθε πρόταση. Για παράδειγμα στην πρόταση το παιδί τρέχει στην αυλή- 5 (βλέπει το 5 και χτυπάει παλαμάκια ή τα πόδια του για να επιβεβαιώσει το σύνολο των λέξεων).

5ο Σχέδιο Παρέμβασης
Ειδικός Διδακτικός Στόχος: να συνθέτει συλλαβές σε λέξεις

Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: κάρτες
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Ο εκπαιδευτικός παροτρύνει το μαθητή Ρ. να ονομάσει 10 κάρτες με διάφορα αντικείμενα.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός αναφέρει μια ιστοριούλα στο παιδί, λέγοντας ότι μια μάγισσα μετέτρεψε τη φωνή του, ώστε να μιλάει συλλαβιστά. Ξεκινάει, λοιπόν, και λέει φωναχτά διάφορες λέξεις συλλαβιστά πχ. σκύ-λος, πρό-βα-το, λου-λού-δι.

Καθοδηγούμενη μάθηση (10λ)

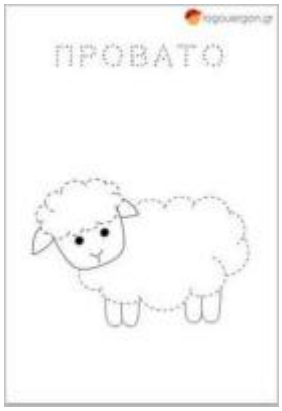
Εδώ, ο εκπαιδευτικός επαναλαμβάνει τις λέξεις από τις παραπάνω κάρτες συλλαβιστά και ζητάει από το παιδί να του πει γρήγορα τη λέξη που είπε. Για παράδειγμα: εκπαιδευτικός: κε-ρί, παιδί: κερί κ.ο.κ. Ενθαρρύνει και βοηθάει όπου χρειαστεί.

Ανεξάρτητη μάθηση (10λ)

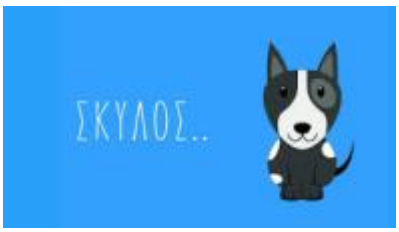
Ο εκπαιδευτικός απαγγέλει τραγουδάκια μικρά και το παιδί προσπαθεί να βρει τις προτάσεις. Για παράδειγμα, η μικ-ρή α-ράχ-νη με κό-πο α-νε-βαί-νει….

Δραστηριότητες Ελέγχου (10λ)

Το παιδί βλέπει διάφορες εικόνες στον η/υ και αναφωνεί τη λέξη συλλαβιστά. Στο σωστό τον χειροκροτούν. Ο εκπαιδευτικός σημειώνει τις σωστές απαντήσεις.



ΛΟΥΛΟΥΔΙ



6ο ΣΧΕΔΙΟ ΠΑΡΕΜΒΑΣΗΣ
(ομαδικό)
Ειδικός Διδακτικός Στόχος: Να συνθέτουν φωνήματα.
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: χαρτόνια-μαρκαδόροι, κάρτες, φύλλο ελέγχου
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Τα παιδιά ζωγραφίζουν χαρούμενα και λυπημένα ανθρωπάκια με τη βοήθειά μας.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός εξηγεί φωναχτά τι πρέπει να κάνουν οι μαθητές ο οποίος θα προφέρει φωνήματα τα οποία συνθέτουν λέξεις. Για παράδειγμα, φ-ω-ς. Εκπαιδευτικός: Μπορείτε να

μαντέψετε ποια λέξη είπα; Τα παιδιά δίνουν τις απαντήσεις τους και σε περίπτωση λάθους διορθώνονται, αφού πρώτα επαναλάβει ο εκπαιδευτικός ξανά τη λέξη.

Καθοδηγούμενη μάθηση (10λ)

Σε αυτό το σημείο ο εκπαιδευτικός λέει στο αυτί του ενός μαθητή μια λέξη, προφέροντας κάθε φώνημα ξεχωριστά και ο τελευταίος το επαναλαμβάνει, ώστε να το ακούσει ο συμμαθητής του και να μαντέψει ποια λέξη είπε. Στο σωστό ο εκπαιδευτικός δείχνει τη χαρούμενη φατσούλα και στο λάθος τη λυπημένη. Στη συνέχεια ακολουθείται το ίδιο με τον άλλον μαθητή.

Ανεξάρτητη μάθηση (10λ)

Τα παιδιά δείχνουν το ένα στο άλλο εικόνες και αυτός που βλέπει προσπαθεί να προφέρει κάθε φώνημα της λέξης ξεχωριστά. Ο εκπαιδευτικός βοηθάει όπου χρειαστεί.

Δραστηριότητες Ελέγχου (10λ)

Τα παιδιά έχουν μπροστά τους ένα βιβλίο που όταν πατάς τα αντικείμενα τα ακούς κιόλας. Μόλις τα παιδιά πατήσουν ένα αντικείμενο, προσπαθούν να συνθέσουν τα φωνήματά του.

7ο ΣΧΕΔΙΟ ΠΑΡΕΜΒΑΣΗΣ
(ομαδικό)
Ειδικός Διδακτικός Στόχος: να διακρίνουν ακουστικά συλλαβές
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: κάρτες με διάφορα αντικείμενα, η/υ
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Τα παιδιά βλέπουν διάφορες κάρτες και ονομάζουν τα αντικείμενα.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός δείχνει τώρα εικόνες και χωρίζει τις λέξεις των αντικειμένων που βλέπει σε συλλαβές, πχ. κα-ρά-βι. Ποιες συλλαβές έχει μέσα το καράβι; Τις -κα, -ρα και –βι.

Καθοδηγούμενη μάθηση (10λ)

Τα παιδιά βλέπουν δύο εικόνες μπροστά τους. Ο εκπαιδευτικός τους ζητάει να ονομάσουν τις δύο εικόνες (αεροπλάνο-καράβι). Ποια λεξούλα περιέχει τη συλλαβή –ρο; Τις λέει ξανά φωναχτά και αργά, ώστε τα παιδιά να εντοπίσουν τη συλλαβή στη σωστή λέξη. Επαναλαμβάνει αργά.

Ανεξάρτητη μάθηση (10λ)

Το κάθε παιδί διαλέγει δύο εικόνες και τις δείχνει στο συμμαθητή του. Με τη βοήθεια της εκπαιδευτικού διαλέγουν μια συλλαβή, ώστε να τη μαντέψει ο άλλος. Επαναλαμβάνουν, ώσπου να σημειώσει σωστή απάντηση.

Δραστηριότητες Ελέγχου (10λ)

Τα παιδιά με τη βοήθεια του η/υ επιλέγουν εικόνες και τις σπάνε σε συλλαβές. Στο σωστό ο η/υ αναφωνεί Μπράβο!!!

8ο ΣΧΕΔΙΟ ΠΑΡΕΜΒΑΣΗΣ
(ομαδικό)
Ειδικός Διδακτικός Στόχος: να εντοπίσουν ομοιότητα, αφαιρώντας την πρώτη φωνούλα
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: κάρτες με διάφορα αντικείμενα, η/υ
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Τα παιδιά βλέπουν διάφορες κάρτες και ονομάζουν τα αντικείμενα.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός παρουσιάζει μια ομάδα τεσσάρων εικόνων. Η πρώτη εικόνα θα ταιριάζει με μια από τις υπόλοιπες εικόνες, αν βγάλει κανείς την πρώτη φωνούλα. Για παράδειγμα, εικόνα πόδι και από κάτω επιλογές: μπάλα, ρόδι, δέντρο. Ο εκπαιδευτικός δίνει την πρώτη απάντηση. Στη συνέχεια εκτελεί και άλλα παραδείγματα, ώσπου να γίνει κατανοητός.

Καθοδηγούμενη μάθηση (10λ)

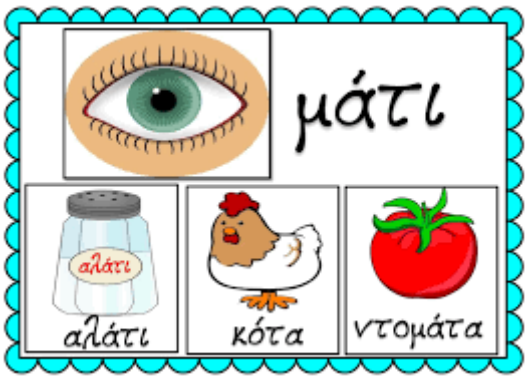
Ο εκπαιδευτικός τους δείχνει πάλι τις ίδιες εικόνες και προσπαθούν με λίγη βοήθεια να βρουν τις δύο λέξεις που ταιριάζουν αν αφαιρέσουμε την πρώτη φωνούλα.

Ανεξάρτητη μάθηση (10λ)

Τα παιδιά βλέπουν τις 4 εικόνες. Τις ονομάζουν και προσπαθούν μόνα τους να βρουν με ποια λέξη ταιριάζει, όπως μάτι, αλάτι, κότα, ντομάτα/ χέρι, ψάρι, μήλο, αστέρι.

Δραστηριότητες Ελέγχου (10λ)

Τα παιδιά με τη βοήθεια του η/υ επιλέγουν ανάμεσα σε 3 εικόνες τις δύο όμοιες ηχητικά.



9ο ΣΧΕΔΙΟ ΠΑΡΕΜΒΑΣΗΣ
(ομαδικό)
Ειδικός Διδακτικός Στόχος: να διηγούνται/ αφηγούνται ένα παραμύθι.
Μέθοδοι: Διερευνητική, εικονογραφημένη.
Μέσα-υλικά: παραμύθι «Η αρπαγή της κότας», Rodriguez, B.
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Τα παιδιά βλέπουν το εξώφυλλο του παραμυθιού «Η αρπαγή της κότας» του Rodriguez το οποίο είναι ένα παραμύθι χωρίς λόγια. Εντοπίζουν τον τίτλο και το συγγραφέα και περιγράφουν την εικόνα του εξωφύλλου.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός τους εξηγεί ότι το παραμύθι μέσα δεν έχει λόγια παρά μόνο εικόνες, οπότε θα πρέπει μόνοι τους να διηγηθούν την ιστορία. Τους δείχνει την πρώτη εικόνα και τους την περιγράφει, ώστε να καταλάβουν πώς θα τη συνεχίσουν.

Καθοδηγούμενη μάθηση (10λ)

Τα παιδιά συνεχίσουν εναλλάξ την αφήγηση του παραμυθιού με τη βοήθεια του εκπαιδευτικού. Ο τελευταίος χρησιμοποιεί λέξεις όπως πρώτα, ύστερα, μετά από αυτό, ώστε τα παιδιά να τηρούν τη διαδοχική σειρά, σύμφωνα με το ΔΕΠΠΣ.

Ανεξάρτητη μάθηση (10λ)

Στη συνέχεια ο ένας κρατάει το βιβλίο και ο άλλος διηγείται αυτά που βλέπει. Αλλάζουν ρόλους. Η αφήγηση μπορεί να μαγνητοφωνεί.

Δραστηριότητες Ελέγχου (10λ)

Τα παιδιά ακούνε τις μαγνητοφωνημένες διηγήσεις και ξαναβλέπουν το παραμύθι. Αλλάζουν ότι δεν τους αρέσει.

10ο ΣΧΕΔΙΟ ΠΑΡΕΜΒΑΣΗΣ
(ομαδικό)
Ειδικός Διδακτικός Στόχος: να βελτιώνουν και να εμπλουτίζουν τον προφορικό τους λόγο.
Μέθοδοι: Διερευνητική, καθοδηγούμενη εξάσκηση, εικονογραφημένη.
Μέσα-υλικά: εικονογραφημένο τραγούδι, η/υ
Διάρκεια Διδασκαλίας: 50λ

Εισαγωγική δραστηριότητα (5λ)

Τα παιδιά παρατηρούν το τραγούδι εικονόλεξο για τα χρώματα. Ονομάζουν τις εικόνες που βλέπουν.

Άμεση διδασκαλία/Μοντελοποίηση (15λ)

Ο εκπαιδευτικός τραγουδάει, δείχνοντας την αντίστοιχη σειρά.

Καθοδηγούμενη μάθηση (10λ)

Τους ενθαρρύνει να τραγουδήσουν μαζί πολλές φορές το τραγούδι. Μπορούν να το ακούσουν και στο διαδίκτυο για να συντονιστούν με τη μουσική.

Ανεξάρτητη μάθηση (10λ)

Τα παιδιά μόνα τους ανακαλούν στη μνήμη τους τις εικονολέξεις και προσπαθούν να θυμηθούν τα λόγια.

Δραστηριότητες Ελέγχου (10λ)

Ακούνε το τραγούδι στο διαδίκτυο και τραγουδάνε όλοι μαζί.

4. Συμπεράσματα

Το σημαντικό για όσους εμπλέκονται στην εκπόνηση και υλοποίηση παρεμβατικών προγραμμάτων για μαθητές με δυσκολίες μάθησης και προσαρμογής δεν είναι να κατηγοριοποιούν επιτυχώς τις ελλείψεις του μαθητή, αλλά να συνειδητοποιήσουν ότι αν δεν προσδιοριστούν και δεν αρθούν αυτές καθαυτές οι ελλείψεις, ο μαθητής δε θα μπορέσει να αντιμετωπίσει τις απαιτήσεις του σχολείου. Είναι σημαντικό να βρεθεί η πρωταρχική αιτία της έλλειψης της προϋποτιθέμενης γνώσης ή δεξιότητας, όμως αυτό δεν είναι πάντα εφικτό σε περίπτωση που η έλλειψη έχει δημιουργηθεί σε συνθήκες που έχουν στο μεταξύ διαφοροποιηθεί.

Επιδιώκεται ένα δημοκρατικό σχολείο στο οποίο όλα τα παιδιά, ανεξάρτητα από ιδιαιτερότητες, θα αποκτούν όλα εκείνα τα εφόδια που χαρακτηρίζουν σήμερα το μορφωμένο άνθρωπο και θα προσφέρει μορφωτικά αγαθά προσαρμοσμένα στη «ζώνη επικείμενης ανάπτυξης» του κάθε παιδιού για ένα ευτυχισμένο μέλλον για όλα τα παιδιά (Κωνσταντίνου, Ζαχοπούλου, Κιουμουρτζόγλου, 2007).

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Η ΣΥΜΒΟΛΗ ΤΗΣ ΤΕΧΝΟΛΟΓΙΑΣ ΣΤΗ ΔΙΑΔΙΚΑΣΙΑ ΚΟΙΝΩΝΙΚΗΣ ΚΑΙ ΕΠΑΓΓΕΛΜΑΤΙΚΗΣ ΕΠΑΝΕΝΤΑΞΗΣ ΑΤΟΜΩΝ ΜΕ ΙΣΤΟΡΙΚΟ ΕΞΑΡΤΗΣΗΣ ΚΑΙ ΕΜΠΛΟΚΗΣ ΜΕ ΤΟΝ ΝΟΜΟ

Τριανταφυλλίδου Ελευθερία
Κοινωνική λειτουργός Δημόσια Υπηρεσία Απασχόλησης

Περίληψη

Η τεχνολογία αποτελεί ουσιαστικό εργαλείο για την κοινωνική και επαγγελματική επανένταξη ατόμων με ιστορικό εξάρτησης και ποινική εμπλοκή. Μέσα από θεματική ανάλυση δεδομένων από 10 focus groups και 12 επαγγελματίες, αναδείχθηκαν τρεις κύριες θεματικές: στη θεραπεία, η τεχνολογία υποστηρίζει αλλά δεν υποκαθιστά τη διαπροσωπική επαφή· στην εκπαίδευση, η εξ αποστάσεως μάθηση μειώνει δυσκολίες μετακίνησης και τις πιθανότητες διακοπής φοίτησης· στην απασχόληση, διευκολύνεται η αναζήτηση εργασίας μέσω ψηφιακών εργαλείων και καθοδήγησης συμβούλων. Ωστόσο, το ψηφιακό χάσμα παραμένει εμπόδιο για πολλούς. Τα ευρήματα υπογραμμίζουν την ανάγκη για συνδυαστικά προγράμματα εκπαίδευσης και κατάρτισης με χρήση τεχνολογίας που ενισχύουν δεξιότητες και προάγουν βιώσιμη κοινωνική ένταξη, με προσεκτικό σχεδιασμό ώστε να αποφεύγεται η απομόνωση και να καλύπτονται οι ιδιαίτερες ανάγκες του πληθυσμού.

Λέξεις κλειδιά: κοινωνική επανένταξη, τεχνολογία και ένταξη, ψηφιακό χάσμα, επαγγελματική αποκατάσταση, εξ αποστάσεως εκπαίδευση, τεχνολογικές δεξιότητες

1. Εισαγωγή

Η κοινωνική και επαγγελματική επανένταξη ατόμων με ιστορικό εξάρτησης και ποινικής εμπλοκής επηρεάζεται από την τεχνολογία, η οποία μπορεί να λειτουργήσει είτε ως εργαλείο ένταξης είτε να ενισχύσει τις υφιστάμενες ανισότητες και αποκλεισμούς (Venkatesh & Sykes 2013, Wresch 2004). Το ψηφιακό χάσμα οξύνει τον αποκλεισμό των ευάλωτων ομάδων, καθώς η πρόσβαση και οι δεξιότητες εξαρτώνται από κοινωνικοοικονομικούς παράγοντες, όπως το εισόδημα, η εκπαίδευση, η φυλή και η ηλικία (Gonzales 2016, Reisdorf et al. 2021, Robinson et al. 2020). Η έλλειψη ψηφιακού γραμματισμού περιορίζει την ένταξη στην εργασία και την κοινωνία (Hargittai et al., 2019, Reisdorf & Rikard 2018). Οι ανισότητες στην πρόσβαση και τη χρήση των ΤΠΕ περιορίζουν την κοινωνική συμμετοχή, επιδεινώνοντας την ανεργία και τη φτώχεια (Newman et al. 2016, Selwyn 2002, OECD 2021, Ertl et al. 2019, Wilhelmsson et al. 2017). Δεδομένου ότι η τεχνολογία καθορίζει πλέον την ένταξη στην αγορά εργασίας, η ανάπτυξη σχετικών δεξιοτήτων είναι ζωτικής σημασίας (Wiley & Goulding, 2023).

Η έρευνα για την επίδραση της ψηφιακής τεχνολογίας στην επανένταξη ατόμων με ιστορικό εξάρτησης και εμπλοκής με τον νόμο είναι περιορισμένη, αν και η πανδημία COVID-19 αύξησε το σχετικό ενδιαφέρον. Οι περισσότερες μελέτες επικεντρώνονται στη χρήση κοινωνικών δικτύων κατά τη χρήση ουσιών (Oksanen et al., 2021), στη σημασία των κοινωνικών τεχνολογιών σε μεταβάσεις ζωής, ενώ λιγότερες διερευνούν την τεχνολογία ως θεραπευτικό εργαλείο (Dugdale et al., 2017, Carroll & Rounsaville 2010, Heyer et al. 2020). Παρά τις δυνατότητες που προσφέρει η τεχνολογία, τα προγράμματα επανένταξης εξακολουθούν να ακολουθούν παραδοσιακές προσεγγίσεις (McKay 2022, Pulido 2021).

Ο όρος «ψηφιακή κοινωνική επανένταξη» περιγράφει τη χρήση ψηφιακών χώρων για τη δημιουργία κοινωνικών δικτύων, την ενίσχυση ανθεκτικότητας και την αναδόμηση της ταυτότητας, αν και οι επαγγελματίες δεν είναι εξοικειωμένοι με αυτήν (Phelan et al., 2022). Η εξ αποστάσεως θεραπεία προσφέρει χαμηλότερο κόστος, μεγαλύτερη προσβασιμότητα και ανωνυμία (Elison et al. 2022, Pittard et al. 2023, Evans et al. 2017), διευκολύνοντας τη δημιουργία διαδικτυακών κοινοτήτων υποστήριξης (Dugdale et al. 2017, Marks et al. 2007). Ωστόσο, η απουσία φυσικής επαφής μπορεί

να περιορίσει τη συναισθηματική σύνδεση, να καθυστερήσει την ανίχνευση προβλημάτων και να αυξήσει την εγκατάλειψη θεραπείας (Grant & Dill-Shackleford 2017, Carroll & Rounsaville 2010, Moore et al. 2023, Graham et al. 2018). Παρότι η τεχνολογία υποστηρίζει την επανένταξη, απαιτούνται ολοκληρωμένες παρεμβάσεις με κοινωνική υποστήριξη, εργασιακή ένταξη και εξειδικευμένες υπηρεσίες.

Τα μέσα κοινωνικής δικτύωσης και οι πλατφόρμες συνομιλίας μπορούν να υποστηρίξουν τη θεραπεία και την κοινωνική ένταξη, διευκολύνοντας την ανταλλαγή εμπειριών, την πρόσβαση σε πληροφόρηση και την ενίσχυση του αισθήματος κοινότητας (Hester et al. 2013, Phelan et al. 2022, Sutter et al. 2024). Ωστόσο, η ανοιχτή επικοινωνία μπορεί να εκθέσει τα άτομα σε παράγοντες υποτροπής ή σε αρνητικά δίκτυα, καθιστώντας απαραίτητη τη συνετή και ελεγχόμενη χρήση των ψηφιακών κοινοτήτων.

Η ψηφιακή τεχνολογία ενισχύει την κοινωνική και επαγγελματική δικτύωση, προσφέροντας ευκαιρίες εργασίας και εκπαίδευσης, ενώ η εξ αποστάσεως εργασία μειώνοντας εμπόδια όπως το στίγμα και τις δυσκολίες μετακίνησης (LePage et al. 2024, Ogbonnaya-Ogburu et al. 2019, Wilhelmsson et al. 2017). Παρότι η τηλεργασία διευκολύνει την ένταξη μέσω της απόκρυψης στιγματισμένων ταυτοτήτων, μπορεί να ενισχύσει την κοινωνική απομόνωση, περιορίζοντας την υποστηρικτική αλληλεπίδραση. Με δεδομένη τη λιγοστή βιβλιογραφία, η παρούσα μελέτη εξετάζει τις προκλήσεις και τις δυνατότητες της τεχνολογίας στην επανένταξη για τον συγκεκριμένο πληθυσμό.

2.1. Μέθοδος της έρευνας

Η παρούσα μελέτη διερευνά τις αντιλήψεις, τις πραγματικές εμπειρίες και την οπτική των επαγγελματιών σχετικά με τον ρόλο της τεχνολογίας στη θεραπεία, την εκπαίδευση και την επαγγελματική ένταξη ατόμων με ιστορικό εξάρτησης και εμπλοκής με τον νόμο.

2.1.1 Συλλογή Δεδομένων και Δείγμα

Η έρευνα ακολουθεί ποιοτική μεθοδολογία, με συλλογή δεδομένων μέσω focus groups. Συμμετείχαν 48 μέλη του ΚΕΘΕΑ που βρίσκονται στο στάδιο της επανένταξης και 12 επαγγελματίες από φορείς θεραπείας και υποστήριξης. Ο μέσος όρος ηλικίας των συμμετεχόντων ήταν 45 έτη, ενώ οι επαγγελματίες είχαν μέσο όρο 20 έτη εμπειρίας. Τα focus groups με τα μέλη πραγματοποιήθηκαν διά ζώσης στις δομές του οργανισμού, ενώ οι συζητήσεις με τους επαγγελματίες διεξήχθησαν εξ αποστάσεως μέσω τηλεδιάσκεψης. Η επιλογή των συμμετεχόντων έγινε με δειγματοληψία σκοπιμότητας, ώστε να διασφαλιστεί η συμμετοχή ατόμων με σχετική εμπειρία στη χρήση ή την απουσία χρήσης της τεχνολογίας στην επαγγελματική ένταξη.

2.2.2 Ανάλυση Δεδομένων

Η ανάλυση πραγματοποιήθηκε με θεματική ανάλυση (Braun & Clarke, 2006), ακολουθώντας τα στάδια κωδικοποίησης, εντοπισμού θεμάτων και ερμηνείας μοτίβων. Τα δεδομένα οργανώθηκαν σε τρεις κεντρικές θεματικές ενότητες: 1. Ψηφιακές Δεξιότητες – Ευκαιρίες & Προκλήσεις, 2. Χρήση της Τεχνολογίας στην Εργασία και την Επαγγελματική Ανάπτυξη, 3. Εφαρμογές της Τεχνολογίας σε Εκπαίδευση, Θεραπεία και Εργασία. Κάθε ενότητα εξετάστηκε από τρεις διαφορετικές οπτικές: τις αντιλήψεις των συμμετεχόντων, τις πραγματικές εμπειρίες τους και την οπτική των επαγγελματιών.

2.2.3 Δεοντολογικές Αρχές

Η έρευνα διεξήχθη με πλήρη σεβασμό στα δεοντολογικά πρότυπα. Η συμμετοχή ήταν εθελοντική, με ενημερωμένη συναίνεση όλων των συμμετεχόντων. Οι συζητήσεις ηχογραφήθηκαν, αποθηκεύτηκαν με ασφάλεια και καταστράφηκαν μετά την ολοκλήρωση της ανάλυσης.

2.2 Περιορισμοί της Έρευνας

Τα ευρήματα αφορούν συγκεκριμένο πλαίσιο απεξάρτησης και επανένταξης και ενδέχεται να μην είναι άμεσα γενικεύσιμα σε άλλες δομές ή πληθυσμούς. Η έρευνα επικεντρώνεται στην αρχική φάση της επανένταξης, χωρίς να εξετάζει τη μακροπρόθεσμη επίδραση της τεχνολογίας στην επαγγελματική πορεία των συμμετεχόντων. Παρά τους περιορισμούς, η μελέτη αναδεικνύει κρίσιμα ζητήματα που σχετίζονται με την τεχνολογική ενσωμάτωση στην κοινωνική και επαγγελματική επανένταξη, προσφέροντας πολύτιμες πληροφορίες για τις προκλήσεις και τις ευκαιρίες που προκύπτουν από τη χρήση της τεχνολογίας.

2.3 Αποτελέσματα της έρευνας

2.3.1 Ψηφιακές Δεξιότητες – Ευκαιρίες & Προκλήσεις

Οι συμμετέχοντες αναγνωρίζουν τη σημασία της τεχνολογίας, όμως το ψηφιακό χάσμα περιορίζει την αξιοποίησή της, καθώς πολλοί στερούνται των απαραίτητων δεξιοτήτων ή μέσων. *«Όλα πλέον είναι μέσω τεχνολογίας, από την εύρεση σπιτιού έως τη δουλειά.» – Μανώλης, Ομάδα G4, 46 ετών. «Πήγα να κάνω μία μεταβίβαση ηλεκτρονικά. Νόμιζα ότι έγινε, αλλά δεν έγινε. Πάλι καλά έπεσα σε καλό υπάλληλο που με ενημέρωσε.» – Σπύρος, Ομάδα G6, 32 ετών.*

Οι επαγγελματίες θεωρούν κρίσιμη την εκπαίδευση σε ψηφιακές δεξιότητες για την κοινωνική και επαγγελματική ένταξη, καθώς η έλλειψή τους οδηγεί σε αποκλεισμό. Επισημαίνουν ότι οι γνώσεις των ατόμων διαφέρουν και υποστηρίζουν τη συστηματική ενσωμάτωση της τεχνολογικής εκπαίδευσης στα προγράμματα επανένταξης. *«…Αφενός, θέλουμε και εμείς εκπαίδευση… Θα πρέπει να αλλάξει η κουλτούρα μας… δηλαδή η εκμάθηση των υπολογιστών να είναι ένα κομμάτι που να υπάρχει σε όλα τα προγράμματα.» – Γιώργος, Ομάδα G1, 20 έτη εμπειρίας.*

2.3.2 Χρήση της Τεχνολογίας στην Εργασία και την Επαγγελματική Ανάπτυξη

Οι συμμετέχοντες αντιλαμβάνονται την τεχνολογία ως κλειδί για την επαγγελματική εξέλιξη και τη συνδέουν με τη μάθηση, την απασχολησιμότητα και την προσωπική ανάπτυξη. *«Απεξάρτηση σημαίνει εξέλιξη, και η εξέλιξη περιλαμβάνει και την εκμάθηση νέων δεξιοτήτων, όπως η τεχνολογία.»* – Μανώλης, Ομάδα G4, 46 ετών.

Αναγνωρίζουν ότι η τεχνολογία επηρεάζει όλα τα επαγγέλματα, ακόμη και χαμηλής ειδίκευσης, και ανησυχούν για την πιθανή απώλεια θέσεων εργασίας. Παρότι οι περισσότεροι απασχολούνται σε χειρωνακτικές εργασίες, όπου η τεχνολογία δεν είναι ακόμη κυρίαρχη, η σημασία της αυξάνεται σταδιακά. *«Βλέπω πως πριν δύο-τρία χρόνια είχε εργάτες μεταφοράς, τώρα έχει ρομποτάκια… Αυτό με αποθαρρύνει.»* – Νεκτάριος, Ομάδα G5, 21 ετών. *«Εντάξει… εγώ δουλεύω ηλεκτρολόγος…Φτιάχνουμε έξυπνα συστήματα, έξυπνα σπίτια….»* – Νικήτας, Ομάδα G5, 27 ετών.

Οι επαγγελματίες εστιάζουν στην τεχνολογία ως εργαλείο αναζήτησης εργασίας, συμβουλεύοντας τους ωφελούμενους για τη σύνταξη βιογραφικού και τη χρήση ψηφιακών πλατφορμών. Ωστόσο, λίγοι προτείνουν τρόπους ενσωμάτωσής της στις εργασιακές διαδικασίες.

2.3.3 Εφαρμογές της Τεχνολογίας σε Εκπαίδευση, Θεραπεία και Εργασία

Οι συμμετέχοντες θεωρούν την τεχνολογία βασικό εργαλείο αναζήτησης εργασίας και, με τη στήριξη του προγράμματος, την έχουν αξιοποιήσει μέσω ηλεκτρονικών μέσων. *«Χωρίς τεχνολογία δεν βρίσκεις δουλειά. Πρέπει να έχεις εφημερίδες; Βιογραφικά θέλουν όλοι με email να στείλεις, δεν υπάρχει αλλιώς… Η ερώτηση που κάνεις είναι...»* – Βίκτωρας, Ομάδα G5, 29 ετών.

Μερικοί συμμετέχοντες βασίστηκαν πλήρως στην τεχνολογία για την εύρεση εργασίας, ενώ άλλοι συνδύασαν ηλεκτρονικές αιτήσεις με προσωπικές επισκέψεις. Κάποιοι δεν την αξιοποίησαν καθόλου, προτιμώντας κοινωνικά δίκτυα και προσωπικές γνωριμίες, ακόμη και εντός της ίδιας δομής. *«Όταν κατεβήκαμε από την κοινότητα, για να βρούμε δουλειά, όλοι από τον υπολογιστή ψάξαμε, όλοι βιογραφικά ηλεκτρονικά στείλαμε με email.»* – Νικήτας, Ομάδα G3, 47 ετών. *«Αλήθεια, έστειλες*

βιογραφικό; ...Εγώ δεν έστειλα.» – «Εγώ δεν το έχω κάνει ποτέ αυτό στη ζωή μου.» – «Ούτε εγώ.» – Ομάδα G4.

Η εκπαίδευση βοηθά στη γεφύρωση του ψηφιακού χάσματος, ιδιαίτερα για μεγαλύτερες ηλικίες, διευκολύνοντας την καθημερινότητά τους. *«...Ενημερώνουμε για βασικά θέματα όπως το gov.gr, email, εργασιακά δικαιώματα και υποχρεώσεις πριν ξεκινήσουν να ψάχνουν για δουλειά. Κάποιες φορές υπάρχει αντίσταση»* – Ευαγγελία, Ομάδα G1, 20 έτη εμπειρίας.

Θεραπεία

Η άμεση επαφή θεωρείται θεμελιώδης στη θεραπευτική διαδικασία για τη συναισθηματική σύνδεση και την ουσιαστική υποστήριξη. *«Θεωρητικά γίνεται, αλλά δεν βοηθάει σε εμάς αυτό, δηλαδή η άμεση επαφή σε μας είναι το Α και το Ω.»* – Ζήσης, Ομάδα G7, 45 ετών

Οι εμπειρίες από την πανδημία επιβεβαιώνουν ότι η τεχνολογία μπορεί να λειτουργήσει μόνο ως συμπληρωματικό εργαλείο. *«Στη δική μου επανένταξη έτυχε να είναι covid εποχές, ρε παιδί μου, κάναμε live ομάδες... Καμία σχέση.»* – Στρατής, Ομάδα G7, 44 ετών.

Η δημιουργία ενός κοινού chat εντός της κοινότητας επανένταξης λειτούργησε ως σημαντικό εργαλείο υποστήριξης, καλύπτοντας τόσο πρακτικές ανάγκες όσο και την ανάγκη για συναισθηματική σύνδεση και κοινωνική υποστήριξη. *«...Το γεγονός ότι έχουμε ένα κοινό chat σαν επανένταξη, άμα βγεις σε αυτό το chat, το μόνο που μας βοηθάει είναι στο να βρεθούμε, στο να κανονίσουμε κάτι...»* – Βίκτωρας, Ομάδα G5, 29 ετών.

Οι επαγγελματίες δεν αναφέρθηκαν συγκεκριμένα στη χρήση της τεχνολογίας στη θεραπεία, αλλά επισήμαναν τη σημασία της διαπροσωπικής επαφής σε όλα τα στάδια της επανένταξης.

Εκπαίδευση – Κατάρτιση

Για όσους εργάζονται πολλές ώρες, η εξ αποστάσεως εκπαίδευση θα μπορούσε να είναι πολύτιμη, ωστόσο ελάχιστοι την έχουν αξιοποιήσει. *«Μετά από 1,5 χρόνο πίεση, λέω χίλιες φορές από το κουτί... γιατί πού πάω από την κούραση, από την πίεση, από το στρες.. δεν μπορώ να κρατήσω και πολλά.»* – Χάρης, Ομάδα G7, 40 ετών.

Κάποιοι αναγκάστηκαν να διακόψουν σπουδές λόγω ασυμβατότητας με τις απαιτήσεις φυσικής παρουσίας. *«Μετά τη δουλειά έπρεπε να πηγαίνω στο μάθημα... Αν μου έλεγαν από το σπίτι, δεν θα σταματούσα, θα το συνέχιζα ακόμη.»* – Ζήσης, Ομάδα G7, 45 ετών.

Οι επαγγελματίες αναγνωρίζουν τη σημασία της τεχνολογίας στην εκπαίδευση και την κατάρτιση, αλλά υπογραμμίζουν την ανάγκη για ολιστική προσέγγιση. *«Η εκπαίδευση και ο εξοπλισμός πρέπει να είναι ενταγμένα στη θεραπευτική πορεία και η επαγγελματική ένταξη να θεωρείται ως σημαντικό στοιχείο αυτής της διαδικασίας.»* – Δημήτρης, Ομάδα G1, 30 έτη εμπειρίας

Εξ αποστάσεως εργασία

Παρά τα πλεονεκτήματα, η απομακρυσμένη εργασία συνοδεύεται και από σημαντικές προκλήσεις. Ορισμένοι συμμετέχοντες ανέφεραν ότι η τηλεργασία δεν είναι εφικτή στον τομέα τους, καθώς η πλειονότητα των επαγγελμάτων τους απαιτεί χειρωνακτική εργασία. *«Το αντικείμενο δουλειάς σε εμάς νομίζω για τους περισσότερους είναι χειρωνακτική εργασία.»* – Μιχαήλ, Ομάδα G4, 46 ετών.

Οι συμμετέχοντες αναγνωρίζουν τον κίνδυνο απομόνωσης και την πιθανότητα μετατόπισης της εξάρτησης. *«...Να πάμε να χωθούμε εκεί πέρα και να αλληλεπιδρούμε μέσα από τον υπολογιστή, από το κινητό και αυτά... Δηλαδή, άμα απομονωθούμε, τελειώσαμε εμείς. Η άποψή μου είναι αυτή.»* – Μανώλης, Ομάδα G4, 46 ετών.

Ωστόσο, όσοι έχουν εμπειρία θεωρούν ότι το υβριδικό μοντέλο είναι η καλύτερη λύση. *«Ναι, αν το ανοίξουμε το θέμα έτσι, είναι, αλλά με όρια, ανάλογα τη χρήση που θα κάνεις. Το να είσαι σίγουρα από απόσταση συνέχεια δεν λειτουργεί. Το να είσαι μερικές στιγμές λειτουργεί πολύ καλά.»* – Γιώργος, Ομάδα G3, 46 ετών.

Οι επαγγελματίες εκφράζουν αντικρουόμενες απόψεις σχετικά με την απομακρυσμένη εργασία. Αναγνωρίζουν ότι μπορεί να μειώσει το στίγμα, καθώς οι εργοδότες επικεντρώνονται στην απόδοση αντί στο παρελθόν των εργαζομένων. Ωστόσο, εκφράζονται ανησυχίες ότι μπορεί να

ενισχύσει την απομόνωση, λειτουργώντας ως μηχανισμός αποφυγής της κοινωνικής ένταξης *«Να το δούμε σαν μία πρόταση για το πώς μπορούν να κινηθούν με εναλλακτικούς τρόπους πάνω στην εργασία, γιατί πλέον η λέξη εργασία είναι πολύ ευρύτερη στις μέρες μας.»* – Στέλιος, Ομάδα G2, 16 έτη εμπειρίας..

2.4 Συμπεράσματα

Η τεχνολογία είναι κεντρικός άξονας κοινωνικής και επαγγελματικής ένταξης, αλλά η αξιοποίησή της περιορίζεται από έλλειψη δεξιοτήτων και δυσπιστία προς τις ψηφιακές συναλλαγές, με το ψηφιακό χάσμα να εντείνει τον κοινωνικό αποκλεισμό (McKay 2022, Pulido 2021, Venkatesh και Sykes 2013, Wresch 2004). Πολλοί συμμετέχοντες εξαρτώνται από τρίτους ή αποφεύγουν τις ψηφιακές πλατφόρμες, ενώ οι αποσπασματικές δράσεις εκπαίδευσης δεν αρκούν για την επανένταξή τους. Η επιτυχής ενσωμάτωση απαιτεί συνδυασμό τεχνικής κατάρτισης και ενίσχυσης της αυτοπεποίθησης για την αποτελεσματική χρήση των δεξιοτήτων τους.

Η τεχνολογία είναι καθοριστική για την επαγγελματική ένταξη, επηρεάζοντας τόσο την εύρεση όσο και τη διατήρηση εργασίας, ακόμα και σε θέσεις χαμηλής ειδίκευσης. Παρότι οι συμμετέχοντες τη θεωρούν απαραίτητη, ανησυχούν για την αυτοματοποίηση και τις απαιτήσεις προσαρμογής. Οι επαγγελματίες τη συνδέουν κυρίως με την αναζήτηση εργασίας, χωρίς στρατηγικές για την καθημερινή επαγγελματική πρακτική. Η απουσία συντονισμένων δράσεων δημιουργεί χάσμα μεταξύ τεχνολογικών δυνατοτήτων και πραγματικής αξιοποίησης, ενώ η έλλειψη ψηφιακών δεξιοτήτων αναδεικνύεται ως εμπόδιο στην επανένταξη, απαιτώντας στοχευμένη εκπαίδευση (Hargittai et al. 2019, Reisdorf & Rikard 2018).

Η τεχνολογία επιταχύνει την υποβολή βιογραφικών και διευρύνει τις ευκαιρίες απασχόλησης, αλλά η έλλειψη ψηφιακών δεξιοτήτων παραμένει εμπόδιο. Οι ψηφιακές πλατφόρμες προωθούν την κοινωνική και επαγγελματική ένταξη (Ogbonnaya-Ogburu et al. 2019, Wilhelmsson et al. 2017), ωστόσο, ενώ κάποιοι τις αξιοποιούν, άλλοι βασίζονται σε κοινωνικά δίκτυα και γνωριμίες. Οι επαγγελματίες υπογραμμίζουν την ανάγκη εκπαίδευσης στις ψηφιακές δεξιότητες, καθώς οι ηλεκτρονικές αιτήσεις κυριαρχούν, όμως πολλοί ωφελούμενοι αποφεύγουν τη χρήση τους λόγω φόβου ή χαμηλής αυτοπεποίθησης. Οι δράσεις εκπαίδευσης παραμένουν αποσπασματικές και τοπικά περιορισμένες, εντείνοντας ανισότητες στην πρόσβαση στην τεχνολογική εκπαίδευση.

Οι συμμετέχοντες θεωρούν τη δια ζώσης θεραπεία αναντικατάστατη, καθώς η ανθρώπινη αλληλεπίδραση είναι κρίσιμη για την κοινωνική ένταξη. Παρότι τα διαδικτυακά εργαλεία προσφέρουν υποστήριξη, ειδικά σε περιόδους περιορισμών, δεν αντικαθιστούν τη φυσική επαφή, η οποία ενισχύει τη συναισθηματική σύνδεση και μειώνει τον κίνδυνο εγκατάλειψης της θεραπείας (Grant & Dill-Shackleford 2017, Carroll & Rounsaville 2010, Graham et al. 2018, Moore et al. 2023). Οι διαδικτυακές κοινότητες συμβάλλουν στην ένταξη (Hester et al. 2013, Phelan et al. 2022, Sutter et al. 2024), αλλά η πανδημία ανέδειξε τα όρια της εξ αποστάσεως θεραπείας. Οι επαγγελματίες τονίζουν ότι η θεραπευτική σχέση απαιτεί σταθερή κοινωνική αλληλεπίδραση, που δεν μπορεί να επιτευχθεί αποκλειστικά μέσω ψηφιακών μέσων.

Η εξ αποστάσεως εκπαίδευση προσφέρει ευελιξία σε εργαζόμενους και άτομα με οικογενειακές υποχρεώσεις, ωστόσο λίγοι τη χρησιμοποιούν. Η ασυμβατότητα ορισμένων προγραμμάτων με τις απαιτήσεις φυσικής παρουσίας έχει οδηγήσει σε διακοπή σπουδών. Τα ευρήματα επιβεβαιώνουν ότι η εξ αποστάσεως εκπαίδευση και εργασία μπορούν να μειώσουν εμπόδια όπως το στίγμα και οι δυσκολίες μετακίνησης (LePage et al., 2024). Οι επαγγελματίες τονίζουν ότι η εκμάθηση ψηφιακών εργαλείων πρέπει να συνοδεύεται από ενίσχυση αυτοπεποίθησης για την αποτελεσματική αξιοποίηση των δεξιοτήτων στην αγορά εργασίας.

Η τηλεργασία προσφέρει ευελιξία και μειώνει την ανάγκη μετακινήσεων, αλλά είναι εφικτή κυρίως για άτομα με ψηφιακές δεξιότητες. Οι περισσότεροι συμμετέχοντες εργάζονται σε χειρωνακτικά επαγγέλματα, όπου η τηλεργασία δεν εφαρμόζεται, ενώ ορισμένοι θεωρούν ότι οδηγεί σε κοινωνική απομόνωση, επηρεάζοντας αρνητικά την επανένταξη. Οι επαγγελματίες εμφανίζονται διχασμένοι, καθώς αναγνωρίζουν ότι η τηλεργασία μειώνει το στίγμα, εστιάζοντας στην απόδοση αντί στο παρελθόν των εργαζομένων, αλλά παράλληλα ανησυχούν για την έλλειψη κοινωνικής

αλληλεπίδρασης. Υποστηρίζουν ότι η τηλεργασία μπορεί να λειτουργήσει ως λύση για συγκεκριμένες κατηγορίες, αρκεί να προσαρμόζεται στις ανάγκες των ωφελούμενων και να συνοδεύεται από δράσεις κοινωνικής ένταξης.

Η τεχνολογία μπορεί να υποστηρίξει την κοινωνική και επαγγελματική ένταξη, αλλά η έλλειψη ψηφιακών δεξιοτήτων και η αποσπασματική ενσωμάτωσή της στα προγράμματα επανένταξης περιορίζουν την αποτελεσματικότητά της. Οι επαγγελματίες ζητούν συστηματικότερη προσέγγιση που θα συνδέει την τεχνολογική εκπαίδευση με την αγορά εργασίας. Παρά τις ευκαιρίες που ανέδειξε η πανδημία COVID-19, η έρευνα στο πεδίο παραμένει περιορισμένη και οι πρωτοβουλίες βασίζονται σε παραδοσιακές μεθόδους. Η παρούσα μελέτη επιχειρεί να καλύψει αυτό το κενό, διερευνώντας τη συμβολή της τεχνολογίας σε διαφορετικές διαστάσεις της κοινωνικής ένταξης και υπογραμμίζοντας την ανάγκη για μια πιο συντονισμένη και θεσμικά κατοχυρωμένη ενσωμάτωσή της στις πολιτικές επανένταξης.

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ΣΤΑΣΕΙΣ ΚΑΙ ΑΠΟΨΕΙΣ ΝΗΠΙΑΓΩΓΩΝ ΓΙΑ ΤΗΝ ΧΡΗΣΗ ΤΟΥ ΠΑΙΔΑΓΩΓΙΚΟΥ ΜΟΝΤΕΛΟΥ ΤΗΣ ΥΠΑΙΘΡΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ ΣΤΑ ΤΥΠΙΚΑ ΣΧΟΛΕΙΑ

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Περίληψη

Η παρούσα έρευνα διερευνά τις στάσεις και απόψεις νηπιαγωγών σχετικά με τη χρήση της Υπαίθριας Εκπαίδευσης (Outdoor Education) στα τυπικά σχολεία της Κύπρου. Στόχος της είναι να κατανοήσει την αντίληψη των εκπαιδευτικών για τα οφέλη και τα εμπόδια εφαρμογής, καθώς και την υποστήριξη από το σχολικό σύστημα. Η μεθοδολογία περιλαμβάνει τη συμμετοχή 100 νηπιαγωγών από Λάρνακα και Αμμόχωστο, οι οποίοι συμπλήρωσαν διαδικτυακό ερωτηματολόγιο με 29 ερωτήσεις, χρησιμοποιώντας την κλίμακα Likert. Τα ευρήματα δείχνουν θετική στάση απέναντι στα οφέλη της υπαίθριας εκπαίδευσης, αν και εντοπίζονται εμπόδια όπως η έλλειψη πόρων και ο ακατάλληλος εξοπλισμός. Οι εκπαιδευτικοί αναφέρουν την ανάγκη για περισσότερη υποστήριξη από τη διοίκηση και εξωτερικούς φορείς, υπογραμμίζοντας την ανάγκη ενίσχυσης των υποδομών και της επιμόρφωσης.

Λέξεις κλειδιά: Υπαίθρια εκπαίδευση, στάσεις νηπιαγωγών, οφέλη υπαίθριας εκπαίδευσης. εμπόδια υπαίθριας εκπαίδευσης, σχολικό σύστημα.

1. Εισαγωγή

Περιγραφή του Προβλήματος

Η υπαίθρια εκπαίδευση αποτελεί ένα ισχυρό εργαλείο για την ανάπτυξη δεξιοτήτων στα παιδιά, όπως η συνεργατικότητα, η δημιουργικότητα και η οικολογική συνείδηση (Spooner & McFarlane, 2021). Στην προσχολική εκπαίδευση, αυτή η μέθοδος ενισχύει τη μάθηση μέσω βιωματικών δραστηριοτήτων και άμεσης επαφής με το φυσικό περιβάλλον (Louv, 2008). Παρά τα οφέλη της, η εφαρμογή της συναντά περιορισμούς, όπως καιρικές συνθήκες, έλλειψη πόρων και οργανωτικές δυσκολίες (Waite, 2011), ενώ οι εντατικοί ρυθμοί του σχολικού προγράμματος περιορίζουν την εφαρμογή της (Gilbertson et al., 2006).

Σημαντικότητα του Θέματος

Η κατανόηση των απόψεων των νηπιαγωγών για την υπαίθρια εκπαίδευση έχει σημαντική πρακτική και θεωρητική αξία. Μπορεί να βελτιώσει τις διδακτικές πρακτικές και να ενισχύσει την ποιότητα της εκπαίδευσης, προάγοντας δεξιότητες όπως η κριτική σκέψη και η οικολογική συνείδηση (Beames et al., 2020). Επίσης, ενσωματώνοντας την υπαίθρια εκπαίδευση στο αναλυτικό πρόγραμμα, θα δημιουργηθεί μια πιο διαδραστική μαθησιακή διαδικασία. Η έρευνα θα αναδείξει τις ανάγκες κατάρτισης των νηπιαγωγών και τις ελλείψεις υποδομών, συμβάλλοντας στην ανάπτυξη πολιτικών και προγραμμάτων που θα υποστηρίξουν τη μέθοδο στα σχολεία.

Σκοπός της Μικροέρευνας

Ο σκοπός της παρούσας μικροέρευνας είναι να διερευνήσει τις στάσεις και απόψεις των νηπιαγωγών σχετικά με τη χρήση της υπαίθριας εκπαίδευσης (Outdoor Education) στα τυπικά σχολεία στη Κύπρο. Η έρευνα επιδιώκει να κατανοήσει τη διάσταση του τρόπου με τον οποίο οι νηπιαγωγοί αντιλαμβάνονται τη μέθοδο της υπαίθριας εκπαίδευσης, τα οφέλη που προσφέρει, καθώς και τις προκλήσεις και τα εμπόδια που ενδέχεται να αντιμετωπίζουν στην εφαρμογή της στην προσχολική τάξη.

Υπαίθρια Εκπαίδευση (Outdoor Education)

Η υπαίθρια εκπαίδευση αποτελεί μια δυναμική και εμπλουτισμένη εκπαιδευτική προσέγγιση που βασίζεται στην αλληλεπίδραση των μαθητών με το φυσικό περιβάλλον. Κύριο χαρακτηριστικό της είναι η χρήση του εξωτερικού χώρου για τη μάθηση, με σκοπό να ενισχυθεί η προσωπική και κοινωνική ανάπτυξη των μαθητών, προσφέροντας εμπειρίες μέσω βιωματικών δραστηριοτήτων (Beames et al., 2020). Αυτή η προσέγγιση ενθαρρύνει τους μαθητές να εξερευνήσουν και να εφαρμόσουν τις γνώσεις τους μέσω της άμεσης αλληλεπίδρασης με τον φυσικό κόσμο, προάγοντας τη δημιουργικότητα και τη συνεργασία. Σε αντίθεση με τη στενή εστίαση στη θεωρητική διδασκαλία, η υπαίθρια εκπαίδευση διευρύνει την εκπαιδευτική διαδικασία ενσωματώνοντας το περιβάλλον ως κομμάτι της μάθησης (Spooner & McFarlane, 2021).

Η υπαίθρια εκπαίδευση μπορεί να λάβει διάφορες μορφές, όπως περιβαλλοντική εκπαίδευση, εξωτερικές δραστηριότητες μάθησης και περιπέτειες, εστιάζοντας στην ενίσχυση της περιβαλλοντικής συνείδησης και της ανάπτυξης κοινωνικών δεξιοτήτων. Ειδικότερα, δραστηριότητες όπως η φύτευση φυτών και η παρακολούθηση της ανάπτυξής τους ενισχύουν τη σύνδεση των παιδιών με το φυσικό περιβάλλον, ταυτόχρονα ενισχύοντας τις κοινωνικές δεξιότητες και την ομαδικότητα (Prins et al., 2022). Επιπλέον, τέτοιες δραστηριότητες συνδυάζουν μαθηματικές και επιστημονικές γνώσεις, ενισχύοντας τη διαθεματική προσέγγιση της μάθησης.

Η χρήση του εξωτερικού χώρου για εκπαιδευτικούς σκοπούς βοηθά στην ανάπτυξη κοινωνικών και γνωστικών δεξιοτήτων, όπως η συνεργασία και η επίλυση προβλημάτων, ενώ ταυτόχρονα ενισχύει την ενσυναίσθηση και την επικοινωνία σε φυσικά περιβάλλοντα (NAEYC, 2023).

Βιωματική Μάθηση (Experiential Learning)

Η βιωματική μάθηση, σύμφωνα με τον David Kolb (1984), θεωρεί ότι η μάθηση είναι πιο αποτελεσματική όταν τα άτομα συμμετέχουν άμεσα για την απόκτηση εμπειρίας. Το μοντέλο του Kolb περιλαμβάνει τέσσερα στάδια: την άμεση εμπειρία, την αναστοχαστική ανάλυση, την εξαγωγή συμπερασμάτων και την εφαρμογή της νέας γνώσης σε νέες καταστάσεις. Η βιωματική μάθηση στην υπαίθρια εκπαίδευση ενθαρρύνει τα παιδιά να αλληλεπιδράσουν με το περιβάλλον, να συμμετέχουν σε δραστηριότητες και να αναπτύξουν δεξιότητες μέσω της πράξης.

Η υπαίθρια εκπαίδευση, εφαρμόζοντας την έννοια της βιωματικής μάθησης, προσφέρει την ευκαιρία για ενισχυμένη μάθηση μέσω της αλληλεπίδρασης με τον φυσικό κόσμο. Οι δραστηριότητες στο εξωτερικό περιβάλλον διευκολύνουν την ανάπτυξη κοινωνικών δεξιοτήτων και προάγουν τη βαθύτερη κατανόηση των εννοιών μέσω της ενεργής συμμετοχής των παιδιών.

Κοινωνική Ανάπτυξη (Social Development)

Η κοινωνική ανάπτυξη περιλαμβάνει τη διαδικασία με την οποία τα παιδιά αναπτύσσουν και ενδυναμώνουν τις κοινωνικές τους δεξιότητες, όπως η συνεργασία, η επικοινωνία, η επίλυση συγκρούσεων και η συναισθηματική νοημοσύνη. Η υπαίθρια εκπαίδευση συμβάλλει καθοριστικά στην ενίσχυση αυτών των δεξιοτήτων, καθώς οι δραστηριότητες που διεξάγονται σε εξωτερικούς χώρους απαιτούν ομαδική συνεργασία και αλληλεπίδραση. Η θεωρία του Vygotsky (1978) υποστηρίζει ότι η κοινωνική αλληλεπίδραση αποτελεί θεμελιώδες στοιχείο της μάθησης και της ανάπτυξης, και η υπαίθρια εκπαίδευση επιτρέπει στα παιδιά να εξασκήσουν και να αναπτύξουν κοινωνικές δεξιότητες μέσω πραγματικών αλληλεπιδράσεων σε ομαδικές δραστηριότητες.

Θεωρίες Κοινωνικής Μάθησης

Η θεωρία της κοινωνικής μάθησης του Bandura (1977) προσφέρει ένα χρήσιμο πλαίσιο για την κατανόηση των υπαίθριων εκπαιδευτικών δραστηριοτήτων. Σύμφωνα με τον Bandura, η μάθηση δεν είναι μόνο ατομική, αλλά πραγματοποιείται μέσω της παρατήρησης και αλληλεπίδρασης με άλλους. Οι υπαίθριες δραστηριότητες, όπως οι ομαδικές αποστολές ή τα παιχνίδια προσανατολισμού, ενισχύουν την ανάπτυξη δεξιοτήτων συνεργασίας, ενσυναίσθησης και διαχείρισης συγκρούσεων.

Παράλληλα, οι μαθητές ενισχύουν τις κοινωνικές και ηγετικές ικανότητες τους μέσω της συνεργασίας και της αλληλεπίδρασης σε ομάδες, καθιστώντας την υπαίθρια εκπαίδευση ένα εργαλείο για την ενίσχυση της κοινωνικής μάθησης.

Φυσική Ευημερία (Physical Well-being)

Η φυσική ευημερία συνδέεται με την καλή σωματική υγεία και τη γενική φυσική κατάσταση των παιδιών. Οι υπαίθριες δραστηριότητες, όπως το τρέξιμο και η εξερεύνηση του φυσικού κόσμου, ενισχύουν τη σωματική ευημερία και την ευχάριστη εμπειρία της μάθησης. Μελέτες δείχνουν ότι οι υπαίθριες δραστηριότητες βοηθούν στη μείωση του άγχους και στη βελτίωση της γενικής ευημερίας των μαθητών (Beames et al., 2012). Η υπαίθρια εκπαίδευση προάγει τη σωματική δραστηριότητα και την ενίσχυση της φυσικής κατάστασης μέσω δραστηριοτήτων που ενθαρρύνουν την ενεργητικότητα και την υγιή ανάπτυξη των παιδιών.

Υλικοτεχνικές Δυσκολίες

Οι τελευταίες μελέτες καταδεικνύουν ότι οι σχολικές μονάδες συχνά δεν έχουν επαρκείς εξωτερικούς χώρους ή κατάλληλο εξοπλισμό για να υποστηρίξουν την υπαίθρια μάθηση. Μελέτες από τους White et al. (2022) αναφέρουν ότι η έλλειψη κατάλληλων υπαίθριων χώρων και οι περιορισμένοι πόροι στα σχολεία είναι σημαντικοί περιοριστικοί παράγοντες για την υλοποίηση της υπαίθριας εκπαίδευσης. Παρά την αυξανόμενη αναγνώριση των ωφελειών αυτής της μορφής μάθησης, οι σχολικές υποδομές παραμένουν ένα βασικό εμπόδιο στην εφαρμογή της. Επιπλέον, οι Evans et al. (2023) υποδεικνύουν ότι η περιορισμένη χρηματοδότηση και οι ανάγκες για εκπαίδευση του προσωπικού καθιστούν τη συστηματική εφαρμογή υπαίθριων δραστηριοτήτων δύσκολη.

Εκπαιδευτική Κατάρτιση

Η ανεπαρκής εκπαιδευτική κατάρτιση των δασκάλων αποτελεί έναν από τους βασικούς περιορισμούς για την εφαρμογή της υπαίθριας εκπαίδευσης. Ο Thomas (2005) αναφέρει ότι πολλοί εκπαιδευτικοί ανησυχούν για την ασφάλεια των μαθητών σε υπαίθριες δραστηριότητες και δυσκολεύονται να δημιουργήσουν ισχυρές διδακτικές στρατηγικές που συνδυάζουν τη μάθηση με τη διασκέδαση. Επιπλέον, οι δάσκαλοι συχνά δεν διαθέτουν επαρκή κατάρτιση για να διαχειριστούν τις διαφορετικές ανάγκες των μαθητών σε ανοιχτούς χώρους, γεγονός που περιορίζει την αποτελεσματικότητα των υπαίθριων μαθημάτων. Ως αποτέλεσμα, οι εκπαιδευτικοί χρειάζονται εξειδικευμένη εκπαίδευση και υποστήριξη προκειμένου να ενσωματώσουν την υπαίθρια μάθηση με ασφάλεια και αποδοτικότητα.

Εμπειρικές Έρευνες

Η έρευνα των Barrable και Booth (2020) διεξήχθη για να εξετάσει τη σύνδεση των παιδιών με τη φύση, συγκρίνοντας παιδιά που παρακολουθούν "φυσικά" νηπιαγωγεία (nature nurseries) με εκείνα που παρακολουθούν παραδοσιακά νηπιαγωγεία. Η μελέτη περιλάμβανε 216 παιδιά ηλικίας 1-8 ετών, εκ των οποίων 132 παρακολουθούσαν "φυσικά" νηπιαγωγεία και τα υπόλοιπα παραδοσιακά. Η συλλογή των δεδομένων έγινε μέσω του "Δείκτη Σύνδεσης με τη Φύση για Γονείς Παιδιών Προσχολικής Ηλικίας". Τα αποτελέσματα έδειξαν ότι τα παιδιά που παρακολουθούσαν "φυσικά" νηπιαγωγεία είχαν υψηλότερη σύνδεση με τη φύση σε σύγκριση με τα παιδιά σε παραδοσιακά νηπιαγωγεία. Η έρευνα διαπίστωσε ότι η διάρκεια και η συχνότητα παρακολούθησης αυτών των υπαίθριων προγραμμάτων συσχετίζονται με την ενίσχυση της σύνδεσης των παιδιών με τη φύση, ενώ η σύνδεση των γονέων με τη φύση αποτελεί επίσης σημαντικό παράγοντα. Το εύρημα αυτό υποδεικνύει μια δοσοεξαρτώμενη σχέση, σύμφωνα με την οποία όσο περισσότερο χρόνο περνά ένα παιδί σε φυσικό περιβάλλον, τόσο μεγαλύτερη είναι η σύνδεση του με τη φύση. Η έρευνα αυτή ενισχύει τη σημασία της υπαίθριας εκπαίδευσης στην ανάπτυξη οικολογικής συνείδησης και ευημερίας από την πρώιμη παιδική ηλικία.

Επιπλέον, μια σειρά ερευνών που συγκρίνουν την υπαίθρια εκπαίδευση με τις παραδοσιακές αίθουσες διδασκαλίας αναδεικνύει αρκετά σημαντικά ευρήματα για την ακαδημαϊκή απόδοση και

την προσωπική ανάπτυξη των μαθητών. Στην ανάλυση συμμετείχαν μελέτες που παρακολούθησαν τα αποτελέσματα των μαθητών σε προγράμματα υπαίθριας εκπαίδευσης και τα συνέκριναν με μαθητές που εκπαιδεύονταν σε παραδοσιακά περιβάλλοντα. Τα αποτελέσματα έδειξαν ότι οι μαθητές που συμμετείχαν σε προγράμματα υπαίθριας εκπαίδευσης είχαν καλύτερη κατανόηση κειμένων και ανώτερες δεξιότητες στην κριτική σκέψη, την ανάλυση προβλημάτων και την αυτονομία στη μάθηση. Οι μαθητές αυτοί ανέπτυξαν επίσης σημαντικά τη συναισθηματική τους ανάπτυξη και την ικανότητα συνεργασίας. Αυτή η διαφορά στην ακαδημαϊκή και κοινωνική απόδοση συνδέεται με τη δυνατότητα των μαθητών να συνδέουν τη θεωρητική γνώση με την πράξη, κάτι που ενισχύεται σε εξωτερικές και εμπειρικές συνθήκες μάθησης. (Becker et al., 2017)

Έρευνα στην Αυστραλία για μαθητές της 9ης τάξης, που συμμετείχαν σε προγράμματα υπαίθριας εκπαίδευσης διάρκειας έξι μηνών, έδειξε σημαντικά οφέλη σε ακαδημαϊκό και προσωπικό επίπεδο. Τα δεδομένα συλλέχθηκαν μέσω παρακολούθησης της συμμετοχής των μαθητών, συνεντεύξεων και παρατήρησης, με τα αποτελέσματα να υποδεικνύουν ότι οι μαθητές ενίσχυσαν τις δεξιότητες τους στην κριτική σκέψη, ανάλυση προβλημάτων, συνεργασία και δημιουργικότητα. Η κύρια διαφορά στην ακαδημαϊκή τους απόδοση ήταν η ικανότητά τους να συνδέουν τη θεωρητική γνώση με την πραγματική εμπειρία στη φύση. Παρόλα αυτά, όταν οι μαθητές επέστρεψαν στο παραδοσιακό σχολικό περιβάλλον, παρατηρήθηκε μείωση στην κινητοποίηση και τη συμμετοχή τους, κάτι που υπογραμμίζει την ανάγκη για ενσωμάτωση των υπαίθριων δραστηριοτήτων στα καθημερινά σχολικά προγράμματα (Becker & Tarrant, 2017).

Ερευνητικά Ερωτήματα

- Ποιο είναι το επίπεδο γνώσεων των νηπιαγωγών σχετικά με την υπαίθρια εκπαίδευση και πώς αντιλαμβάνονται τα οφέλη της για τα παιδιά;
- Ποια εμπόδια αντιμετωπίζουν οι νηπιαγωγοί στην εφαρμογή της υπαίθριας εκπαίδευσης;
- Πόσο υποστηρικτικό είναι το σχολικό σύστημα για την εφαρμογή της υπαίθριας εκπαίδευσης;

2. Κυρίως μέρος

Μεθοδολογία

Δείγμα

Το δείγμα της έρευνας επιλέχθηκε από νηπιαγωγούς που εργάζονται σε δύο επιλεγμένες πόλεις της Κύπρου, τη Λάρνακα και την Αμμόχωστο. Συνολικά, επιλέχθηκαν 100 νηπιαγωγοί, με στόχο την αποτύπωση της ποικιλίας των απόψεων και εμπειριών τους αναφορικά με την υπαίθρια εκπαίδευση. Το δείγμα καλύπτει ένα ευρύ φάσμα δημογραφικών χαρακτηριστικών, όπως φύλο, ηλικία, επίπεδο εκπαίδευσης και έτη προϋπηρεσίας. Αν και επιλέχθηκαν από δύο πόλεις, οι συμμετέχοντες αναπαριστούν μια ποικιλία δημογραφικών στοιχείων, για να αποτυπωθούν οι απόψεις των νηπιαγωγών σχετικά με την εφαρμογή της υπαίθριας εκπαίδευσης στην Κύπρο.

Δημογραφικά Χαρακτηριστικά του Δείγματος:

Το δείγμα της έρευνας αποτελείται κατά 84% από γυναίκες και κατά 16% από άνδρες. Όσον αφορά την ηλικιακή κατανομή, το 35% είναι μεταξύ 20-30 ετών, το 32% ανήκει στην κατηγορία 31-40 ετών, το 20% είναι 41-50 ετών, ενώ το 13% είναι άνω των 50 ετών. Σχετικά με το επίπεδο εκπαίδευσης, το 36% των συμμετεχόντων έχει πτυχίο, το 53% διαθέτει μεταπτυχιακό τίτλο, ενώ το 11% έχει διδακτορικό. Αναφορικά με την εκπαιδευτική βαθμίδα, το 38% εργάζεται στον δημόσιο τομέα και το 62% στον ιδιωτικό. Όσον αφορά τα έτη προϋπηρεσίας, το 22% έχει 0-5 έτη εμπειρίας, το 40% έχει 6-10 έτη, το 25% έχει 11-20 έτη, ενώ το 13% διαθέτει πάνω από 21 χρόνια επαγγελματικής εμπειρίας.

Οι συμμετέχοντες κλήθηκαν να συμπληρώσουν το διαδικτυακό ερωτηματολόγιο μέσω της πλατφόρμας Google Forms, το οποίο στάλθηκε μέσω ηλεκτρονικού ταχυδρομείου. Η συμμετοχή ήταν εθελοντική και ανώνυμη, διασφαλίζοντας την εμπιστευτικότητα των απαντήσεων. Η έρευνα

εστιάζει στις στάσεις των νηπιαγωγών σχετικά με την εφαρμογή του παιδαγωγικού μοντέλου της υπαίθριας εκπαίδευσης. Για την επίτευξη του στόχου, χρησιμοποιήθηκε διαδικτυακό ερωτηματολόγιο που μετρά τέσσερα βασικά χαρακτηριστικά της υπαίθριας εκπαίδευσης: γνώση, οφέλη, εμπόδια και υποστήριξη. Το ερωτηματολόγιο αποτελείται από 29 ερωτήσεις, με τις τρεις πρώτες κατηγορίες να περιλαμβάνουν επτά ερωτήσεις η καθεμία και την τέταρτη οκτώ ερωτήσεις, αξιολογούμενες μέσω κλίμακας Likert πέντε επιπέδων.

Ερευνητικό Εργαλείο

Διαδικασία Ανάπτυξης του Ερωτηματολογίου

Η ανάπτυξη του ερωτηματολογίου περιλάμβανε τρία βασικά στάδια. Αρχικά, πραγματοποιήθηκε ανασκόπηση της βιβλιογραφίας για την υπαίθρια εκπαίδευση και τους παράγοντες που την επηρεάζουν, με σκοπό την ανάπτυξη πρωτότυπων ερωτήσεων που αντικατοπτρίζουν τις ανάγκες και τα δεδομένα της τρέχουσας έρευνας. Οι θεωρητικές αναλύσεις που εξετάστηκαν περιλάμβαναν έργα των Spooner & McFarlane (2021), Louv (2008), Bentsen, Lønborg & Jensen (2020), και Waite (2011). Με βάση αυτή την ανασκόπηση, η ερευνήτρια ανέπτυξε το σύνολο των ερωτήσεων, οι οποίες οργανώθηκαν γύρω από τέσσερις θεματικές περιοχές: γνώση, οφέλη, εμπόδια και υποστήριξη της υπαίθριας εκπαίδευσης.

Περιγραφή Εργαλείου

Το ερωτηματολόγιο που χρησιμοποιήθηκε για τη συλλογή των δεδομένων περιλαμβάνει 29 ερωτήσεις, καλύπτοντας τα τέσσερα βασικά χαρακτηριστικά της υπαίθριας εκπαίδευσης: γνώση, οφέλη, εμπόδια και υποστήριξη. Οι συμμετέχοντες κλήθηκαν να αξιολογήσουν κάθε δήλωση με βάση την κλίμακα Likert πέντε επιπέδων: 1 = Διαφωνώ πολύ, 2 = Διαφωνώ, 3 = Ούτε συμφωνώ ούτε διαφωνώ, 4 = Συμφωνώ, 5 = Συμφωνώ πολύ. Η επιλογή "Ούτε συμφωνώ ούτε διαφωνώ" επιτρέπει μια ουδέτερη στάση, ενώ η κλίμακα κατατάσσει τις στάσεις των συμμετεχόντων σε θετικές, αρνητικές και ουδέτερες.

Διαδικασία Εκτέλεσης της Έρευνας

Η διαδικασία περιλάμβανε τα εξής στάδια: Αρχικά, το ερωτηματολόγιο στάλθηκε στους νηπιαγωγούς μέσω email, και οι συμμετέχοντες κλήθηκαν να το συμπληρώσουν εντός τριών εβδομάδων. Στη συνέχεια, τα δεδομένα αναλύθηκαν. Προτού διατεθεί το ερωτηματολόγιο στο δείγμα, πραγματοποιήθηκε πιλοτική δοκιμή σε μικρό δείγμα ειδικών (πέντε εκπαιδευτικών και επαγγελματιών στον τομέα της υπαίθριας εκπαίδευσης) για να αξιολογηθεί η σαφήνεια και η κατανόηση των ερωτήσεων. Οι ειδικοί παρέθεσαν σχόλια και προτάσεις για βελτιώσεις, οι οποίες εφαρμόστηκαν πριν τη διάθεση του ερωτηματολογίου στο πλήρες δείγμα.

Ανάλυση

Η ανάλυση εξετάζει τον αριθμό συμμετεχόντων ανά ερώτηση και χαρακτηριστικό, καταγράφοντας την κατανομή απόψεων στις κλίμακες απάντησης. Τα δεδομένα παρουσιάζονται με γραφήματα για ευκολότερη ερμηνεία, ενώ οι απαντήσεις κατηγοριοποιούνται σε πέντε βαθμίδες της κλίμακας Likert. Τα ραβδογράμματα απεικονίζουν τον αριθμό συμμετεχόντων ανά κατηγορία, διευκολύνοντας τη σύγκριση. Η ερμηνεία των δεδομένων αναδεικνύει τάσεις στις απόψεις των νηπιαγωγών και συμβάλλει στην ανάλυση των βασικών χαρακτηριστικών της υπαίθριας εκπαίδευσης: γνώση, οφέλη, εμπόδια και υποστήριξη.

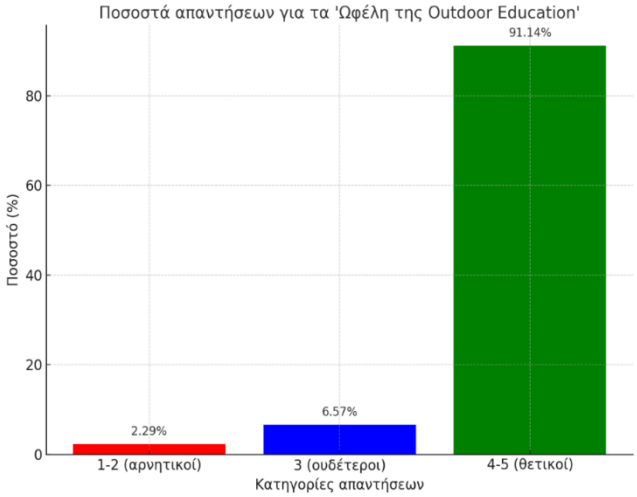
Αποτελέσματα της έρευνας

Οι νηπιαγωγοί αναγνωρίζουν τα σημαντικά οφέλη της υπαίθριας εκπαίδευσης, καθώς η πλειοψηφία συμφωνεί ότι βοηθά στην καλύτερη φυσική κατάσταση (93 άτομα), κοινωνική ανάπτυξη (90 άτομα), συνεργασία (92 άτομα), δημιουργικότητα (90 άτομα) και αυτοεκτίμηση (91 άτομα) των

παιδιών. Παρά τα θετικά αποτελέσματα, υπάρχουν αρκετά εμπόδια στην εφαρμογή της, με 45 άτομα να αναφέρουν έλλειψη πόρων και 40 άτομα να επισημαίνουν τη δυσκολία λόγω των ακατάλληλων εξωτερικών χώρων. Αν και το εκπαιδευτικό σύστημα προσφέρει κάποια υποστήριξη (35 άτομα για επιμορφωτικά προγράμματα και 32 άτομα για υποστήριξη από τη διοίκηση), περιορισμένα κίνητρα για την εφαρμογή της υπαίθριας εκπαίδευσης αναγνωρίζονται από 30 άτομα. Ωστόσο, η υποστήριξη από γονείς και κοινότητα θεωρείται θετική, με 50 άτομα να την επιβεβαιώνουν, ενώ οι καιρικές συνθήκες επηρεάζουν την εφαρμογή για 25 άτομα.

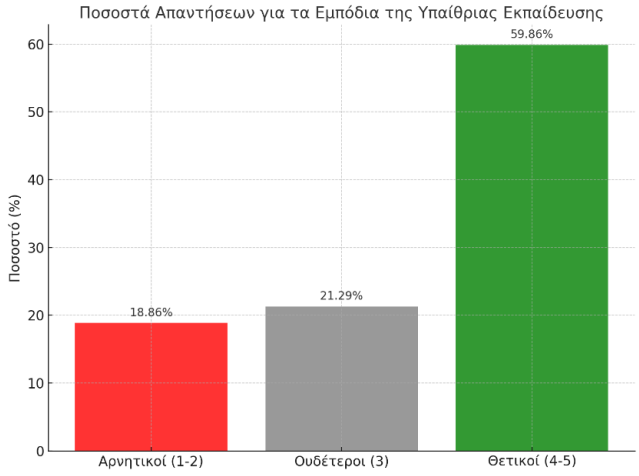
Κατηγοριοποίησης ποσοτικής ανάλυση απαντήσεων

Οι απαντήσεις σχετικά με τα οφέλη της υπαίθριας εκπαίδευσης δείχνουν μια σαφή θετική στάση. Συγκεκριμένα, μόνο το 2.29% των απαντήσεων είναι αρνητικές, υποδεικνύοντας ελάχιστες αμφιβολίες σχετικά με τα οφέλη. Το 6.57% των απαντήσεων είναι ουδέτερες, φανερώνοντας μια μικρή ομάδα που δεν έχει ξεκάθαρη άποψη. Ωστόσο, η συντριπτική πλειοψηφία, με 91.14% των απαντήσεων, είναι θετική, γεγονός που αναδεικνύει την ευρεία αποδοχή της υπαίθριας εκπαίδευσης ως εκπαιδευτική πρακτική με σημαντικά οφέλη. (Ραβδόγραμμα 1)



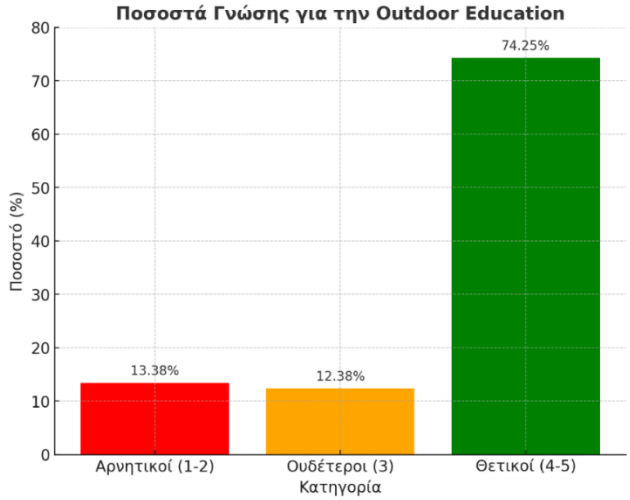
Ραβδόγραμμα 1

Από τα δεδομένα που παρατέθηκαν για τα εμπόδια στην εφαρμογή της υπαίθριας εκπαίδευσης, παρατηρούμε ότι το 18.86% των απαντήσεων θεωρεί τα εμπόδια ως σημαντικά ή δύσκολο να ξεπεραστούν, υποδεικνύοντας ότι μια μικρή ομάδα συμμετεχόντων αντιμετωπίζει σοβαρές αμφιβολίες ή προβλήματα. Το 21.29% των απαντήσεων είναι ουδέτερες, δηλώνοντας αβεβαιότητα ή μια αμφιλεγόμενη αντίληψη σχετικά με τα εμπόδια. Ωστόσο, η πλειοψηφία, με 59.86% των απαντήσεων, θεωρεί τα εμπόδια ως λιγότερο σημαντικά ή εφικτό να ξεπεραστούν, καταδεικνύοντας αισιοδοξία για την εφαρμογή της υπαίθριας εκπαίδευσης, παρά τις αναγνωρισμένες δυσκολίες. (Ραβδόγραμμα 2)



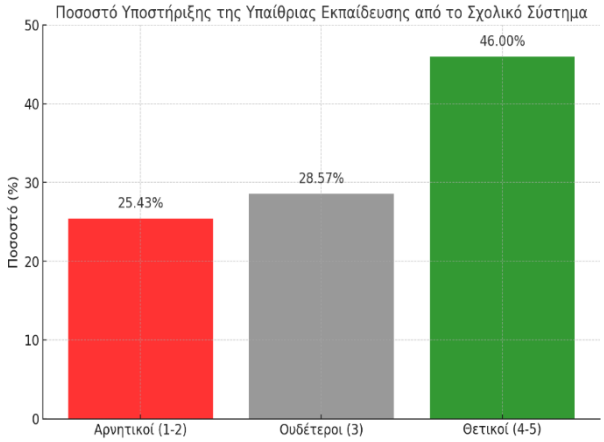
Ραβδόγραμμα 2

Οι απαντήσεις σχετικά με τη γνώση της υπαίθριας εκπαίδευσης αποκαλύπτουν μια θετική εικόνα. Το 13.38% των απαντήσεων είναι αρνητικές, υποδεικνύοντας περιορισμένη γνώση ή εξοικείωση για ένα μικρό ποσοστό. Το 12.38% είναι ουδέτερες, φανερώνοντας ότι κάποιοι συμμετέχοντες δεν έχουν σαφή άποψη για τη γνώση τους ως προς την υπαίθρια εκπαίδευση. Ωστόσο, το 74.25% των απαντήσεων είναι θετικές, γεγονός που δείχνει ότι η πλειοψηφία αισθάνεται ότι διαθέτει σημαντική κατανόηση της υπαίθριας εκπαίδευσης και των σχετικών πρακτικών. (Ραβδόγραμμα 3)



Ραβδόγραμμα 3

Οι απαντήσεις σχετικά με την υποστήριξη της υπαίθριας εκπαίδευσης από το σχολικό σύστημα παρουσιάζουν ανάμεικτη εικόνα. Το 25.43% των απαντήσεων είναι αρνητικές, υποδηλώνοντας ότι ένα σημαντικό ποσοστό θεωρεί πως η υποστήριξη είναι ανεπαρκής. Το 28.57% είναι ουδέτερες, φανερώνοντας μια μερίδα που δεν έχει ξεκάθαρη άποψη ή εμπειρία πάνω στο θέμα. Παράλληλα, το 46.00% των απαντήσεων είναι θετικές, καταδεικνύοντας ότι σχεδόν οι μισοί συμμετέχοντες αναγνωρίζουν την ύπαρξη υποστήριξης από το σχολικό σύστημα προς την υπαίθρια εκπαίδευση, αν και υπάρχει περιθώριο βελτίωσης. (Ραβδόγραμμα 4)



Ραβδόγραμμα 4

3. Συμπεράσματα

Η παρούσα έρευνα ανέδειξε σημαντικές πτυχές της γνώσης, των στάσεων και της πρακτικής των νηπιαγωγών σχετικά με την υπαίθρια εκπαίδευση, καλύπτοντας τον αρχικό της σκοπό. Συγκεκριμένα, οι νηπιαγωγοί έδειξαν επαρκή κατανόηση της σημασίας της υπαίθριας εκπαίδευσης και των ωφελειών της για την ανάπτυξη των παιδιών, ωστόσο η εφαρμογή της παραμένει περιορισμένη λόγω οργανωτικών και πρακτικών προβλημάτων. Παρά την αναγνώριση της αξίας της, παρατηρήθηκε επιφυλακτικότητα εξαιτίας προκλήσεων, όπως οι καιρικές συνθήκες και η ασφάλεια των παιδιών. Επιπλέον, υπογραμμίστηκε η ανάγκη για περαιτέρω επιμόρφωση των εκπαιδευτικών

και η παροχή υλικοτεχνικής υποστήριξης, καθώς και η ενίσχυση της συνεργασίας με τους γονείς. Για το μέλλον, προτείνεται η διερεύνηση των αντιλήψεων των γονέων σχετικά με την υπαίθρια εκπαίδευση, η αξιολόγηση παραδειγμάτων εφαρμογής της, και η σύγκριση διαφορετικών πολιτισμικών προσεγγίσεων. Παράλληλα, ανάπτυξη και αξιολόγηση επιμορφωτικών προγραμμάτων για εκπαιδευτικούς και η μελέτη των επιδράσεων της υπαίθριας εκπαίδευσης στην ανάπτυξη των παιδιών μπορούν να συνεισφέρουν στην εμβάθυνση της γνώσης και την ενίσχυση της εκπαιδευτικής πρακτικής.

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ΣΧΕΔΙΟ ΕΝΤΑΞΗΣ ΚΑΙ ΔΡΑΣΗΣ ΜΑΘΗΤΩΝ/ΜΑΘΗΤΡΙΩΝ ΠΡΟΣΦΥΓΩΝ ΣΤΟ ΛΥΚΕΙΟ ΜΕΣΑ ΑΠΟ ΤΗΝ ΥΛΟΠΟΙΗΣΗ ΤΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ «ΕΚΠΑΙΔΕΥΣΗ ΓΙΑ ΤΗΝ ΕΝΤΑΞΗ»

Αναστασιάδου Ειρήνη
Εκπαιδευτικός ΠΕ01

Περίληψη

Το σχέδιο ένταξης και δράσης μαθητών/τριών προσφύγων στο Λύκειο μέσα από την υλοποίηση του προγράμματος ‘‘Εκπαίδευση για την ένταξη’’ αφορά σε εκπαιδευτικές προτάσεις και παρεμβάσεις σε περιβάλλον τάξεων Γενικού Λυκείου. Η πρόταση υλοποίησής του στοχεύει στην υποδοχή, ομαλή ένταξη και συμπερίληψη προσφύγων μαθητών/τριών στο συγκεκριμένο σχολικό περιβάλλον στην παραμεθόριο αστική πόλη του Κιλκίς. Η δομή του αφορά σε συγκεκριμένες ενέργειες με απώτερο στόχο να συνδράμει και να οδηγήσει στην επίτευξη δημοκρατικού και συμπεριληπτικού κλίματος στο πολυπληθέστερο σχολείο του Κιλκίς. Αναφέρονται τόσο προτεινόμενες δραστηριότητες όσο και δράσεις που υλοποιήθηκαν στο σχολείο από εγκεκριμένες πλατφόρμες για σχολικά προγράμματα. Αυτές διαρθρώνονται σε τρία διακριτά και αλληλένδετα επίπεδα: α) αρχικά το σχολείο με το θεσμικό και διοικητικό πλαίσιο (εκπαιδευτικοί, Σύλλογος Διδασκόντων, Διεύθυνση του σχολείου), β) την τοπική κοινότητα και άλλους φορείς στο ευρύτερο κοινωνικό περιβάλλον, και γ) την οικογένεια, που καλείται να αναλάβει και να συνεργαστεί με τους προαναφερθέντες για το σκοπό αυτό.

Λέξεις κλειδιά: ένταξη, συμπερίληψη, δραστηριότητες, σχολικό κλίμα

1. Εισαγωγή

Το παρόν σχέδιο δράσης συντάχθηκε από τη γράφουσα μέσα στο πλαίσιο συμμετοχής της στο επιμορφωτικό πρόγραμμα με τίτλο «Εκπαίδευση για την ένταξη» διάρκειας 400 ωρών κατά το σχολικό έτος 2021-22, το οποίο υλοποιήθηκε σε συνεργασία με τα Πανεπιστήμια ΕΚΠΑ, ΑΠΘ, Θεσσαλίας, Ιωαννίνων, Πάτρας και Κρήτης, με το Γραφείο της UNICEF στην Ελλάδα στο πλαίσιο του προγράμματος «Όλα τα Παιδιά στην Εκπαίδευση» (UNICEF, 2021) και με την υποστήριξη του Υπουργείου Παιδείας & Θρησκευμάτων υπό την εποπτεία του Ινστιτούτου Εκπαιδευτικής Πολιτικής (ΙΕΠ).

Το συγκεκριμένο Επιμορφωτικό Πρόγραμμα είχε ως βασικό σκοπό τη βελτίωση των δεξιοτήτων και ικανοτήτων των εκπαιδευτικών σε πεδία όπως η διδασκαλία της ελληνικής ως δεύτερης γλώσσας, η ψυχοκοινωνική στήριξη και ένταξη των μαθητών/τριών προσφύγων, η διαφοροποιημένη διδασκαλία, η διδασκαλία στα μη γλωσσικά μαθήματα, η ανάπτυξη συμμετοχικών και βιωματικών δραστηριοτήτων μάθησης αλλά και αποτελεσματικών πρακτικών σε επίπεδο τάξης και σχολικής μονάδας, συμβατών με τα πολύγλωσσα, πολυπολιτισμικά και διαφορετικών ταχυτήτων εκπαιδευτικά περιβάλλοντα (ΥΠΑΙΘ, 2021).

2. Κυρίως μέρος

Το προτεινόμενο σχέδιο δράσης αναφέρεται σε τριπλό επίπεδο που πραγματοποιείται με τη συνεργασία σχολείου, οικογένειας και τοπικών φορέων στους δύο άξονες που αφορούν στην υποδοχή των μαθητών/τριών προσφύγων και την ομαλή συμπερίληψή τους στο σχολείο - εδώ η αναφορά γίνεται σε επίπεδο τάξεων Γενικού Λυκείου - όσο και στην υποστήριξη της φοίτησης και της μαθησιακής πορείας των μαθητών/τριών προσφύγων στο σχολείο. Ορισμένες από τις δράσεις του υλοποιήθηκαν και αναφέρονται στο σχολικό περιβάλλον του 1ο Γενικού Λυκείου του Κιλκίς.

2.1. Στόχοι για τη υποδοχή

Αρχικά οι στόχοι που προκαθορίζονται στο προτεινόμενο σχέδιο δράσης αφορούν αναλυτικά στην υποδοχή των μαθητών/τριών και την ομαλή συμπερίληψη στην αρχή της σχολικής χρονιάς, πριν δηλαδή την επίσημη έναρξη των μαθημάτων του σχολείου καθώς και σε όλη τη διάρκεια του σχολικού έτους:

- Να ενημερωθούν και να ενημερώσουν όλοι οι εμπλεκόμενοι/νες μαθητές/τριες, εκπαιδευτικοί, γονείς και κηδεμόνες μαθητών/τριών ημεδαπών και αλλοδαπών μεταναστών/προσφύγων για τη λειτουργία και τους κανόνες που διέπουν το σχολείο και το σχολικό περιβάλλον
- Να προετοιμάσουν εμψυχωτικά και αισθητικά τον χώρο του σχολείου (έμψυχο και άψυχο) για την υποδοχή και ένταξη των μαθητών /τριών
- Να δημιουργήσουν ένα όμορφο φιλικό και δημοκρατικό περιβάλλον υποδοχής βασισμένο στις αρχές για τα Ανθρώπινα Δικαιώματα και τη συμπερίληψη όλων των μαθητών/τριών
- Να καλλιεργήσουν η Διεύθυνση του σχολείου, ο Σύλλογος Διδασκόντων σε συνεργασία με τον/την Υπεύθυνο - Σ(υντονιστή) Ε(κπαίδευσης) Π(ροσφύγων) αίσθημα ασφάλειας και κοινωνικής δικαιοσύνης που αφορά το σχολικό ήθος, τις αρχές και τον ρόλο του σχολείου
- Να ενισχύσουν το νομικό και θεσμικό πλαίσιο υποστήριξης από πλευράς πολιτείας για τη διευθέτηση και αντιμετώπιση ακραίων συμπεριφορών και στάσεων στο χώρο του σχολείου
- Να αναπτύξουν την επικοινωνία μεταξύ των μαθητών/τριών που δε γνωρίζουν τη γλώσσα της χώρας υποδοχής ή/και τη μητρική γλώσσα
- Να αναπτύξουν τη συνεργασία, την ομαδικότητα και την ενσυναίσθηση μέσα από δράσεις κοινής συμμετοχής και συνύπαρξης
- Να δημιουργήσουν και να αξιοποιήσουν ευκαιρίες για χρήση της μητρικής γλώσσας και για συστηματική ενίσχυση της γλωσσικής ανάπτυξης των μαθητών/τριών ως προς τη δεύτερη ή και τρίτη ξένη γλώσσα

2.2. Στόχοι για την υποστήριξη

Οι στόχοι που αφορούν στην υποστήριξη της φοίτησης των μαθητών/τριών σε όλη τη διάρκεια του σχολικού έτους:

- Να αναπτύξουν κλίμα δικαιοσύνης, ισοτιμίας/ισότητας και συμπερίληψης όλων των μαθητών/τριών σε επίπεδο σχολείου και τάξης
- Να αναπτύξουν όλοι/όλες οι μαθητές/τριες ενσυναίσθηση απέναντι στον άλλο/η δοκιμαζόμενο/η συμμαθητή/τρια
- Να συζητήσουν για τον ρατσισμό, να διερευνήσουν τα αίτια και τα αποτελέσματά του και να αναπτύξουν πνεύμα πολυπολιτισμικότητας και σεβασμού μεταξύ τους

2.3. Προτεινόμενες δράσεις και δράσεις που υλοποιήθηκαν

Οι δράσεις/δραστηριότητες που προτείνονται και έχουν υλοποιηθεί όσον αφορά στον πρώτο άξονα της υποδοχής και τη συνεργασία σχολείου, οικογένειας και τοπικών Φορέων, κοινότητας/πόλης κ.ά. είναι οι εξής:

- Με ενημέρωση των γονέων και των μαθητών/τριών για τη λειτουργία του σχολείου και το Ωρολόγιο πρόγραμμα στη μητρική γλώσσα, εάν είναι δυνατόν, και με πρόσκληση των γονέων/κηδεμόνων των μαθητών/τριών για γνωριμία με τα γλωσσικά ρεπερτόρια των μαθητών/τριών αξιοποιώντας την πλατφόρμα ‘Αειφόρο Σχολείο’. Η συγκεκριμένη πλατφόρμα δίνει πληροφορίες για τη φοίτηση των μαθητών/τριών σε γονείς/κηδεμόνες στα ελληνικά, αγγλικά, αραβικά, urdu και φαρσί
- Με επικοινωνία του σχολείου με τους γονείς/κηδεμόνες των μαθητών/τριών προσφύγων ή/και τα πρόσωπα αναφοράς στη μητρική γλώσσα, εάν είναι δυνατόν, ή/και στα αγγλικά,

αλλά και με τους γονείς των υπολοίπων μαθητών/τριών για τους κανόνες και τις διδακτικές πρακτικές και μεθόδους μάθησης του σχολείου

- Με προβολή του βίντεο 'Η μάθηση γίνεται παράθυρο στο μέλλον για τα παιδιά πρόσφυγες στη Χίο' (Ύπατη Αρμοστεία ΟΗΕ, 2020) με την παρουσία όλης της εκπαιδευτικής κοινότητας και τη συνεργασία του Συλλόγου Γονέων/Κηδεμόνων σε Ημερίδα που διοργανώνει το Σχολείο. Η παραπάνω δράση προτείνεται, εάν είναι δυνατόν, να γίνει πριν την επίσημη έναρξη λειτουργίας των Σχολείων με πρόσκληση για παρουσία όλων των φορέων του Συλλόγου Διδασκόντων, του Συλλόγου Γονέων και Κηδεμόνων, δημοτικών εκπροσώπων με την ταυτόχρονη ενημέρωση για τον ρόλο του Σχολείου στη μάθηση και κοινωνική ένταξη όλων των μαθητών/τριών
- Με επικοινωνία του Σχολείου και συνεργασία με Φορείς ΜΚΟ όπως η SolidarityNow και η ΜΕΤΑδραση, όπου πιθανόν οι μαθητές/τριες πρόσφυγες παρακολουθούσαν πρόγραμμα μη τυπικής εκπαίδευσης για μαθήματα ελληνικής γλώσσας, εκπαιδευτικών προγραμμάτων και πολύγλωσσων οδηγών υποστήριξης και ενισχυτικής διδασκαλίας. Το πρόγραμμα ΕΝΤΑΞΕΙ από τη ΜΕΤΑΔραση ως ένα εργαλείο πολύγλωσσης υποστήριξης μπορεί να βοηθήσει στην κάλυψη των βασικών αναγκών επικοινωνίας όπως επίσης και για τα πρώτα βήματα στο ελληνικό σχολείο (ΜΕΤΑδραση, 2016).
- Με ζωγραφιές (πόστερ, αφίσες) από τους μαθητές/τριες με χαρτόνια και με μπογιές/ή/και πινέλα, χρήση ΤΠΕ πάνω σε θέματα συμπερίληψης και ενσυναίσθησης όπως Ανθρώπινα δικαιώματα, Ειρήνη, Δικαιοσύνη, Εκπαίδευση κλπ.
- Με δίγλωσσες (αγγλικά και ελληνικά) ή/και πολύγλωσσες ανακοινώσεις για τη λειτουργία και τους κανόνες του σχολείου με τη βοήθεια του μικρού λεξικού Βασικής επικοινωνίας σε 8 γλώσσες (Ύπατη Αρμοστεία ΟΗΕ, 2022)
- Με την απόφαση από πλευράς Διεύθυνσης και Συλλόγου Διδασκόντων για την έγκαιρη ίδρυση και στελέχωση Τάξης Υποδοχής στο σχολείο
- Με την οργάνωση και υλοποίηση απογευματινών εθελοντικών δράσεων στο χώρο του σχολείου ή/και εργαστήρια Γονέων/Κηδεμόνων για την ανάπτυξη ενσυναίσθησης όπως τις Σχολές Γονέων με δράσεις για ψυχολογική υποστήριξη με πρωτοβουλία τοπικών φορέων των δήμων
- Με την οικονομική υποστήριξη των δήμων, τοπικών φορέων, ΜΚΟ στο σχολείο για την πραγματοποίηση πολιτιστικών δρώμενων όπως θεατρικό δρώμενο των μαθητών/τριών για την προσφυγιά/μετανάστευση
- Με την παρουσία μόνιμου Ψυχολόγου από την έναρξη της σχολικής χρονιάς για όλους/όλες τους/τις μαθητές/τριες και τους εκπαιδευτικούς του σχολείου
- Με δημιουργία, προβολή και ανάρτηση/διάχυση ταινιών μικρού μήκους από μαθητές/τριες του σχολείου με αναφορά σε θεματική για την προσφυγιά/μετανάστευση και ενσυναίσθηση
- Με προβολή τραγουδιών όπως το 'Περιπλανώμενο' της Ανδριάνας Μπάμπαλη (Μπάμπαλη, 2010) σε θεματικές ενότητες μαθημάτων, όπως ενδεικτικά στην ενότητα 'Ο Άλλος για τον χριστιανό' στο μάθημα των Θρησκευτικών της Β' Λυκείου (ΙΕΠ, 2020)
- Με την νομική υποστήριξη του σχολείου για την πρόληψη, αντιμετώπιση και θεραπεία νομικών ζητημάτων ακραίων ρατσιστικών συμπεριφορών των μαθητών/τριών και των ΕΓονέων/Κηδεμόνων των μαθητών/τριών
- Με την ενθάρρυνση και διευκόλυνση των εκπαιδευτικών από πλευράς Διεύθυνσης του σχολείου για τη συμμετοχή και παρακολούθηση επιμορφωτικών προγραμμάτων/σεμιναρίων για την ένταξη και συμπερίληψη ευάλωτων κοινωνικών ομάδων προσφύγων/μεταναστών
- Με την οργάνωση και υλοποίηση αθλητικών δραστηριοτήτων σε ομαδικά αθλήματα και με τη συμμετοχή μαθητών/τριών με διαφορετικό πολιτισμικό και γλωσσικό υπόβαθρο
- Με αφισοκόλληση των κανόνων λειτουργίας του σχολείου σε άλλες γλώσσες εκτός από ελληνικά και ιδιαίτερα στις γλώσσες των μαθητών/τριών προσφύγων

- Με τη γραφή απλών φράσεων όπως ‘καλημέρα’, ‘καλώς ήλθατε’, ‘νοιάζομαι και ενεργώ’ κ.ά. στο χώρο του σχολείου, γκραφίτι και άλλων πολυγλωσσικών μεταφράσεων κειμένων διαφόρου περιεχομένου όπως αθλητικά, λογοτεχνικά κ.ά.
- Με την οργάνωση και υλοποίηση πολιτιστικών προγραμμάτων από εκπαιδευτικούς και μαθητές/τριες με θεματικές γύρω από την γλώσσα, την κουλτούρα, το πολιτιστικό υπόβαθρο των χωρών των μαθητών/τριών όπως παραδοσιακά τραγούδια, χοροί, ενδυμασίες, φαγητά και με πρόσκληση των Γονέων/Κηδεμόνων των μαθητών/τριών σε ειδική εκδήλωση παρουσίασης στο χώρο του σχολείου

Οι δράσεις/δραστηριότητες που προτείνονται για την υλοποίηση των προαναφερθέντων στόχων όσον αφορά τον δεύτερο άξονα της φοίτησης και της μαθησιακής πορείας μαθητών/τριών προσφύγων στο επίπεδο των τοπικών/θεσμικών/πολιτειακών φορέων είναι οι εξής:

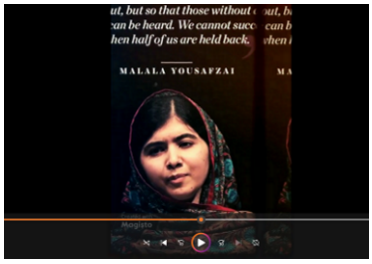
- Με τον σχεδιασμό εναλλακτικών πρακτικών και διδακτικών προσεγγίσεων σε συστηματικό επίπεδο από το Σύλλογο Διδασκόντων για την καλλιέργεια πολυπολιτισμικού κλίματος με τη βοήθεια των τεχνικών της διαφοροποιημένης διδασκαλίας. Την επίτευξη ενός τέτοιου δημοκρατικού και συμπεριληπτικού σχολικού περιβάλλοντος επιδιώκει το Πρόγραμμα ‘Σχολεία Για Όλους - Συμπερίληψη Παιδιών Προσφύγων στα Ελληνικά Σχολεία’ το οποίο πραγματοποιήθηκε από το Ευρωπαϊκό Κέντρο Wergeland (The European Wergeland Centre, 2019). Το πρόγραμμα υλοποιήθηκε στο σχολικό περιβάλλον του 1ου ΓΕΛ Κιλκίς (Εικόνα 6) κατά το σχολικό έτος 2021-22
- Με την ανάπτυξη ουσιαστικού κλίματος συνεργασίας, συν-ενημέρωσης και διδακτικών πρακτικών μεταξύ όλων των εκπαιδευτικών του σχολείου και ιδιαίτερα των εκπαιδευτικών των Τάξεων Υποδοχής και των γονέων/ κηδεμόνων των αλλοδαπών μεταναστών προσφύγων μαθητών/τριών
- Με την οργάνωση σχεδίου δράσης με απόφαση Συλλόγου Διδασκόντων από τους εκπαιδευτικούς για την υποστήριξη και ενίσχυση της μαθησιακής πορείας των μαθητών/τριών
- Με την παραγωγή υποστηρικτικού εκπαιδευτικού υλικού σε συνεργασία με τα περιβάλλοντα δομής (Ψυχολόγοι - Κοινωνικοί Λειτουργοί - Υπεύθυνοι δομής) (Αθανασιάδου, 2011)
- Με την εκπόνηση ευέλικτου Ωρολογίου Προγράμματος για τις Τάξεις Υποδοχής
- Με τη στελέχωση ήδη από την έναρξη της σχολικής χρονιάς από την πολιτεία κατάλληλου και επιμορφωμένου εκπαιδευτικού προσωπικού για τις Τάξεις Υποδοχής και όχι ενδιάμεσα και αποσπασματικά
- Με την εφαρμογή συμπεριληπτικής τακτικής του σχολείου για την άρση των περιορισμών στη μάθηση και την οργάνωση εκδηλώσεων αξιοποιώντας παγκόσμιες ημέρες αναφοράς και μνήμης που έχουν καθιερωθεί από τον ΟΗΕ όπως 21 Μαρτίου Παγκόσμια Ημέρα κατά των Φυλετικών Διακρίσεων, 21 Ιουνίου Παγκόσμια Ημέρα Προσφύγων, 27 Ιανουαρίου Ημέρα Μνήμης θυμάτων του Ολοκαυτώματος, 8 Μαρτίου Παγκόσμια Ημέρα Γυναίκας κ.α. Παράλληλα μπορούν να προβληθούν βίντεο όπως “Empowering Stories from Women Migrants” της SolidarityNow για τη διεθνή ημέρα της γυναίκας. Τα βίντεο αναφέρονται σε παραδείγματα γυναικών μεταναστών, οι οποίες με την αφήγηση των ιστοριών τους αποτελούν παράδειγμα δύναμης και ανθεκτικότητας ανεξάρτητα από φυλή, εθνικότητα και κοινωνικοοικονομική κατάσταση (SolidarityNow, 2024). Η πρόταση αυτή υλοποιήθηκε στο σχολείο του 1ου ΓΕΛ Κιλκίς με χρήση των ΤΠΕ και κινητών συσκευών για τη δημιουργία και ανάρτηση πόστερ και βίντεο. Τα διαδικτυακά εργαλεία που χρησιμοποιήθηκαν ήταν Padlet.com, Wordart.com για τα πόστερ και Magisto για το βίντεο (Εικόνες 1-5)

Εικόνα 1: Πόστερ με τη χρήση του εργαλείου padlet.com- Γυναίκες -Παγκόσμια Ημέρα Γυναίκας

Εικόνα 2: Πόστερ για τις Γυναίκες

Εικόνα 3: Πόστερ για τις Γυναίκες

Εικόνα 4: Πολυγλωσσικό πόστερ για τις γυναίκες με Wordart.com



Εικόνα 5: Φωτογραφικό στιγμιότυπό από το βίντεο που δημιούργησαν οι μαθητές/τριες με χρήση του εργαλείου Magisto

Εικόνα 6: Πόστερ για την Παγκόσμια Ημέρα Ποίησης και κατά του Ρατσισμού -Πρόγραμμα Schoolsforall

- Με ομαδικές βιωματικές δραστηριότητες εντός/εκτός της τάξης για την καλλιέργεια κλίματος σεβασμού και αποδοχής του Άλλου όπως ενδεικτικά α) ‘‘Παιχνίδι: Σχεδιάστε τη λέξη’’, ένα ομαδικό παιχνίδι όπου τα μέλη της ομάδας θα πρέπει να σχεδιάσουν μία λέξη σχετική με τα ανθρώπινα δικαιώματα’’ ή ένα άτομο από κάθε ομάδα θα πρέπει να σχεδιάσει ένα άρθρο από τα Ανθρώπινα Δικαιώματα της Διακήρυξης του ΟΗΕ (Δημοκρατική Παιδεία, 2015). Τα υπόλοιπα μέλη της ομάδας ή/και οι υπόλοιπες ομάδες καλούνται να βρουν και να καταλάβουν ποιο άρθρο είναι. Η ομάδα που θα το βρει πρώτη, κερδίζει έναν πόντο. Στο τέλος κερδίζει η ομάδα με τους περισσότερους πόντους, β) Ηρωίδες και ήρωες (γνωριμία με ιστορικούς ήρωες/ηρωίδες των μαθητών/τριών των χωρών αυτών): σε αυτή τη δραστηριότητα δίνουμε στους μαθητές/-τριες χρόνο να σκεφτούν ποιες/ποιους ήρωες από την πατρίδα τους θαυμάζουν. Μοιράζουμε χαρτιά και στιλό και ζητάμε ατομικά να γράψουν σε μια πρώτη στήλη τα ονόματα τριών ηρωίδων που γνωρίζουν και θαυμάζουν καθώς μία σύντομη περιγραφή για το ποιες είναι και τι έκαναν στη χώρας τους. Σε μία δεύτερη στήλη ζητάμε πάλι να γράψουν τα ονόματα τριών ηρώων και με τις ίδιες πληροφορίες για το τι έκαναν στη χώρα τους. Στον πίνακα καταγράφουμε και ομαδοποιούμε τις επιλογές των μαθητών/τριών, γ) Προτεινόμενες δραστηριότητες “Μίλα για τον Ρατσισμό’’ καθώς και “Η εκστρατεία No Hate Speech Movement” (Δημοκρατική Παιδεία, 2015). Η χρήση της ομαδοσυνεργατικής

μεθόδου εδώ και τα προγράμματα σχολικών δραστηριοτήτων για τις τάξεις του Λυκείου μπορούν να συντελέσουν στην ανάπτυξη του επικοινωνιακού λόγου και των γλωσσικών δεξιοτήτων όπως η κατανόηση και η παραγωγή του προφορικού και γραπτού λόγου. Μέσα στην ομάδα και σε θεματική μαθημάτων, όπως της Πολιτικής Παιδείας και των Θρησκευτικών, οι μαθητές/τριες αναπτύσσουν την επικοινωνία και τη συνεργατικότητά τους, μαθαίνουν να σέβονται τη διαφορετικότητα των 'άλλων' είτε αυτή αφορά αντιλήψεις, θέσεις, απόψεις, στάσεις είτε γνωστικές, κοινωνικές, πολιτιστικές δεξιότητες και καταβολές (Ανδρούσου κ.ά., 2001).

- Με την αποφυγή και τον παραμερισμό σε μαθήματα, όπως σε αυτό της Ιστορίας, αναφορών σε εθνοκεντρικά πρόσωπα, γεγονότα και στερεότυπα που προκαλούν ακραίες εθνικιστικές εξάρσεις
- Με τη χρησιμοποίηση εκπαιδευτικών εργαλείων και υλικού όπως αυτό είναι αντλημένο από το υλοποιημένο επιτυχώς πρόγραμμα «Περάσματα». Το συγκεκριμένο πρόγραμμα εφαρμόστηκε πιλοτικά σε σχολεία της Αττικής με την εμπειρία των εκπαιδευτικών και παιδιών που συμμετείχαν σε αυτό δείχνοντας ότι το βίωμα αποτελεί ένα άμεσο και αποτελεσματικό μέσο ευαισθητοποίησης και προβληματισμού. Αξίζει να σημειωθεί επίσης ότι σε αυτό το 'παιχνίδι' προσομοίωσης σημαντικό ρόλο παίζει η οργάνωση και ο χωρισμός των ομάδων των παιδιών σε 'οικογένειες' που συμμετέχουν στο παιχνίδι. καθώς και με το διαμοιρασμό φύλλων 'οικογενειακής κατάστασης' και απαντητικών φύλλων για κάθε 'οικογένεια' που αφορούν συγκεκριμένο τμήμα του παιχνιδιού κάθε φορά όπως και φύλλων απολογισμού και ανατροφοδότησης του παιχνιδιού για κάθε 'οικογένεια' που συμμετέχει (Ύπατη Αρμοστεία ΟΗΕ, 2013).

5. Συμπεράσματα

Αναγκαία προϋπόθεση για την αποτελεσματική επικοινωνία και συνεργασία σχολείου, οικογένειας και τοπικών φορέων και την επίτευξη συμπεριληπτικού σχολικού κλίματος για την υποδοχή και ένταξη των αλλοδαπών μαθητών/τριών μεταναστών/προσφύγων καθίσταται η επιμόρφωση και κατάρτιση τόσο των εκπαιδευτικών (Γκλιάου-Χριστοδούλου, 2005) όσο και των μαθητών/τριών και των γονέων/κηδεμόνων όλων των μαθητών/τριών. Η αναγκαιότητα αυτής της συμμετοχής και της συνεργασίας με τους εκπαιδευτικούς, εφόσον διαπιστωθεί και κατανοηθεί, συνδράμει στη θεμελίωση του βασικού ρόλου, ιδιαίτερα της οικογένειας, στην αγωγή και εκπαίδευση των μαθητών/τριών σε σχέση με τη δράση, τα δικαιώματα και τις υποχρεώσεις όλων των παραγόντων που συντελούν σε μια δημοκρατική, ευνομούμενη και συμπεριληπτική κοινωνία/πολιτεία.

Συνακόλουθα το σχολείο, εφόσον επιδιώκει να πραγματώσει τους σκοπούς του με τρόπο αποτελεσματικό, είναι απαραίτητο να είναι 'συνδεδεμένο' με τις οικογένειες των μαθητών/τριών και με άλλους φορείς εξίσου σημαντικούς καθώς, για να είναι ουσιαστική η μόρφωση και η παιδεία, πρέπει να λαμβάνονται υπόψη όλες οι μορφωτικές και διαμορφωτικές δυνάμεις που επιδρούν και επηρεάζουν τους/τις μαθητές/τριες (Δοδοντσάκης, 2001).

Όσον αφορά το επίπεδο συνεργασίας σχολείου - οικογένειας στη χώρα μας μέσα από την αρθρογραφία του ΚΕΔΕΚ (Κέντρο Διεπιστημονικής Έρευνας και Καινοτομίας) του ΠΔΤΕ του Πανεπιστημίου Πατρών υποστηρίζεται πως ένα μεγάλο μέρος των γονέων συνεργάζεται σε υποτυπώδες επίπεδο με τη σχολική κοινότητα και τους εκπαιδευτικούς ενώ το υπόλοιπο συμβιβάζεται με τη άγνοια των συνθηκών του σχολικού περιβάλλοντος. Όπως εξάλλου και οι εκπαιδευτικοί παραδέχονται πως γνωρίζουν πολύ λίγα σχετικά με το οικογενειακό περιβάλλον των μαθητών/τριών με αποτέλεσμα να μην υπάρχει σαφής και ολοκληρωμένη εικόνα για τον/τη μαθητή/τρια, για την επιτυχή διαπαιδαγώγηση αλλά και τη μεταξύ τους σχέση, επικοινωνία και συνεργασία. Πολύ περισσότερο οι συνέπειες της έλλειψης επικοινωνίας και συνεργασίας των εκπαιδευτικών με τους πολιτισμικά διαφέροντες γονείς είναι συνήθως μεγαλύτερες καθώς θα πρέπει να προσπελαστούν και να γεφυρωθούν οι πολιτισμικές και κοινωνικές διαφορές ανάμεσα στα συνεργαζόμενα μέρη. Απεναντίας, όταν η συνεργασία σχολείου και οικογένειας λειτουργεί με

οργανωμένο τρόπο και με συγκεκριμένες δράσεις/πρωτοβουλίες, αποκτά ουσιαστικό περιεχόμενο και μπορεί να ασκήσει προληπτικό ρόλο για ανεπιθύμητες καταστάσεις (Κουτονίδου, 2009).

Παράγοντες που επηρεάζονται θετικά ως προς αυτό είναι η βελτίωση της σχολικής επίδοσης, η αύξηση του βαθμού συμμετοχής και ενδιαφέροντος των μαθητών/τριών, η ανάληψη ευθύνης για μάθηση και υπευθυνότητα, η ενίσχυση της ψυχοκοινωνικής ανάπτυξης, των συναισθηματικών και κοινωνικών δεξιοτήτων και η υιοθέτηση θετικής στάσης και συμπεριφοράς ενώ προλαμβάνονται οι δυσκολίες προσαρμογής και μειώνονται τα ποσοστά της διαρροής της σχολικής φοίτησης (Μυλωνάκου-Κεκέ, 2009).

Αντίθετα, όταν η συνεργασία σχολείου – οικογένειας παρεμποδίζεται από πληθώρα παραγόντων που αφορούν όλα τα εμπλεκόμενα μέρη, τότε η προσπάθεια για τη βελτίωση και προώθηση της συνεργασίας σχολείου-οικογένειας είναι βασική ευθύνη των εκπαιδευτικών και προϋποθέτει τη συνεκτίμηση των περιορισμών και την ανεύρεση των κατάλληλων μέσων για την άρση των εμποδίων (Μυλωνάκου-Κεκέ, 2009).

Ταυτόχρονα η ενίσχυση και αναγνώριση του Συλλόγου Γονέων/Κηδεμόνων ως επίσημου συλλογικού θεσμοθετημένου οργάνου μπορεί να βοηθήσει στην ισότιμη αντιμετώπιση των απόψεων των πολιτισμικά διαφορετικών γονέων, στην καταπολέμηση των στερεοτυπικών αντιλήψεων και στην ενημέρωση από πλευράς σχολείου για θέματα οργάνωσης και λειτουργίας που τους αφορούν. Μέσα από τη διερεύνηση των απόψεων των γονέων οι εκπαιδευτικοί μπορούν να είναι σε ετοιμότητα και να διαθέτουν ευελιξία για αναπροσαρμογή των δράσεων, εφόσον αυτό κριθεί αναγκαίο (Μυλωνάκου-Κεκέ, 2009).

Από την άλλη το σχολείο αποτελεί μία πραγματικότητα με επιμέρους πτυχές οι οποίες έχουν άμεση και έμμεση σύνδεση με το ευρύτερο κοινωνικό σύστημα στο οποίο λειτουργεί. Οι Φορείς της τοπικής αυτοδιοίκησης εξάλλου είναι υπεύθυνοι και αρμόδιοι για την οργάνωση και λειτουργία του σχολείου τόσο σε επίπεδο διοικητικής λειτουργίας όσο και σε οικονομικό επίπεδο με την κάλυψη των λειτουργικών δαπανών και την υποστήριξη της υλικοτεχνικής του υποδομής.

Σε αυτό το πλαίσιο το σχολείο πρέπει να αποτελεί το σύνδεσμο ανάμεσα στην τοπική και εκπαιδευτική κοινότητα και τον κεντρικό πυρήνα του κοινωνικού και πολιτιστικού δικτύου της πόλης, της συνοικίας, της περιοχής ώστε να δημιουργείται ένας δίαυλος αμφίδρομης επικοινωνίας και δικτύωσης με την κοινότητα που το περιβάλλει. Ακόμη σε ένα διαπολιτισμικό περιβάλλον σχολείου προκύπτει πιο επιτακτική η ανάγκη για δικτύωση του σχολείου με τοπικούς φορείς, κοινωνικούς φορείς και δημοτικές υπηρεσίες μέσα από συγκεκριμένες δράσεις, καινοτόμα σχολικά προγράμματα, εορτές μνήμης και εκδηλώσεις όπως αναφέρθηκαν ενδεικτικά παραπάνω στο προτεινόμενο σχέδιο δράσης για την ένταξη και συμπερίληψη όλων των μαθητών/τριών.

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Παράρτημα

Παρακάτω δίνεται το εξής Φύλλο εργασίας που αφορά ερωτήσεις πάνω στις απόψεις των γονέων για τη φοίτηση των παιδιών τους, μαθητών/τριών, σε σχολεία της Δευτεροβάθμιας εκπαίδευσης σε μία προσπάθεια να διερευνηθούν τα κίνητρα επιλογής και οι παράγοντες που εμπλέκονται για την εγγραφή και φοίτηση του μαθητή/τριας στο σχολείο.

Φύλλο εργασίας

Απόψεις γονέων (για τη Δευτεροβάθμια Εκπαίδευση)

Πόσα χρόνια πηγαίνει το/τα παιδί/παιδιά σας στο σχολείο αυτό; ……

		ΝΑΙ	ΑΡΚΕΤΑ	ΟΧΙ
	Αυτό το σχολείο ήταν η πρώτη μου επιλογή για το παιδί μου			
	Το παιδί μου ήθελε να έρθει στο σχολείο αυτό			
	Η πληροφόρηση που είχα όταν πρωτοήρθα στο σχολείο ήταν άριστη			
	Ενημερώνομαι πλήρως και τακτικά για τις εξελίξεις στο σχολείο			
	Ενημερώνομαι πλήρως για την πρόοδο του παιδιού μου			
	Το διδακτικό προσωπικό είναι φιλικό μαζί μου και με τους υπόλοιπους γονείς			
	Όταν θέλω να ενημερωθώ για την πρόοδο του παιδιού μου στο σχολείο ξέρω σε ποιον/ποια/ποιους να απευθυνθώ			
	Αν μιλήσω στους/στις καθηγητές/τριες για τις ανησυχίες μου αναφορικά με την πρόοδο του παιδιού μου, είμαι βέβαιος/η ότι οι απόψεις μου θα ληφθούν σοβαρά			
	Το σχολείο παρέχει ξεκάθαρη πληροφόρηση για το πώς μπορώ να βοηθήσω το παιδί μου στις εργασίες που έχει για το σπίτι			
	Το παιδί μου χαίρεται να βρίσκεται σ' αυτό το σχολείο			
	Πιστεύω ότι οι εκπαιδευτικοί αφιερώνουν περισσότερο χρόνο σε κάποιους/κάποιες μαθητές/τριες απ' ό,τι σε κάποιους άλλους/άλλες			
	Όλα τα παιδιά που ζουν στην περιοχή είναι ευπρόσδεκτα στο σχολείο			
	Όλες οι οικογένειες αντιμετωπίζονται ισότιμα ανεξάρτητα από την κοινωνικοοικονομική τους κατάσταση			
	Η σχολική βία είναι ένα πρόβλημα για το σχολείο			
	Εάν ένας/μία μαθητής/τρια συμπεριφέρεται απρεπώς είναι σωστό να αποβάλλεται από το σχολείο			
	Εάν ένας μαθητής συμπεριφέρεται απρεπώς είναι σωστό να αποβληθεί οριστικά από το σχολείο			
	Το παιδί μου συμμετέχει συχνά στους ομίλους, στις ομάδες και στις δραστηριότητες του σχολείου που γίνονται εκτός σχολικού ωραρίου			
	Πριν γίνουν αλλαγές στο σχολείο ζητείται η γνώμη των γονέων			
	Αναγνωρίζονται οι γονείς που βοηθούν το σχολείο			
	Οι εκπαιδευτικοί εμψυχώνουν όλους/όλες τους/τις μαθητές/τριες να κάνουν το καλύτερο και όχι μόνο αυτούς/αυτές που έχουν 'περισσότερες' δυνατότητες			
	Υπάρχει στήριξη και συνεργασία από πλευράς διοίκησης και τοπικών φορέων (δήμοι, οργανώσεις κ.ά.) με δράσεις/παρεμβάσεις σε θέματα που προκύπτουν στη σχολική κοινότητα			

	Αν πιστεύετε ότι υπάρχει, είστε ικανοποιημένοι/ες από αυτές;			
	Εάν όχι, τι πιστεύετε πως μπορεί να γίνει για να βελτιωθεί/διορθωθεί; …….			

Γράψτε ό,τι άλλο θεωρείτε ότι θα βοηθούσε να γίνει το σχολείο ένα καλύτερο μέρος για το παιδί σας από πλευράς της σχολικής κοινότητας, δήμου και άλλων φορέων.

Πηγή: Πρόγραμμα Αλλοδαπών και Παλιννοστούντων μαθητών, Δράση 4, Διευρυμένη Ενδοσχολική Υποστήριξη Σχολείων (2013-2014) – μετάφραση / διασκευή από το βιβλίο Booth, T. and Ainscow, M. (2002). Index for Inclusion: developing learning and participation in schools. This version has been prepared for display on the CSIE and EENET websites and can only be used for non-commercial education purposes, on the condition that the source is acknowledged

ΤΑΞΙΔΙ ΣΤΟΝ ΚΥΚΛΟ ΤΟΥ ΧΡΟΝΟΥ: ΑΝΑΚΑΛΥΠΤΟΥΜΕ ΤΟΥΣ ΜΗΝΕΣ – ΜΥΘΟΙ, ΘΡΥΛΟΙ, ΠΑΡΑΔΟΣΕΙΣ

Τσιλίκα Ναταλία Παρθενόπη
Εκπαιδευτικός ΠΕ70
Μπέλη Σοφία
Εκπαιδευτικός ΠΕ70

Περίληψη

Η παρούσα εισήγηση εξετάζει μια πιλοτική διδακτική παρέμβαση που υλοποιήθηκε σε Β' τάξη Δημοτικού, με σκοπό την ενίσχυση της κατανόησης εννοιών που σχετίζονται με τον χρόνο. Η παρέμβαση βασίζεται σε καινοτόμες διδακτικές προσεγγίσεις, οι οποίες συνδυάζουν τη διαθεματική και βιωματική μάθηση με την αξιοποίηση παραδοσιακών πολιτισμικών στοιχείων και σύγχρονων ψηφιακών εργαλείων. Μέσα από την ενεργή συμμετοχή των μαθητών και μαθητριών, την ενίσχυση της δημιουργικότητας και τη συνεργατική εργασία, προάγεται ο ψηφιακός γραμματισμός. Ταυτόχρονα, ενδυναμώνεται η σύνδεση των μαθητών/τριών με την πολιτισμική τους ταυτότητα και καλλιεργούνται σημαντικές δεξιότητες, όπως η επίλυση προβλημάτων και η κριτική σκέψη. Τα ευρήματα της παρέμβασης υποδεικνύουν τη συμβολή της στη δημιουργία ενός διαδραστικού και εμπνευσμένου μαθησιακού περιβάλλοντος.

Λέξεις κλειδιά: μήνες, εποχές, παράδοση, βιωματική μάθηση

1. Εισαγωγή

Τις τελευταίες δεκαετίες, η εκπαιδευτική διαδικασία έχει στραφεί προς πιο βιωματικές, διαθεματικές και τεχνολογικά υποστηριζόμενες μορφές μάθησης, με στόχο την ενεργή εμπλοκή των μαθητών/τριών και την ανάπτυξη δεξιοτήτων του 21ου αιώνα. Η στροφή αυτή αντανακλά την αναγνώριση της ανάγκης για ένα πιο εξατομικευμένο και συνεργατικό μαθησιακό περιβάλλον, όπου οι μαθητές/τριες συμμετέχουν ενεργά στη διαμόρφωση της γνώσης. Ειδικότερα, στις μικρές ηλικίες, η ανάγκη για μια ολιστική και παιγνιώδη προσέγγιση της γνώσης είναι ιδιαίτερα έντονη (Fullan, 2013). Στο πλαίσιο αυτό, ο ρόλος του/της εκπαιδευτικού μετατοπίζεται από τη μετάδοση γνώσεων στη δημιουργία μαθησιακών εμπειριών που συνδυάζουν το βίωμα, την αλληλεπίδραση και τη δημιουργικότητα (Robinson, 2011). Αυτή η μετατόπιση ενισχύεται από τις σύγχρονες παιδαγωγικές θεωρίες που υπογραμμίζουν τη σημασία της κοινωνικοπολιτισμικής αλληλεπίδρασης στη μαθησιακή διαδικασία (Vygotsky, 1978).

Η έννοια του χρόνου και ειδικότερα των μηνών και των εποχών αποτελεί μία αφηρημένη έννοια για τα παιδιά προσχολικής και πρώτης σχολικής ηλικίας. Τα μικρά παιδιά δυσκολεύονται να κατανοήσουν την κυκλική ροή του χρόνου, την εναλλαγή εποχών και την χρονική ακολουθία γεγονότων (Piaget, 1969). Η ανάπτυξη αυτής της κατανόησης απαιτεί στοχευμένες διδακτικές παρεμβάσεις που εστιάζουν στη σταδιακή οικοδόμηση εννοιών μέσω διαδοχικών εμπειριών (Bruner, 1966). Ωστόσο, μέσα από συγκεκριμένες εμπειρίες και συναισθηματικά φορτισμένα ερεθίσματα, όπως είναι τα παραμύθια, οι γιορτές, τα έθιμα και οι εποχικές δραστηριότητες, η έννοια του χρόνου μπορεί να γίνει απτή και κατανοητή (Vygotsky, 1978). Η ενσωμάτωση αυτών των ερεθισμάτων στην εκπαιδευτική πράξη δημιουργεί ένα θετικό και ασφαλές πλαίσιο μάθησης που ενισχύει τη συναισθηματική εμπλοκή των μαθητών και μαθητριών.

Η σύνδεση της έννοιας του χρόνου με πολιτισμικά και λαογραφικά στοιχεία δεν έχει μόνο γνωστική αξία, αλλά εξυπηρετεί και την ενίσχυση της πολιτισμικής ταυτότητας των παιδιών. Αυτή η σύνδεση αποτελεί θεμέλιο λίθο για την προώθηση της πολιτισμικής διαχείρισης και της διαπολιτισμικής συνείδησης (Banks, 2006). Μέσα από παραμύθια, παροιμίες, τραγούδια και θεατρικά δρώμενα, τα παιδιά έρχονται σε επαφή με τον άυλο πολιτισμό της κοινότητάς τους, κάτι που συμβάλλει στην αυτογνωσία, στη συναισθηματική ανάπτυξη και στην ενίσχυση της αίσθησης

του «ανήκειν» (Βαρνάβα-Σκούρα, 2001). Η ένταξη λαϊκών στοιχείων στη διδακτική πράξη αποτελεί βασικό άξονα της διαπολιτισμικής εκπαίδευσης και προάγει την ολόπλευρη ανάπτυξη του παιδιού (Banks, 2006).

Παράλληλα, η χρήση εκπαιδευτικής τεχνολογίας ενισχύει σημαντικά τη μαθησιακή διαδικασία, εφόσον αξιοποιείται με παιδαγωγικά τεκμηριωμένο τρόπο. Ψηφιακά εργαλεία, όπως το Padlet, το LearningApps ή το Wordwall, προσφέρουν ευκαιρίες για ενεργή μάθηση, διαφοροποίηση της διδασκαλίας και ανάπτυξη δεξιοτήτων ψηφιακού γραμματισμού, συνεργασίας και επίλυσης προβλημάτων (OECD, 2021). Η τεχνολογία λειτουργεί όχι μόνο ως υποστηρικτικό εργαλείο, αλλά και ως πλαίσιο εντός του οποίου τα παιδιά μπορούν να δημιουργήσουν, να αλληλεπιδράσουν και να οικοδομήσουν νέα γνώση (Papert, 1980). Έτσι, τα εργαλεία αυτά συμβάλλουν όχι μόνο στη διευκόλυνση της διδασκαλίας αλλά και στην προετοιμασία των μαθητών/τριών για τη σύγχρονη κοινωνία της πληροφορίας.

Η διαθεματική προσέγγιση στη διδασκαλία επιτρέπει τη σύνδεση εννοιών και αντικειμένων, καλλιεργώντας τη σφαιρική και όχι κατακερματισμένη αντίληψη του κόσμου από τους/τις μαθητές/τριες. Η ενσωμάτωση διαφορετικών γνωστικών αντικειμένων σε μία κοινή θεματική προσφέρει ευκαιρίες για την ανάπτυξη συνθετικής και αναλυτικής σκέψης. Στην περίπτωση της έννοιας του χρόνου, μπορεί να αξιοποιηθεί συνδυαστικά με μαθήματα όπως η Γλώσσα, η Μελέτη Περιβάλλοντος, η Μουσική, η Τέχνη και το Θέατρο, ενισχύοντας την πολλαπλή αναπαράσταση των εννοιών (Gardner, 1983) και ικανοποιώντας τα διαφορετικά μαθησιακά προφίλ των παιδιών (Tomlinson, 2014).

Η σημασία της οπτικοποίησης στη μάθηση είναι επίσης καθοριστική. Ο Bruner (1966) τονίζει τη σημασία της εικονικής και συμβολικής αναπαράστασης για την οικοδόμηση της γνώσης, ιδιαίτερα σε μικρές ηλικίες. Εργαλεία όπως ο «Τροχός του Χρόνου» δίνουν στα παιδιά τη δυνατότητα να δουν, να αγγίξουν και να κατασκευάσουν τις έννοιες, μετατρέποντας την αφηρημένη γνώση σε βιωματική εμπειρία. Αυτό ενισχύει τη μακροπρόθεσμη μνήμη και επιτρέπει τη δημιουργία νοητικών συνδέσεων που ευνοούν τη βαθύτερη κατανόηση.

Η δημιουργικότητα αποτελεί έναν ακόμη κρίσιμο πυλώνα της σύγχρονης εκπαιδευτικής προσέγγισης. Η έκφραση μέσα από την τέχνη, τη μουσική, τη δραματοποίηση και τη συγγραφή βοηθά τα παιδιά να αναπτύξουν τη φαντασία τους, τη συναισθηματική τους νοημοσύνη και την αυτοπεποίθησή τους (Craft, 2005). Η δημιουργική έκφραση συμβάλλει επίσης στην κατανόηση της πολυπλοκότητας των εννοιών, καθώς τα παιδιά καλούνται να αναδομήσουν τις γνώσεις τους και να τις αποδώσουν μέσα από προσωπική ερμηνεία.

Εξίσου σημαντική είναι και η παιγνιώδης μάθηση. Το παιχνίδι, είτε είναι συμβολικό, είτε διαδραστικό, είτε ψηφιακό, κινητοποιεί τα παιδιά, ενισχύει τη συγκέντρωση, προάγει τη συνεργασία και δημιουργεί θετικό κλίμα στην τάξη (Resnick, 2006). Επιπρόσθετα, το παιχνίδι λειτουργεί ως φυσικό μέσο διερεύνησης και πειραματισμού, ενισχύοντας τη δημιουργική σκέψη και την ευελιξία στον τρόπο προσέγγισης της γνώσης. Μέσα από διαδραστικά κουίζ, παιχνίδια αντιστοίχισης, δραστηριότητες ανακάλυψης και δημιουργίας, οι μαθητές/τριες συμμετέχουν ενεργά, οικοδομούν γνώσεις και απολαμβάνουν τη διαδικασία της μάθησης. Επιπλέον, η παιγνιώδης μάθηση διευκολύνει την κατανόηση πολύπλοκων εννοιών μέσω της απλοποίησης και της σύνδεσής τους με την καθημερινή ζωή των παιδιών.

Συνοψίζοντας, η διδασκαλία εννοιών όπως ο χρόνος και οι μήνες σε μικρές ηλικίες είναι πιο αποτελεσματική όταν ενσωματώνει τη βιωματική προσέγγιση, τον διαθεματικό σχεδιασμό, την πολιτισμική διάσταση και τη δημιουργική έκφραση, αξιοποιώντας παράλληλα τις δυνατότητες της εκπαιδευτικής τεχνολογίας. Η σύνθεση αυτών των στοιχείων επιτρέπει τη δημιουργία ενός δυναμικού μαθησιακού περιβάλλοντος που εμπνέει, προάγει τη συμμετοχή και ενισχύει την αυτοπεποίθηση των παιδιών. Οι μαθητές/τριες δεν είναι πλέον παθητικοί δέκτες της γνώσης αλλά ενεργοί συνδημιουργοί της και η σχολική τάξη μετατρέπεται σε ένα εργαστήρι εμπειριών, σχέσεων και ανακαλύψεων. Αυτό το πλαίσιο μάθησης ανταποκρίνεται στις απαιτήσεις της σύγχρονης εκπαίδευσης, καλλιεργώντας πολυδιάστατες δεξιότητες και προάγοντας τη διά βίου μάθηση.

2. Κυρίως μέρος

2.1. Μέθοδος της έρευνας

Η παρούσα πρόταση εφαρμόστηκε πιλοτικά σε μία τάξη Β' Δημοτικού, με στόχο την καταγραφή των αποτελεσμάτων σε επίπεδο συμμετοχής, κατανόησης και ανάπτυξης δεξιοτήτων. Η τάξη αποτελούνταν από 22 μαθητές/τριες (9 κορίτσια και 13 αγόρια), με ποικίλα μαθησιακά επίπεδα και, κατ'επέκταση, διαφοροποιημένες ανάγκες. Οι δραστηριότητες υλοποιήθηκαν στο πλαίσιο των μαθημάτων της Γλώσσας και της Μελέτης Περιβάλλοντος και περιλάμβαναν τόσο ατομικές όσο και ομαδικές εργασίες. Η παρέμβαση διήρκεσε δύο εβδομάδες (24 διδακτικές ώρες) και πραγματοποιήθηκε στο πλαίσιο των μαθημάτων της Γλώσσας και της Μελέτης Περιβάλλοντος, ακολουθώντας τις αρχές της διαθεματικής και βιωματικής μάθησης. Οι δραστηριότητες εντάσσονταν στο ωρολόγιο πρόγραμμα και αξιοποιούσαν τόσο την υλικοτεχνική υποδομή της τάξης, όσο και ψηφιακά εργαλεία, όπως το Padlet, ο διαδραστικός πίνακας και η πλατφόρμα Wordwall. Η συμμετοχή των μαθητών/τριών υπήρξε ενεργή και πολυδιάστατη, καθώς εμπλέκονταν σε δραστηριότητες τόσο ατομικές, όσο και ομαδικές. Πιο συγκεκριμένα, υλοποιήθηκαν ατομικές εργασίες, όπως η συμπλήρωση φύλλων δραστηριοτήτων, η δημιουργία προσωπικού ημερολογίου μηνών και η ζωγραφική του τροχού του χρόνου, μέσα από τις οποίες ενισχύθηκε η επαφή των μαθητών/τριών με τις χρονικές έννοιες με τρόπο προσωπικό και δημιουργικό. Παράλληλα, εφαρμόστηκαν ομαδοσυνεργατικές δραστηριότητες, όπως η θεατρική απόδοση ενός παραμυθιού, μέσω των οποίων ενθαρρύνθηκε η συνεργασία, η αλληλεπίδραση και η συλλογική νοηματοδότηση των εννοιών. Οι ψηφιακές δραστηριότητες περιλάμβαναν κουίζ σχετικών με τους μήνες και τα χαρακτηριστικά των εποχών, καθώς και παιχνίδια αντιστοίχισης εποχών και εορτών, τα οποία εμπλούτισαν τη μαθησιακή εμπειρία με τεχνολογικά μέσα και συνέβαλαν στην επανάληψη και εμπέδωση του περιεχομένου με διασκεδαστικό τρόπο.

Η συλλογή δεδομένων για την αξιολόγηση της παρέμβασης στηρίχθηκε κυρίως στην ποιοτική παρατήρηση της τάξης κατά τη διάρκεια των δραστηριοτήτων. Η εκπαιδευτικός τήρησε ημερολόγιο πεδίου, όπου καταγράφονταν καθημερινά οι παρατηρήσεις, οι αντιδράσεις και τα σχόλια των μαθητών/τριών, εστιάζοντας σε κρίσιμους άξονες, όπως το επίπεδο ενεργής συμμετοχής, η κατανόηση της χρονικής αλληλουχίας των εποχών και μηνών, η ικανότητα συνεργασίας και επικοινωνίας στο πλαίσιο των ομάδων, καθώς και οι εκφραστικές και δημιουργικές δυνατότητες των παιδιών κατά τη συμμετοχή τους σε θεατρικές ή καλλιτεχνικές δραστηριότητες. Ιδιαίτερη προσοχή δόθηκε επίσης στην παρατήρηση της αυτορρύθμισης των μαθητών/τριών και της διαχείρισης χρόνου στις ομαδικές εργασίες, καθώς αυτά τα στοιχεία προσέφεραν σημαντικές ενδείξεις για την ωρίμανση και την ανάπτυξη κοινωνικών δεξιοτήτων.

Πέραν της παρατήρησης, οι μαθητές/τριες συμπλήρωσαν στο τέλος της παρέμβασης ένα σύντομο φύλλο αναστοχασμού, προσαρμοσμένο στην ηλικία τους, το οποίο περιείχε ερωτήσεις όπως «Τι μου άρεσε περισσότερο;», «Τι έμαθα για τις εποχές;» και «Με ποιον τρόπο δουλέψαμε στην ομάδα;». Μέσα από αυτό το εργαλείο, έγινε δυνατή η καταγραφή της υποκειμενικής εμπειρίας των παιδιών που αποτελεί πολύτιμο στοιχείο για την παιδαγωγική αξιολόγηση, καθώς αποκαλύπτει τον τρόπο με τον οποίο οι ίδιοι/ες οι μαθητές/τριες νοηματοδοτούν τη μαθησιακή διαδικασία.

Η συνολική μεθοδολογική προσέγγιση βασίστηκε στη μελέτη περίπτωσης, καθώς το ενδιαφέρον επικεντρωνόταν στη διερεύνηση μίας συγκεκριμένης εκπαιδευτικής παρέμβασης, στο πλαίσιο τάξης Β' Δημοτικού με σαφώς καθορισμένο πληθυσμό και συγκεκριμένα χαρακτηριστικά. Σύμφωνα με τη βιβλιογραφία, άλλωστε, η μελέτη περίπτωσης επιτρέπει την εις βάθος κατανόηση πολύπλοκων παιδαγωγικών φαινομένων και την ανάδειξη των δυναμικών που αναπτύσσονται στο πλαίσιο ενός φυσικού μαθησιακού περιβάλλοντος. Η χρήση ποιοτικών δεδομένων κρίθηκε ως η καταλληλότερη μεθοδολογική επιλογή, καθώς επέτρεψε την αποτύπωση της σύνθετης πραγματικότητας της σχολικής τάξης, δίνοντας χώρο σε φωνές, συναισθήματα και αλληλεπιδράσεις που δύσκολα καταγράφονται με αριθμητικά ή στατιστικά εργαλεία.

Η διαδικασία αξιολόγησης δεν απέβλεπε σε συγκρίσεις επιδόσεων ή σε διαγωνιστικού χαρακτήρα κρίσεις. Αντίθετα, στόχευε στην καταγραφή της μαθησιακής πορείας και της συνολικής

εξέλιξης των παιδιών σε ένα περιβάλλον ασφάλειας, ενθάρρυνσης και εμπιστοσύνης. Το παιδαγωγικό πλαίσιο της παρέμβασης ανέδειξε τη σημασία της μαθητοκεντρικής προσέγγισης και της αξιολόγησης για τη μάθηση, δημιουργώντας προϋποθέσεις για την ενεργή εμπλοκή των μαθητών/τριών, την καλλιέργεια θετικής στάσης προς τη γνώση και την ενίσχυση της αυτοεικόνας τους μέσα από την αναγνώριση της προσπάθειας και της δημιουργικότητάς τους.

2.2. Σχεδιασμός δραστηριοτήτων

1η δραστηριότητα: Η διδασκαλία ξεκίνησε με συζήτηση γύρω από τους μήνες και τη δημιουργία του «Τροχού του Χρόνου», μίας κατασκευής που αποτυπώνει την κυκλική φύση του έτους. Στόχος ήταν η οπτικοποίηση της διαδοχής των μηνών και η σύνδεσή τους με τις εποχές. Οι μαθητές/τριες έφτιαξαν έναν μεγάλο τροχό, χωρισμένο σε δώδεκα τμήματα, όπου κάθε τριάδα μηνών χρωματίστηκε με το ίδιο χρώμα (εποχές). Κάθε μήνας συνδέθηκε με μία γιορτή ή ένα σύμβολο (π.χ. ένα ρόδι για τον Ιανουάριο, αποκριάτικες μάσκες για τον Φεβρουάριο, 25η Μαρτίου για τον Μάρτιο, Πάσχα για τον Απρίλιο κ.ο.κ.)

2η δραστηριότητα: Οι μαθητές/τριες χωρίστηκαν σε ομάδες και κάθε ομάδα ανέλαβε έναν συγκεκριμένο μήνα. Στόχος της συγκεκριμένης δραστηριότητας αποτέλεσε η ανάπτυξη της συνεργασίας και του τεχνολογικού γραμματισμού. Οι ομάδες αναζήτησαν πληροφορίες σε εγκυκλοπαίδειες, στο διαδίκτυο, σε περιοδικά κ.τ.λ. τις οποίες έφεραν στην τάξη. Στη συνέχεια τις επεξεργάστηκαν και τις προσάρμοσαν με τέτοιο τρόπο ώστε να τις «καρφιτσώσουν» σε έναν κοινό ψηφιακό τοίχο, στο padlet. Το περιεχόμενο περιλάμβανε εικόνες, ήχους, γιορτές, τραγούδια ή λαϊκές παροιμίες σχετικές με τον μήνα. Επιπλέον, τα μέλη των ομάδων μπορούσαν να σχολιάσουν τις αναρτήσεις των άλλων ομάδων, ενισχύοντας έτσι την αλληλεπίδραση μεταξύ τους.

3η δραστηριότητα: Κατά τη διάρκεια αυτής της δραστηριότητας μαθητές και μαθήτριες επέλεξαν τον αγαπημένο τους μήνα και τον εικονογράφησαν, προσθέτοντας λέξεις ή και φράσεις που τον αντιπροσωπεύουν, με στόχο την ενίσχυση της δημιουργικής έκφρασης και της αισθητικής καλλιέργειας.

4η δραστηριότητα: Στη δραστηριότητα αυτή πραγματοποιείται ενίσχυση μνήμης, παρατηρητικότητας και εννοιολογικής κατανόησης. Μέσω του εργαλείου LearningApps (LearningApps.org) οι μαθητές/τριες αντιστοίχισαν μήνες με εικόνες (π.χ. Δεκέμβριος - Χριστούγεννα) ή με παροιμίες (π.χ. Μάρτης γδάρτης και κακός παλουκοκαύτης). Η δραστηριότητα αυτή πραγματοποιήθηκε ατομικά, στο εργαστήριο πληροφορικής του σχολείου, με κάθε μαθητή/τρια να εργάζεται στον δικό του/της υπολογιστή.

5η δραστηριότητα: Ακολούθησε ακρόαση τραγουδιών με θέμα τους μήνες (π.χ. Δώδεκα μήνες αθλητές - Λιλιπούπολη, Οι Δώδεκα Μήνες κ.ά.) καθώς και ανάγνωση ποιημάτων/παραμυθιών για μήνες και εποχές (π.χ. Οι Δώδεκα Μήνες - Λαϊκό παραμύθι, Η Κυρά Καλή και οι Δώδεκα Μήνες κ.ά.). Κάθε ομάδα επέλεξε ένα κείμενο και δραματοποίησε μία σκηνή από αυτό, ενισχύοντας την έκφραση, τη φαντασία και την κατανόηση κειμένου.

6η δραστηριότητα: Με τη χρήση των ψηφιακών εργαλείων Kahoot και Wordwall σχεδιάστηκαν διαδραστικά κουίζ με ερωτήσεις που αφορούσαν τους μήνες, τις γιορτές, τα καιρικά φαινόμενα και τις παραδόσεις. Η δραστηριότητα συνδύαζε ανατροφοδότηση, ενίσχυση γνώσης και παιγνιώδη μάθηση.

7η δραστηριότητα: Κάθε ομάδα αξιοποίησε το υλικό που είχε επεξεργαστεί για να δημιουργήσει ένα σύντομο παραμύθι. Στη συνέχεια, μαθητές και μαθήτριες ανέλαβαν ρόλους, με στόχο την παρουσίαση του παραμυθιού σε μορφή θεατρικής παράστασης. Η δραστηριότητα προώθησε τη δημιουργική γραφή, τη συνεργασία και την ανάπτυξη κοινωνικών δεξιοτήτων.

3. Αποτελέσματα

Η εφαρμογή της διδακτικής πρότασης ανέδειξε θετικά μαθησιακά και κοινωνικοσυναισθηματικά αποτελέσματα, με τις δραστηριότητες να συνδέονται άμεσα με τα επιτευχθέντα αποτελέσματα. Καταγράφηκε αυξημένη συμμετοχή και ενθουσιασμός από την πλειονότητα των μαθητών/τριών, οι οποίοι ανταποκρίθηκαν με ενδιαφέρον στις δραστηριότητες. Η

χρήση οπτικοποιημένων εργαλείων, όπως ο «Τροχός του Χρόνου», συνέβαλε σημαντικά στην κατανόηση της διαδοχής των μηνών και της σύνδεσής τους με τις εποχές, τις γιορτές και τα πολιτισμικά χαρακτηριστικά κάθε περιόδου. Οι μαθητές/τριες ανέφεραν ότι η συγκεκριμένη κατασκευή έκανε τη θεωρητική γνώση πιο προσιτή.

Ένα ιδιαίτερο αποτέλεσμα που αξίζει να μνημονευτεί είναι η θεατρική δραματοποίηση της λαϊκής ιστορίας «Οι Δώδεκα Μήνες», η οποία οδήγησε σε αυθόρμητες γλωσσικές αναπαραστάσεις από τους μαθητές/τριες, αποδεικνύοντας την εσωτερίκευση των αφηρημένων εννοιών και την ενσώματη μάθηση μέσω αφήγησης και δράσης. Η θεατρική παρουσίαση πραγματοποιήθηκε με αξιοσημείωτη αυτοπεποίθηση, φαντασία και δημιουργικότητα, με τους μαθητές/τριες να αποδίδουν με σαφήνεια τα χαρακτηριστικά του μήνα που είχαν αναλάβει.

Μέσα από τις ομαδικές εργασίες και τις δραστηριότητες ψηφιακής αναζήτησης και δημιουργίας, παρατηρήθηκε ουσιαστική ενίσχυση της συνεργασίας και του ψηφιακού γραμματισμού. Οι μαθητές/τριες ανέπτυξαν δεξιότητες αναζήτησης, επιλογής και παρουσίασης πληροφοριών, αξιοποιώντας εργαλεία όπως το Padlet, το LearningApps και το Canva. Ιδιαίτερα θετικά κρίθηκαν τα διαδραστικά κουίζ (Kahoot, Wordwall), τα οποία αύξησαν τη συγκέντρωση και ενίσχυσαν τη μάθηση με τρόπο ευχάριστο και παιγνιώδη. Οι απαντήσεις των μαθητών/τριών στα φύλλα αναστοχασμού έδειξαν ότι ήταν σε θέση να περιγράψουν βασικά χαρακτηριστικά κάθε εποχής, να εντοπίζουν χρονικές ακολουθίες και να εξηγούν τον συμβολισμό των γιορτών και των μηνών με δικές τους λέξεις και φράσεις.

Η δημιουργική ενασχόληση με τις τέχνες, μέσω εικονογραφήσεων, δραματοποιήσεων και παραγωγής παραμυθιών, υποστήριξε την καλλιέργεια της φαντασίας, της αισθητικής και της προφορικής έκφρασης. Οι μαθητές/τριες εργάστηκαν με ενθουσιασμό και παρουσίασαν πρωτότυπες ιδέες, ενώ μέσα από τη θεατρική αναπαράσταση ενισχύθηκε η κοινωνική τους αλληλεπίδραση και η αυτοπεποίθηση. Επιπρόσθετα, το παραγόμενο υλικό, συμπεριλαμβανομένων των αφισών, του τροχού, των ζωγραφιών, των ψηφιακών τοιχογραφιών και των θεατρικών παρουσιάσεων, αξιοποιήθηκε για τη δημιουργία μίας μικρής έκθεσης στο σχολικό χώρο, ανοιχτής προς μαθητές/μαθήτριες άλλων τάξεων, καθώς και γονείς/κηδεμόνες. Η δραστηριότητα αυτή αποτέλεσε φορέα διάχυσης του έργου στην ευρύτερη σχολική κοινότητα, προβάλλοντας το μαθησιακό αποτέλεσμα και ενισχύοντας το αίσθημα υπερηφάνειας και ταυτότητας των παιδιών.

Συνολικά, η παρέμβαση συνέβαλε στην πολύπλευρη ανάπτυξη των παιδιών, προσφέροντάς τους ευκαιρίες για βιωματική και διαθεματική μάθηση. Οι στόχοι της παρέμβασης, όπως κατανόηση της έννοιας του χρόνου, σύνδεση των μηνών με τις εποχές, ανάπτυξη δημιουργικότητας, συνεργασίας και δεξιοτήτων ΤΠΕ επετεύχθησαν σε πολύ μεγάλο βαθμό, γεγονός που επιβεβαιώθηκε τόσο από την παρατήρηση της συμπεριφοράς μαθητών και μαθητριών, όσο και από την ποιότητα των δημιουργιών και των απαντήσεών τους κατά τη διάρκεια των δραστηριοτήτων.

4. Συμπεράσματα

Η παρούσα διδακτική παρέμβαση κατέδειξε ότι η βιωματική, διαθεματική και τεχνολογικά υποστηριζόμενη διδασκαλία μπορεί να ενισχύσει σημαντικά τη μαθησιακή διαδικασία σε μικρές ηλικίες. Η διδασκαλία αφηρημένων εννοιών, όπως αυτή του χρόνου και η εσωτερική δομή του έτους μέσα από τους μήνες και τις εποχές, συχνά αποτελεί πρόκληση για τα παιδιά αυτής της ηλικιακής ομάδας. Ωστόσο, η συστηματική αξιοποίηση παιδαγωγικών μεθόδων που ενεργοποιούν τις αισθήσεις, τη φαντασία, τη σωματική έκφραση και τη δημιουργικότητα κατέστησε τις έννοιες αυτές προσιτές, κατανοητές και βιωματικά αφομοιώσιμες από τους μαθητές και τις μαθήτριες.

Η ένταξη των δραστηριοτήτων σε ένα ευρύτερο διαθεματικό πλαίσιο, το οποίο συνδύαζε τη γλώσσα, την τέχνη, το θέατρο, τη μουσική και τα ψηφιακά μέσα, συνέβαλε σημαντικά στη συγκρότηση ενός πλούσιου μαθησιακού περιβάλλοντος. Το περιβάλλον αυτό προήγαγε όχι μόνο τη γνωστική ανάπτυξη, αλλά και δεξιότητες επικοινωνίας, συνεργασίας και αυτοέκφρασης, ενώ ενίσχυσε τον συναισθηματικό δεσμό των παιδιών με το μαθησιακό περιεχόμενο. Παράλληλα, η παρουσία ισχυρών πολιτισμικών αναφορών –μέσα από παραμύθια, παροιμίες, παραδόσεις και εορτές– καλλιέργησε την ενσυναίσθηση και τη σύνδεση των παιδιών με τη λαϊκή παράδοση και την

πολιτισμική τους ταυτότητα, καθιστώντας τη μαθησιακή διαδικασία οικεία και ταυτόχρονα βαθύτερη.

Η χρήση ψηφιακών εργαλείων δεν αποτέλεσε απλώς έναν τρόπο ενίσχυσης της διδασκαλίας, αλλά λειτούργησε ως μέσο έκφρασης, πειραματισμού και καινοτομίας, επιτρέποντας στους μαθητές/τριες να παράγουν αυθεντικό περιεχόμενο και να οικοδομήσουν ενεργά τη γνώση. Ο τεχνολογικός γραμματισμός, η εξοικείωση με ψηφιακά περιβάλλοντα, καθώς και η ανάπτυξη της αναστοχαστικής ικανότητας αναδείχθηκαν ως κρίσιμα μαθησιακά οφέλη.

Συνολικά, η διαφοροποίηση των δραστηριοτήτων, η εναλλαγή μορφών μάθησης (ατομική, ομαδική, βιωματική, παιγνιώδης), καθώς και η συνεχής ενσωμάτωση νέων ερεθισμάτων (εικαστικά, μουσικά, θεατρικά, ψηφιακά), ενίσχυσαν τη διαρκή ενεργοποίηση των μαθητών/τριών και διατήρησαν το ενδιαφέρον τους σε υψηλό επίπεδο. Το παιγνιώδες στοιχείο αποτέλεσε σταθερό πυρήνα της παρέμβασης, καλλιεργώντας θετική στάση απέναντι στη γνώση και υποστηρίζοντας την ενεργή εμπλοκή όλων των παιδιών, ανεξαρτήτως μαθησιακού προφίλ.

Καταλήγοντας, η διδακτική αυτή προσέγγιση αποδείχθηκε ιδιαίτερα αποτελεσματική όχι μόνο σε επίπεδο μετάδοσης γνώσεων, αλλά και ως προς την ενίσχυση της δημιουργικότητας, της κριτικής σκέψης και της κοινωνικο-συναισθηματικής ανάπτυξης των παιδιών. Αποτελεί, κατά συνέπεια, ένα υποδειγματικό παράδειγμα παιδαγωγικής πρακτικής, το οποίο αξίζει να ενσωματωθεί ευρύτερα στην εκπαιδευτική καθημερινότητα, εμπνέοντας ένα σχολείο πιο βιωματικό, ανοιχτό, συμπεριληπτικό και ουσιαστικά μορφωτικό.

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Η ΔΙΔΑΣΚΑΛΙΑ ΤΩΝ ΚΟΙΝΩΝΙΚΩΝ ΕΠΙΣΤΗΜΩΝ ΩΣ ΜΕΣΟ ΔΙΑΧΕΙΡΙΣΗΣ ΤΗΣ ΕΤΕΡΟΤΗΤΑΣ

Παπαδοπούλου Κυριακή
Εκπαιδευτικός ΠΕ78 και ΠΕ06, Υποψήφια διδάκτορας

Περίληψη

Η παρούσα εργασία αποτελεί μία πρόταση διδακτικών παρεμβάσεων που έχουν χρησιμοποιηθεί στην καθημερινή εκπαιδευτική πρακτική κατά τη διδασκαλία του μαθήματος της Πολιτικής Παιδείας στην Α'Τάξη ΓΕ.Λ. και ΕΠΑ.Λ. αναφορικά με την κοινωνικοποίηση μαθητών που προέρχονται από άλλες χώρες και μπορεί κάλλιστα να υιοθετηθεί και κατά τη διδασκαλία πολύ μικρότερων σε ηλικία μαθητών. Για τη διδασκαλία της ενότητας «Μετανάστευση» αναπτύχθηκαν διδακτικές προσεγγίσεις αντιμετώπισης θεμάτων αποδοχής της διαφορετικότητας με βάση τη χώρα προέλευσης. Χρησιμοποιήθηκαν εργαλεία που εστιάζουν στην αρχή της βιωματικής προσέγγισης και της ενεργητικής συμμετοχής των μαθητών κατά την εκπαιδευτική διαδικασία ώστε να κατακτηθεί η δεξιότητα διαχείρισης της ετερότητας. Οι δραστηριότητες, στις οποίες συμμετείχαν οι μαθητές. τους έδωσαν τη δυνατότητα να αλληλεπιδράσουν με τους συμμαθητές τους και να αντιληφθούν τη σημασία των υπό ερεύνηση εννοιών. Εν κατακλείδι, η διδακτική πρακτική απέδειξε ότι αξίζει να προσεγγίζονται οι πτυχές της κοινωνικοποίησης με εναλλακτικές μεθόδους διδασκαλίας.

Λέξεις-κλειδιά: ετερότητα, γλωσσική αυτοβιογραφία, κοινωνικοποίηση, διαπολιτισμικότητα

1. Εισαγωγή

Η τυπική σχολική φοίτηση (προσχολική εκπαίδευση, δημοτικό, γυμνάσιο, λύκειο, κολέγιο, πανεπιστήμιο) συνεχίζει τη διεύρυνση της γνώσης που έχει αποκτηθεί στο οικογενειακό περιβάλλον με στόχο την ανάπτυξη των φυσικών και πνευματικών ικανοτήτων του παιδιού, καθώς και την καλλιέργεια δεξιοτήτων και την απόκτηση ενός συστήματος αξιών που κυριαρχεί στο ευρύτερο κοινωνικό συγκείμενο (Ritzer, 2018). Το σχολείο ως φορέας μάθησης και κοινωνικοποίησης έχει κυρίαρχο ρόλο στη ζωή των παιδιών και οφείλει να προετοιμάζει τους μαθητές για τη μελλοντική τους ζωή (Νικολάου, 2022). Η ανάδειξη, η κατανόηση και η αναγνώριση των «πολιτισμικών διαφορών» αποτελούν τους πλέον διαδεδομένους στόχους προγραμμάτων διαπολιτισμικής εκπαίδευσης σε πολλές χώρες της Ευρώπης (Γκόβαρης, 2002). Η εκπαίδευση προσανατολίζεται στην ανάπτυξη κοινωνικών δραστηριοτήτων στα παιδιά που ανήκουν σε μειονοτικές ομάδες με απώτερο σκοπό την ενεργοποίηση και συμμετοχή τους στο γενικό και στο ιδιαίτερο πολιτισμό που ανήκουν ταυτόχρον (Γκόβαρης, 2004). Το σχολείο οφείλει να δεχτεί το παιδί όπως είναι, και να του δώσει την ευκαιρία να αναπτύξει τις δυνατότητές του και την προσωπικότητά του, με βάση τις δικές του κοινωνικοπολιτισμικές προϋποθέσεις και το δικό του μορφωτικό κεφάλαιο» (Δαμανάκης, 1989).

2. Κυρίως μέρος

Η γλωσσική αυτοβιογραφία είναι ένα εργαλείο πολύ χρήσιμο τόσο για τους ερευνητές (κοινωνιογλωσσολόγους, ψυχαναλυτές ιστορικούς, εθνολόγους κ.ά.) όσο και για τους εκπαιδευτικούς (Simon &Thamin, 2009). Επιπλέον, το ταξίδι της γλωσσικής αυτοβιογραφίας είναι συνάμα και ένα ταξίδι προς την αυτογνωσία, μια βαθιά ενδοσκόπηση προς τη συνειδητοποίηση ότι η γλώσσα δεν είναι μόνο λέξεις αλλά τόσο κομμάτι της ιστορίας μας και του αυτοπροσδιορισμού μας όσο και συνδετικός κρίκος με άλλες κουλτούρες και πολιτισμούς. Είναι ένας τρόπος αντικειμενοποίησης της παλέτας των γλωσσών που κατέχει ένα πρόσωπο, μια διαδικασία συνειδητοποίησης που μπορεί να οδηγήσει σε μια μορφή κατασκευής του εαυτού σου, της σχέσης σου με τη διαφορετικότητα του κόσμου, ενός κόσμου στον οποίο οι γλώσσες έχουν έναν ουσιώδη ρόλο, αφού μεταφέρουν, αναπαράγουν και δημιουργούν διαφορετικές εικόνες του (Blondeau et al., 2012). Είναι τελικά ένα μέσο κοινωνικοποίησης. Από τα ανωτέρω προκύπτει ότι τα μαθήματα

κοινωνικού προσανατολισμού μπορούν κι αυτάμε τη σειρά τους να συμβάλουν τα μέγιστα στην άμβλυνση ζητημάτων διαχείρισης της ετερότητας καθώς -σύμφωνα και με τους επιμέρους στόχους των αναλυτικών προγραμμάτων σπουδών τους-προωθείται η διάπλαση κριτικά σκεπτόμενων πολιτών που αντιλαμβάνονται τη θέση και το ρόλο τους μέσα σε ένα ετερογενές κοινωνικό σύνολο.

2.1. Στοιχεία εφαρμογής

Η διδακτική παρέμβαση πραγματοποιήθηκε στη δευτεροβάθμια εκπαίδευση και πιο συγκεκριμένα, στην εκπαιδευτική βαθμίδα του Λυκείου. Μεταξύ άλλων, επιλέχθηκε ένα Επαγγελματικό Λύκειο γιατί από στατιστική άποψη πολλοί αλλόγλωσσοι μαθητές επιλέγουν για ολοκλήρωση της φοίτησής τους στη δευτεροβάθμια εκπαίδευση ένα ΕΠΑ.Λ. παρά ένα Γενικό Λύκειο. Αφορμή για την εκπαιδευτική παρέμβαση στάθηκε η διδασκαλία του Κεφαλαίου 12 «Μετανάστευση» στα πλαίσια διδασκαλίας του μαθήματος της Πολιτικής Παιδείας Α’ Τάξης ΓΕ.Λ. και ΕΠΑ.Λ., ενός μαθήματος ενταγμένου στις κοινωνικές επιστήμες. Παρόμοια παρέμβαση θα μπορούσε να πραγματοποιηθεί και κατά τη διδασκαλία του μαθήματος Κοινωνικής και Πολιτικής Αγωγής Γ’ Γυμνασίου και-ακόμη παραπέρα-στην Ε’ και ΣΤ’ Δημοτικού, φυσικά με τις κατάλληλες τροποποιήσεις ανάλογα με το ηλικιακό επίπεδο κάθε φορά.

Αναλυτικότερα, η παρέμβαση έγινε στο 1ο Ημερήσιο Επαγγελματικό Λύκειο Γρεβενών κατά τη διάρκεια του διδακτικού έτους 2022-2023 και αφορούσε και στα δύο Τμήματα της Α’ Τάξης, ήτοι 54 μαθητές και μαθήτριες. Αναπτύχθηκε σε τέσσερα στάδια, τα οποία δεν περιορίστηκαν σε μία διδακτική ώρα αλλά κατανεμήθηκαν σε διάφορες διδακτικές ώρες καθώς όχι μόνο το Κεφάλαιο είχε αρκετές ενότητες στις οποίες μπορούσαν να ενσωματωθούν οι δραστηριότητες αλλά και η κάθε δραστηριότητα χαρακτηρίζονταν από αυτονομία και δεν ήταν υποχρεωτικό να ολοκληρωθούν όλες μαζί στο σύνολο.

2.2. Στόχοι-επιδιώξεις

Δεν είναι τυχαίο το γεγονός ότι η εκπαίδευση βρίσκεται στο επίκεντρο του επιστημονικού και ερευνητικού ενδιαφέροντος όταν προκύπτουν ζητήματα διαχείρισης της ετερότητας (Νικολάου, 2008). Σκοπός της εκπαιδευτικής παρέμβασης ήταν να προσεγγιστεί η ετερότητα λόγω καταγωγής μέσα από τρόπους που αφήνουν ανοιχτούς τους διαδρόμους για την κατάρριψη στερεότυπων και τη δημιουργία συνθηκών δεκτικότητας του διαφορετικού. Τα στερεότυπα αποτελούν υπεργενικεύσεις, σύμφωνα με τις οποίες τα μέλη μιας ομάδας προσδίδουν στα μέλη μιας άλλης ομάδας κοινά χαρακτηριστικά και δεν λαμβάνουν υπόψη τους τα ατομικά χαρακτηριστικά του κάθε μέλους (Κοκκινάκη, 2006). Υποτίθεται ότι τα στερεότυπα κωδικοποιούν αντικειμενικές γνώσεις, ενώ δεν είναι παρά γνώμες και μάλιστα γνώμες συναισθηματικά φορτισμένες εναντίον της κοινωνικής κατηγορίας (ή της κοινωνικής ομάδας, του θεσμού ή των γεγονότων) που αφορούν (Σωτηρόπουλος, 2003). Έτσι, εάν ένα πλήθος ατόμων (ομάδα) πιστεύει πως δεν επιτεύχθηκαν οι στόχοι τους εξαιτίας μιας άλλης ομάδας, η οποία είναι ιδιαίτερα ισχυρή ή δυσπρόσιτη ώστε να γίνει στόχος της επιθετικότητας, η εκδήλωση της επιθετικότητας συμβαίνει απέναντι σε μια άλλη, πιο αδύναμη ομάδα, η οποία αποκτά τον ρόλο του αποδιοπομπαίου τράγου (Hogg & Vaughan,2010).

Επιμέρους στόχοι ήταν οι μαθητές/τριες:

- Να γνωρίσουν βαθύτερα τους αλλοεθνείς συμμαθητές τους: Πολλές φορές η εσωτερική σύγκρουση με τα στερεότυπα που ηθελημένα ή άθελά τους περνάνε διάφοροι φορείς κοινωνικοποίησης και πρωτίστως η οικογένεια ωθεί τους μαθητές σε στάση απαξίωσης και περιθωριοποίησης απέναντι σε αλλοεθνείς μαθητές παιδιά είτε προσφύγων είτε οικονομικών μεταναστών. Στόχος μας πρέπει να είναι μια κοινωνία όπου τα μέλη της αλληλοεπιδρούν και αλληλεξαρτώνται με ισότητα και αμοιβαιότητα καιαλληλαποδέχονται τις αξίες και τα βασικά δικαιώματά τους όπως αυτά αναφέρονται στο Χάρτη των Ανθρωπίνων Δικαιωμάτων (Παπάς, 1998).
- Να κατανοήσουν ομοιότητες και διαφορές μεταξύ χωρών, κοινωνιών και πολιτισμών: Μεταξύ των διαφορετικών πολιτισμών, νοοτροπιών, κουλτούρων και τρόπων ζωής μπορεί να επιχειρηθεί μία πρώτη επαφή ώστε να βρεθούν κοινά σημεία αναφοράς, κοινές αξίες και

κοινοί δίαυλοι επικοινωνίας. Ταυτόχρονα μπορούν να επισημανθούν και βασικές διαφορές που θα σταθούν αφορμή για περαιτέρω προβληματισμό και αναζήτηση των κυριότερων χαρακτηριστικών που συνετέλεσαν στη διαμόρφωση μιας τόσο διαφορετικής αντίληψης ή στάσης.

- Να εκτιμήσουν την αξία της πολυπολιτισμικότητας: Η πολυπολιτισμικότητα είναι γεγονός στη σύγχρονη εποχή σε παγκόσμια διάσταση. Είναι ένα κοινωνικό φαινόμενο που δεν μπορεί να εμποδιστεί ή να ανατραπεί εφόσον οι άνθρωποι είναι ελεύθεροι και έχουν δικαίωμα μετακίνησης από μία χώρα σε άλλη. Αφού ήρθε για να μείνει, οφείλουμε να αναπροσαρμοζόμασε ως μέλη του κοινωνικού συνόλου και να δείχνουμε σεβασμό απέναντι στην ανθρώπινη αξιοπρέπεια χωρίς ταμπέλες, συνθήματα και διακρίσεις. Έτσι το άτομο καθίσταται αμετάβλητο και μοναδικό τόσο στους υπόλοιπους της ομάδας αλλά και στον ίδιο του εαυτό (Ιντζεσίνογλου, 2000).
- Να αναπτύξουν το αίσθημα της ενσυναίσθησης: Μέσα από την ενσυναίσθηση αναπτύσσεται η συναισθηματική νοημοσύνη των μαθητών/τριών ώστε να φτάσουν στο σημείο της συναισθηματικής ωριμότητας. Η ξενοφοβία και ο ρατσισμός λόγω καταγωγής αντιμετωπίζονται σε ρεαλιστικό επίπεδο ως αντιδράσεις ακραίες που δεν συνάδουν με την εξέλιξη του ανθρώπινου γένους. Ως πρώτος στόχος της διαπολιτισμικής εκπαίδευσης τοποθετείται η ενσυναίσθηση, δηλαδή η ικανότητα να τοποθετούμε τον εαυτό μας στη συναισθηματική θέση του «άλλου» (Γκόβαρης, 2011).
- Να αποκτήσουν κριτική σκέψη πάνω σε ζητήματα διαπολιτισμικότητας: Η διαπολιτισμικότητα δεν είναι χαρακτηριστικό πλέον που συναντάται μόνο σε μεγάλες χώρες, τις οικονομικά ανεπτυγμένες δηλαδή που μπορούν να προσφέρουν απασχόληση και καλύτερες συνθήκες διαβίωσης σε μετανάστες και πρόσφυγες. Λόγω του φαινομένου της παγκοσμιοποίησης συναντάται σε κάθε μέρος του πλανήτη, αλλού σε μεγαλύτερο και αλλού σε μικρότερο βαθμό. Η ανάπτυξη κριτικής σκέψης λοιπόν βοηθά στην κατανόηση της διαφορετικότητας λόγω τόπου καταγωγής και αμβλύνει σε μεγάλο βαθμό την επικράτηση στερεοτυπικών στάσεων και συμπεριφορών.

2.3. Μεθοδολογία

Σε γενικές γραμμές προτάθηκε η σημασία μαθητοκεντρικών μεθόδων διδασκαλίας. Η βιωματική προσέγγιση αποδείχτηκε η πιο κατάλληλη μέθοδος διδασκαλίας στην προκειμένη περίπτωση. Παρασχέθηκαν τα κατάλληλα ερεθίσματα έτσι ώστε να μπορέσει ο κάθε μαθητής και η κάθε μαθήτρια να εκφράσει αυτό που έχει βιώσει μέχρι στιγμής από άποψη γλωσσικού ρεπερτορίου. Εξίσου σημαντικά αξιοποιήθηκε και η συζήτηση, ως μέσο εκμαίευσης συναισθημάτων και απόψεων. Στις λεζάντες των εικόνων αλλά και στις ίδιες τις εικόνες, χρησιμοποιώ το στυλ «Λεζάντα» που τις κεντράρει αυτόματα και ρυθμίζει τις αποστάσεις πάνω και κάτω από αυτές.

2.4. Διδακτικό Υλικό

Πέρα από τις ενότητες του σχετικού κεφαλαίου στο σχολικό βιβλίο, αξιοποιήθηκε υλικό με εστίαση στις αρχές της πολυπολιτισμικής εκπαίδευσης και τις αξίες που αυτή πρεσβεύει. Κυριότερο ερέθισμα στάθηκε το υλικό από το σεμινάριο της UNICEF σε συνεργασία με το Υπουργείο Παιδείας και την ακαδημαϊκή κοινότητα (ΚΕΔΙΒΙΜ των Α.Ε.Ι.) με τίτλο: «Teach for Integration 2022-2023» και στα ελληνικά:«Εκπαίδευση για την ένταξη 2022-2023». Ιδιαίτερα επιβοηθητικό ήταν το υλικό που αντλήθηκε από την Ενότητα 4 «Αναπτύσσοντας γλωσσική ενημερότητα και ενσυναίσθηση» και την υποενότητα 4.4 «Γλωσσική βιογραφία και πολυγλωσσική εκπαίδευση». Λήφθηκαν συμπληρωματικά υπ’όψιν το «Εγχειρίδιο εκπαίδευσης στα ανθρώπινα δικαιώματα για νέους/νέες Compass», το οποίο εκδόθηκε από το Συμβούλιο της Ευρώπης όπως και υλικό από την επιμόρφωση του ΙΕΠ με θέμα την «Εκπαίδευση για την ιδιότητα του παγκόσμιου πολίτη» στο πλαίσιο του Ευρωπαϊκού έργου GENE.

2.5. Παρουσίαση δραστηριοτήτων

Οι δραστηριότητες χωρίστηκαν σε τέσσερα διακριτά στάδια, τα οποία ακολουθήθηκαν κατά σειρά, παρόλα αυτά ολοκληρώθηκαν σε διαφορετικές διδακτικές ώρες.Ο λόγος ήταν η σταδιακή εξοικείωση των μαθητών με ζητήματα πολυπολισμικότητας, ώστε να καταφέρουν εν τέλει να φτάσουν στην παραγωγή της δικής τους προσπάθειας να γράψουν τη βιογραφία τους.

- Στάδιο 1ο: Ως αφόρμηση, ζητήθηκε από τους μαθητές/τριες να σχολιάσουν ζωγραφιές παιδιών που αποτυπώνουν τη σχέση τους με τις γλώσσες που έχουν έρθει/βρίσκονται σε επαφή και που σε μικρότερο ή μεγαλύτερο βαθμό τους είναι οικείες. Χρήσιμη στάθηκε η τεχνική της ιδεοθύελλας (brainstorming) καθώς αποτύπωσε τις πρώτες αντιδράσεις πίσω από τις οποίες κρύβονται παγιωμένες στάσεις, αντιλήψεις και στερεότυπα.
- Στάδιο 2ο: Η δραστηριότητα μετακινήθηκε σε ατομικό επίπεδο καθώς ζητήθηκε από τους μαθητές να παρουσιάσουν μέσα από το δικό τους σκίτσο τη σχέση τους με τις γλώσσες που μιλάνε ή γνωρίζουν.
- Στάδιο 3ο: Μετά από την αρχική εξοικείωση με την έννοια του γλωσσικού ρεπερτορίου σειρά πήρε η παρουσίαση κάποιων δειγμάτων αυτοβιογραφίας για να αποτελέσουν τροφή για σκέψη και συζήτηση. Κύριες διαπιστώσεις που προέκυψαν: α) η γλώσσα είναι βασικό δομικό στοιχείο των κοινωνιών καθώς και των πολιτισμών γιατί μέσα από αυτήν οι άνθρωποι εκφράζουν τις ανάγκες τους και τελικά κοινωνικοποιούνται και β) οι διαφορετικές γλώσσες που μιλούν οι άνθρωποι δεν είναι απαραίτητα λόγος απόρριψης της προσωπικότητας ή της αξίας κάποιου.
- Στάδιο 4ο: Στο τελικό στάδιο οι ίδιοι οι μαθητές/τριες κλήθηκαν να ξεκλειδώσουν εικόνες και μνήμες από το παρελθόν τους και να γράψουν μία αφήγηση που εστιάζει στο γλωσσικό τους ρεπερτόριο. Επρόκειτο ουσιαστικά για μια παραγωγή γραπτού λόγου που άγγιξε στοιχεία της προσωπικότητάς και του ψυχισμού τους.

3. Συμπεράσματα

Η παρέμβαση αποτιμήθηκε ως ιδιαίτερα επωφελής γιατί κατά τα στάδια των δραστηριοτήτων αλλά κυρίως με τη συζήτηση στην ολομέλεια των τμημάτων μετά την ολοκλήρωσή της προέκυψαν πολύ χρήσιμα συμπεράσματα. Οι μαθητές προχώρησαν σε έναν δρόμο προς την αυτογνωσία τους και αναμόχλευσαν εικόνες, φωνές και συναισθήματα από το παρελθόν τους. Μέσα από αυτή τη διαδικασία αντιλήφθηκαν ότι:

- Όποιος μιλάει μία γλώσσα κουβαλάει τον πολιτισμό και την ιστορία του: Με τη γλώσσα που μιλάει ο καθένας μας μεταφέρει στους συνομιλητές του κομμάτια από τη ζωή του, δηλαδή από το παρόν του αλλά και από το παρελθόν του. Το να αποκοπεί κάποιος από τις ρίζες του ή ακόμη και να τις απαρνηθεί συνειδητά είναι όχι μόνο ανώφελο αλλά και ιδιαίτερα επικίνδυνο γιατί γίνεται έρμαιο των καταστάσεων που επιβάλλουν μία ατελέσφορη μετάλλαξή του.
- Η γλώσσα είναι ένα ισχυρό εργαλείο κοινωνικής ενσωμάτωσης: Όποιος γνωρίζει μία γλώσσα έχει δύναμη στα χέρια του. Κατέχει μία πολύ σημαντική δεξιότητα που μπορεί να του ανοίξει αναπάντεχες πόρτες και να του παρέχει ανεπανάληπτες ευκαιρίες στη ζωή του. Παρέχοντας κατ'αυτόν τον τρόπο στους αλλοδαπούς μαθητές την ευκαιρία να μάθουν τη γλώσσα μας μέσω του εκπαιδευτικού μας συστήματος προλειαίνουμε το έδαφος για την αποδοχή τους στην κοινωνία που έχουμε δημιουργήσει.
- Η διαπολιτισμικότητα συμβάλλει στην άμβλυνση των κοινωνικών ανισοτήτων λόγω καταγωγής: Όσο πιο πολλά πράγματα γνωρίζουμε για έναν λαό και τις συνήθειές του, τόσο πιο δεκτικοί γινόμαστε στην ετερότητα αναγνωρίζοντας ένα βασικό στοιχείο: ότι δεν απειλούμαστε από κανέναν και δεν απειλούμε κανέναν με τη συνύπαρξή μας στον ίδιο χώρο.
- Δεν υπάρχουν καλές και κακές γλώσσες, γιατί η καθεμιά έχει τις ιδιαιτερότητές της: Η γνώση, κατανόηση και ομιλία μίας γλώσσας δεν εμπεριέχει από ηθικής άποψης κάποιο καλό ή κακό στοιχείο, οπότε οφείλουμε να μην απορρίπτουμε τις γλωσσικές επιλογές κάποιου ατόμου. Ο

πλούτος της κάθε γλώσσας είναι ανεκτίμητος γιατί αντικατοπτρίζει την πολιτισμική συνέχεια μέσα στο χρόνο ως ένα δυνατό αποτύπωμα της κοινής σκέψης και συλλογικής πολιτιστικής ταυτότητας.

- Η καταπολέμηση των στερεότυπων για τους μετανάστες αποτελεί συλλογική προσπάθεια: Όλοι μαζί συντονισμένα πρέπει να εργαστούμε ώστε να καταρρίψουμε απαρχαιωμένες αντιλήψεις που δεν συμβαδίζουν με τον τρόπο εξέλιξης της κοινωνίας και κατά συνέπεια δεν αντανακλούν την περιρρέουσα κοινωνική πραγματικότητα. Η εκπαίδευση παίζει καθοριστικό ρόλο στη διαμόρφωση ατόμων που θα γίνουν μελλοντικοί πολίτες του κράτους, θα διαθέτουν ισχυρή προσωπικότητα με αυτενέργεια και θα αντιλαμβάνονται τον ρόλο τους στο κοινωνικό γίγνεσθαι. Οι μαθητές κατά την επαφή τους με το διαφορετικό- σε ό,τι κι αν συνίσταται κάθε φορά αυτό-αντιλαμβάνονται τη μοναδικότητα του καθενός ατόμου και πόσο αυτή μπορεί να επηρεάσει ή να αντλήσει στοιχεία από τη μοναδικοτητα κάποιου άλλου.
- Η διαπολιτισμική προσέγγιση δεν είναι στενά συνυφασμένη με ένα μάθημα, αλλά εμπλέκεται κει διαπερνά όλα τα μαθήματα, έχοντας ως στόχο την αποδοχή του άλλου μέσα από την αποδοχή των διαφορετικών πολιτιστικών και πολιτισμικών στοιχείων(Καρακατσάνη, 2004). Οι μαθητές στο σχολείο μαθαίνουν, πέραν όλων των άλλων, να αναγνωρίζουν την ενότητα και την ομοιομορφία στους κόλπους της διαφορετικότητας αλλά και τη διαφορετικότητα μέσα από την ενότητα των ανθρώπων.

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ΔΙΕΡΕΥΝΗΣΗ ΤΟΥ ΡΟΛΟΥ ΤΗΣ ΣΥΝΑΙΣΘΗΜΑΤΙΚΗΣ ΝΟΗΜΟΣΥΝΗΣ ΣΤΙΣ ΕΠΙΤΥΧΗΜΕΝΕΣ ΠΡΑΚΤΙΚΕΣ ΗΓΕΣΙΑΣ ΤΩΝ ΔΙΕΥΘΥΝΤΩΝ

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Περίληψη

Η εκπαιδευτική ηγεσία αποτελεί έναν σύνθετο και πολυδιάστατο ρόλο, ο οποίος υπερβαίνει τις τεχνικές και διοικητικές δεξιότητες και αγγίζει βαθύτερα τον τομέα της συναισθηματικής διαχείρισης ανθρώπινων σχέσεων και καταστάσεων. Οι διευθυντές των σχολικών μονάδων δεν λειτουργούν μόνο ως διοικητικά στελέχη που συντονίζουν διαδικασίες και οργανώνουν πόρους, αλλά καλούνται καθημερινά να ανταποκριθούν σε ένα πολυσύνθετο ανθρώπινο περιβάλλον, όπου οι συναισθηματικές και κοινωνικές αλληλεπιδράσεις διαδραματίζουν κεντρικό ρόλο στη διαμόρφωση του σχολικού κλίματος. Η αποτελεσματική ηγεσία σε αυτό το πλαίσιο προϋποθέτει την ικανότητα του διευθυντή να κατανοεί και να διαχειρίζεται με επιτυχία τις συναισθηματικές δυναμικές της εκπαιδευτικής κοινότητας, τόσο σε επίπεδο προσωπικού όσο και σε επίπεδο μαθητών.

Η συναισθηματική νοημοσύνη (ΣΝ) έχει αναδειχθεί, ιδίως τα τελευταία χρόνια, ως κρίσιμος παράγοντας για την αποτελεσματικότητα και τη βιωσιμότητα της ηγεσίας στον σχολικό χώρο. Πέρα από τις τεχνικές δεξιότητες, η ΣΝ επιτρέπει στον ηγέτη να διαχειρίζεται τις σύνθετες κοινωνικές σχέσεις, να ενισχύει το αίσθημα του «ανήκειν» των μελών της κοινότητας και να δημιουργεί ένα υποστηρικτικό και συμπεριληπτικό σχολικό περιβάλλον.

Η παρούσα εργασία εξετάζει τη συμβολή της ΣΝ στην ενίσχυση επιτυχημένων ηγετικών πρακτικών από τους διευθυντές σχολικών μονάδων, αναδεικνύοντας πώς οι δεξιότητες αυτογνωσίας, αυτορύθμισης, ενσυναίσθησης και κοινωνικής ευαισθησίας συμβάλλουν στην αποτελεσματική διοίκηση. Μέσα από ανασκόπηση σχετικής βιβλιογραφίας και θεωρητικών προσεγγίσεων, διερευνώνται τα βασικά χαρακτηριστικά της ΣΝ, οι μηχανισμοί μέσω των οποίων επηρεάζει τη λήψη αποφάσεων και τη διαχείριση διαπροσωπικών σχέσεων, καθώς και η σύνδεσή της με την ανάπτυξη θετικού σχολικού κλίματος.

Τα ευρήματα της παρούσας έρευνας επιβεβαιώνουν ότι οι διευθυντές που διαθέτουν και αξιοποιούν υψηλά επίπεδα ΣΝ έχουν τη δυνατότητα να καλλιεργούν περιβάλλοντα αμοιβαίας εμπιστοσύνης και συνεργασίας, να διαχειρίζονται αποτελεσματικά τις συγκρούσεις που προκύπτουν στη σχολική καθημερινότητα και να ενισχύουν τη συναισθηματική και επαγγελματική ανάπτυξη των εκπαιδευτικών και των μαθητών. Επιπλέον, αναδεικνύεται ότι η ΣΝ αποτελεί καταλύτη για τη διαμόρφωση κουλτούρας υποστήριξης, ευημερίας και κοινής ευθύνης, στοιχεία που είναι θεμελιώδη για την επιτυχημένη λειτουργία μιας σύγχρονης σχολικής μονάδας.

Λέξεις κλειδιά: Συναισθηματική Νοημοσύνη, Εκπαιδευτική Ηγεσία, Ηγεσία Μετασχηματισμού, Ηγεσία Σχολείων, Συναισθηματική Νοημοσύνη και Ηγεσία, Σχολική Διαχείριση, Ηγεσία και Απόδοση, Επαγγελματική Ανάπτυξη

1. Εισαγωγή

Η ηγεσία στον εκπαιδευτικό χώρο, πέρα από τη διαχείριση διοικητικών διαδικασιών και τη λήψη αποφάσεων, επεκτείνεται σε ένα ευρύτερο φάσμα ικανοτήτων, οι οποίες περιλαμβάνουν τη στρατηγική καθοδήγηση, την ενίσχυση της ομάδας και την έμπνευση του ανθρώπινου δυναμικού. Όπως υποστηρίζει ο Kotter (2012), οι ηγέτες πρέπει να είναι σε θέση να κινητοποιούν και να καθοδηγούν τα μέλη της ομάδας τους με σκοπό την επίτευξη κοινών στόχων, προάγοντας ταυτόχρονα μια κουλτούρα συνεργασίας και αμοιβαίας υποστήριξης. Σε έναν εκπαιδευτικό οργανισμό, όπως το σχολείο, η σημασία των κοινωνικών και συναισθηματικών πτυχών είναι καθοριστική. Ειδικότερα, η αναγνώριση και η καλλιέργεια της συναισθηματικής νοημοσύνης (ΣΝ) αναδεικνύονται ως κρίσιμες δεξιότητες για τους ηγέτες, οι οποίοι πρέπει να είναι ικανοί να

διαχειρίζονται τις πολύπλοκες δυναμικές του εκπαιδευτικού περιβάλλοντος, ενισχύοντας τη συνεργασία και την αποτελεσματικότητα του διδακτικού προσωπικού (Blanchard, 2006).

Οι διευθυντές σχολικών μονάδων, εκτός από το ρόλο τους ως διαχειριστές των καθημερινών διαδικασιών, καλούνται να ανταποκριθούν σε ευρύτερες ανάγκες που αφορούν τόσο το προσωπικό όσο και τους μαθητές. Ο σύγχρονος εκπαιδευτικός ηγέτης είναι υπεύθυνος για τη διαχείριση κρίσεων, την ενίσχυση της ομαδικότητας και την καλλιέργεια ενός θετικού και υποστηρικτικού σχολικού κλίματος, το οποίο προάγει την ακαδημαϊκή και συναισθηματική ανάπτυξη των μαθητών. Όπως τονίζει ο Blanchard (2006), η αποτελεσματική ηγεσία στο σχολικό περιβάλλον απαιτεί την ικανότητα του ηγέτη να ενσωματώνει τη συναισθηματική νοημοσύνη στη διαδικασία λήψης αποφάσεων και στην αλληλεπίδραση με το προσωπικό, προκειμένου να επιτευχθεί η συνοχή και η αρμονία στο σχολικό περιβάλλον.

Η ΣΝ, σύμφωνα με τον Goleman (1995), είναι η ικανότητα αναγνώρισης, κατανόησης και διαχείρισης των συναισθημάτων του εαυτού και των άλλων, και αποτελεί αναπόσπαστο στοιχείο της ηγεσίας. Στο πλαίσιο της εκπαιδευτικής ηγεσίας, η συναισθηματική νοημοσύνη δεν περιορίζεται μόνο στην προσωπική ανάπτυξη του ηγέτη, αλλά επηρεάζει καθοριστικά και τη στρατηγική διαχείριση των ανθρώπινων σχέσεων στο σχολικό περιβάλλον. Η ικανότητα ενός διευθυντή να κατανοεί τις ανάγκες και τα συναισθήματα των εκπαιδευτικών, των μαθητών και των γονέων του, καθώς και να τα διαχειρίζεται με τρόπο που ενισχύει τη συνεργασία και την ομαδικότητα, αποτελεί θεμέλιο λίθο για τη δημιουργία μιας θετικής σχολικής κουλτούρας και την επίτευξη των στόχων του σχολείου.

Η παρούσα εργασία αποσκοπεί να αναδείξει του σημαντικού ρόλου της ΣΝ στην επιτυχημένη ηγεσία των διευθυντών σχολικών μονάδων, εξετάζοντας τη βιβλιογραφία και τα ερευνητικά δεδομένα που σχετίζονται με τις ηγετικές πρακτικές στον εκπαιδευτικό τομέα. Μέσα από την ανάλυση των στοιχείων αυτών, η εργασία αναδεικνύει τις στρατηγικές που μπορούν να συμβάλουν στη βελτίωση της ηγεσίας, εστιάζοντας στην ανάπτυξη των συναισθηματικών δεξιοτήτων και την ενίσχυση της συναισθηματικής νοημοσύνης ως εργαλείο για την ενδυνάμωση του σχολικού κλίματος και την αποτελεσματικότητα του εκπαιδευτικού έργου.

2. Κυρίως μέρος

2.1. Μέθοδος της έρευνας

Η θεωρητική βάση της παρούσας βιβλιογραφικής μελέτης εδράζεται στην έννοια της συναισθηματικής νοημοσύνης (ΣΝ), η οποία πρωτοδιατυπώθηκε από τους Salovey και Mayer (1990) και στη συνέχεια εδραιώθηκε από τον Goleman (1995) ως κρίσιμο στοιχείο για την αποτελεσματική άσκηση ηγεσίας. Ο Goleman (1998) πρότεινε ότι η ΣΝ συγκροτείται από τέσσερις βασικές συνιστώσες: την αυτογνωσία, την αυτορύθμιση, την ενσυναίσθηση και τις κοινωνικές δεξιότητες. Η αυτογνωσία, δηλαδή η ικανότητα κατανόησης και ερμηνείας των προσωπικών συναισθημάτων και των επιπτώσεών τους στις επαγγελματικές σχέσεις, αποτελεί σημείο αναφοράς για κάθε ηγέτη που επιδιώκει την αποτελεσματική διαχείριση της ομάδας του (Day et al., 2001; Blasé, 2004). Η ενσυναίσθηση, ως ικανότητα κατανόησης των συναισθημάτων και των αναγκών των άλλων, ενισχύει τη διαπροσωπική επικοινωνία και τη δημιουργία ενός περιβάλλοντος ασφάλειας και εμπιστοσύνης, ενώ οι κοινωνικές δεξιότητες επιτρέπουν στον ηγέτη να κινητοποιεί το προσωπικό, να διευκολύνει τη συνεργασία και να καλλιεργεί ένα θετικό κλίμα στην κοινότητα (Kezar, 2001).

Η συναισθηματική νοημοσύνη (ΣΝ) έχει αναδειχθεί ως σημαντικός παράγοντας στις πρακτικές της ηγεσίας και έχουν διεξαχθεί πολλές μελέτες που εξετάζουν την επίδρασή της στην απόδοση και την αποτελεσματικότητα των ηγετών. Παρακάτω, θα παρουσιαστούν κάποιες από τις κυριότερες μελέτες που δείχνουν τη σχέση της συναισθηματικής νοημοσύνης με τις πρακτικές ηγεσίας. Αρκετές είναι οι μελέτες που συσχετίζουν την ΣΝ με την αποτελεσματικότητα των ηγετών. Οι μελέτες αυτές έχουν δείξει θετική συσχέτιση μεταξύ της συναισθηματικής νοημοσύνης των ηγετών και της αποτελεσματικότητάς τους. Οι ηγέτες που διαθέτουν υψηλά επίπεδα ΣΝ είναι πιο πιθανό να κατανοούν και να διαχειρίζονται αποτελεσματικά τα δικά τους συναισθήματα και των άλλων μελών της ομάδας τους. Αυτό μπορεί να οδηγήσει σε μεγαλύτερη εμπιστοσύνη, συνεργασία και

αποδοτικότητα στον οργανισμό (Sebastian, 2019). Πιο συγκεκριμένα, μια μελέτη των Zhou, J. και George, J. M. που δημοσιεύτηκε στον "Leadership Quarterly" (2003) διερεύνησε τη συσχέτιση μεταξύ της συναισθηματικής νοημοσύνης των ηγετών και της ηγετικής απόδοσης. Η μελέτη βρήκε θετική συσχέτιση μεταξύ των διαστάσεων της συναισθηματικής νοημοσύνης (αντιληπτικής, κατανοητικής, εκφραστικής και ρυθμιστικής) και των επιδόσεων των ηγετών, όπως η αποδοτικότητα και η ικανότητα να αντιμετωπίζουν προκλήσεις. Μια άλλη μελέτη από τους Judge, T. A., Colbert, A. E., και Ilies, R. που δημοσιεύτηκε στο "Journal of Applied Psychology" (2004) εξέτασε τη συναισθηματική νοημοσύνη των ηγετών στο περιβάλλον της εργασίας και την επίδρασή της στην αποτελεσματικότητα τους. Οι ηγέτες με υψηλότερη συναισθηματική νοημοσύνη είχαν καλύτερη ηγετική ικανότητα και αποτελεσματικότητα, μειώνοντας τις αρνητικές επιπτώσεις του στρες και αυξάνοντας την ικανοποίηση και την παραγωγικότητα των υπολοίπων μελών της ομάδας. Τέλος, μια έρευνα που δημοσιεύτηκε στο " International Journal of Manpower" (2023) από τους Saha, S., Das, R., Lim, W.M., Kumar, S., Malik, A. και Chillakuri, B εξέτασε τη συσχέτιση μεταξύ της συναισθηματικής νοημοσύνης και της ικανότητας προσαρμογής των ηγετών στις αλλαγές και τις προκλήσεις του οργανισμού. Οι ηγέτες με υψηλότερη συναισθηματική νοημοσύνη είχαν μεγαλύτερη τάση να αντιμετωπίζουν πιο επιτυχημένα τις αλλαγές και να προσαρμόζονται στις διάφορες καταστάσεις.

Συνολικά, οι μελέτες που συσχετίζουν τη συναισθηματική νοημοσύνη με την αποτελεσματικότητα των ηγετών υποδεικνύουν ότι η ΣΝ αποτελεί σημαντικό παράγοντα για την επιτυχή ηγεσία και την προώθηση θετικών αποτελεσμάτων σε επαγγελματικό επίπεδο.

Άλλες μελέτες εστιάζουν στην επίδραση της ΣΝ στη διαχείριση του στρες και των συναισθημάτων των ηγετών. Στην μελέτη του Wong και Law (2002) εξετάστηκε ο συσχετισμό μεταξύ της συναισθηματικής νοημοσύνης και της διαχείρισης του στρες σε εκπαιδευτικούς ηγέτες. Προέκυψε ότι η συναισθηματική νοημοσύνη μπορεί να βοηθήσει τους ηγέτες να διαχειρίζονται πιο αποτελεσματικά τον πνευματικό και συναισθηματικό τους φόρτο και να αντιμετωπίζουν το στρες με μεγαλύτερη επιτυχία. Στην μελέτη του Caruso και Salovey (2004) οι ερευνητές διερεύνησαν τη σχέση της συναισθηματικής νοημοσύνης των ηγετών με τη διαχείριση των συναισθημάτων τους σε κρίσιμες καταστάσεις. Βρέθηκε ότι οι ηγέτες με υψηλή συναισθηματική νοημοσύνη είχαν καλύτερη ικανότητα να αντιλαμβάνονται και να διαχειρίζονται τα συναισθήματά τους κατά τη διάρκεια πιέσεων και κρίσεων. Οι Jordan et al. (2016) εξέτασαν την επίδραση της συναισθηματικής νοημοσύνης στη διαχείριση του στρες και της ανταπόκρισης στα προβλήματα σε μια ομάδα ηγετών. Προέκυψε ότι η συναισθηματική νοημοσύνη επιτρέπει στους ηγέτες να αντιμετωπίζουν το στρες πιο αποτελεσματικά και να αντιμετωπίζουν τα προβλήματα με αυξημένη ευελιξία και λύσεις.

Συμπερασματικά, μελέτες σαν και αυτές που προαναφέρθησαν υπογραμμίζουν την σημασία της συναισθηματικής νοημοσύνης στη διαχείριση του στρες και των συναισθημάτων των ηγετών, προσθέτοντας στην επιτυχία και αποτελεσματικότητά τους στον επαγγελματικό και προσωπικό τομέα.

Οι μελέτες περί αποτελεσματικότητας ηγεσίας στόχευσαν στο να αναγνωρίσουν τη συνδρομή της συναισθηματικής νοημοσύνης στην αποτελεσματικότητα των ηγετών σε διάφορες περιβάλλοντα, όπως εταιρείες, στρατιωτικά διοικητικά συστήματα και εκπαιδευτικά ιδρύματα. Στην μελέτη των Judge και Bono (2001), η οποία αποτελεί μια μετα-ανάλυση, οι ερευνητές εξέτασαν 87 μελέτες που σχετίζονταν με την ηγεσία και την αποτελεσματικότητά της. Βρέθηκε θετική συσχέτιση μεταξύ των χαρακτηριστικών της ηγεσίας και της αποτελεσματικότητας της, με τους αποτελεσματικούς ηγέτες να διακρίνονται για τις δεξιότητες που επηρεάζουν θετικά τις ομάδες τους. Οι Avolio και Bass (2004) σε άλλη έρευνα εξέτασαν τον ρόλο της μετασχηματικής ηγεσίας στην αποτελεσματικότητα των ηγετών. Βρέθηκε ότι η μετασχηματική ηγεσία, που επικεντρώνεται στην έμπνευση και ενδυνάμωση των υπολοίπων, συνδέεται θετικά με την αποτελεσματικότητα της ηγεσίας και την επίτευξη υψηλών επιδόσεων. Η μελέτη του Goleman et al. (2000) εξετάζει τη συναισθηματική νοημοσύνη των ηγετών και τη σχέση της με την αποτελεσματικότητά τους. Βρέθηκε ότι η συναισθηματική νοημοσύνη συσχετίζεται θετικά με την ηγετική αποτελεσματικότητα, με τους ηγέτες που έχουν υψηλότερη συναισθηματική νοημοσύνη να καταφέρνουν καλύτερα στην προσαρμογή, την ενθάρρυνση και την εμψύχωση των υπολοίπων. Η μελέτη του Yukl (2009) εξέτασε τις διάφορες πτυχές της ηγεσίας και

την αποτελεσματικότητά της. Βρέθηκε ότι η ηγεσία είναι μια πολυπληθής διαδικασία που εξαρτάται από τη συνδυασμένη επίδραση διάφορων δεικτών, όπως η έμπνευση, η ενδυνάμωση και η ικανότητα προβλεπτικής συμπεριφοράς Knapp (2010).

Αυτές οι μελέτες, μεταξύ πολλών άλλων, παρέχουν σημαντικές πληροφορίες σχετικά με τις διάφορες πτυχές της ηγεσίας και την αποτελεσματικότητά της σε διάφορα περιβάλλοντα και οργανισμούς.

Κάποιες άλλες μελέτες έχουν δείξει ότι η ηγετική ικανότητα μπορεί να επηρεάζεται από τις κοινωνικές συνθήκες και το περιβάλλον (Leithwood, 1994; Leithwood & Riehl, 2003). Σε ορισμένες περιπτώσεις, οι ηγέτες μπορεί να αντιμετωπίζουν περιορισμούς στην εκτέλεση των ηγετικών τους καθηκόντων λόγω κοινωνικών προσδοκιών ή πολιτικών παρεμβάσεων. Εκτός από τις συνθήκες, η προσωπικότητα των ηγετών επηρεάζει την αποτελεσματικότητα. Οι ηγέτες με θετικά χαρακτηριστικά προσωπικότητας, όπως η ευγένεια, η αυτοεπίγνωση και η αυτοπεποίθηση, είναι πιο πιθανό να επιτύχουν στον ρόλο τους και να εμπνεύσουν τους υπόλοιπους.

Άλλες έρευνες έχουν δώσει έμφαση στην σημασία της συνεργασίας και της ομαδικότητα (Harvey & Holland, 2012; Evans & Vaandering, 2016). Οι μελέτες αυτές έχουν δείξει ότι οι ηγέτες που προάγουν τη συνεργασία και την ομαδικότητα εντός των οργανισμών τους έχουν πιο επιτυχημένα αποτελέσματα. Η δημιουργία ενός θετικού κλίματος στην ομάδα και η ενθάρρυνση της αμοιβαίας υποστήριξης είναι κρίσιμες για την επίτευξη συνεργατικών και αποτελεσματικών ομαδικών πρακτικών. Επιπλέον, κάποιες έρευνες έχουν υπογραμμίσει την συμβολή της ηγεσίας στην κοινωνική υπευθυνότητα. Οι ηγέτες που δείχνουν ενδιαφέρον και δέσμευση για την κοινωνική υπευθυνότητα έχουν θετική επίδραση στους υπαλλήλους και τους ενθαρρύνουν να συμμετέχουν σε κοινωνικές πρωτοβουλίες. Η ηγεσία με κοινωνική συνείδηση μπορεί να ενισχύσει την εικόνα του οργανισμού και να ενισχύσει τις σχέσεις του με την κοινότητα και το κοινωνικό περιβάλλον. Τέλος, υπάρχει σύνδεση μεταξύ της ευεξίας και της ισορροπίας εργασίας-προσωπικής ζωής. Οι ηγέτες που υποστηρίζουν την ευεξία και την ισορροπία εργασίας-προσωπικής ζωής των υπαλλήλων τους έχουν πιο ικανοποιημένους και πιο παραγωγικούς υπαλλήλους. Η διάθεση ευέξιας και η δημιουργία μιας υγιούς εργασιακής κουλτούρας συμβάλλει στην ανταγωνιστικότητα και τη μακροπρόθεσμη επιτυχία του οργανισμού (Fridell et al., 2009).

Μια εξίσου σημαντική κατηγορία μελετών είναι αυτές περί ηγετικής επίδρασης. Οι έρευνες αυτές εξετάζουν την ηγετική επίδραση που ασκούν οι ηγέτες με υψηλή συναισθηματική νοημοσύνη στην κατανόηση και υποστήριξη των μελών της ομάδας τους.

Ο James Bass (2002) ερεύνησε τη διαφορά μεταξύ των μετασχηματιστικών ηγετών και των μετα-οριενταλιστών ηγετών. Βρέθηκε ότι οι μετασχηματιστικοί ηγέτες, που εμπνέουν και ενισχύουν τους υπολοίπους, έχουν θετική επίδραση στους υπαλλήλους και στην αύξηση της αποτελεσματικότητας τους. Στην μελέτη των Dvir et al. (2002) και Issah (2018) οι ερευνητές διερεύνησαν την επίδραση των μετασχηματιστικών ηγετών στην ανάπτυξη της ικανότητας για προσαρμογή και μάθηση των υπαλλήλων. Βρέθηκε ότι οι μετασχηματιστικοί ηγέτες ενθαρρύνουν τη δημιουργικότητα και την καινοτομία και συμβάλλουν στην ανάπτυξη των υπαλλήλων. Η μελέτη του Liden et al. (2008) εξέτασε την επίδραση της ηγετικής συμπεριφοράς στην αποδοτικότητα των ομάδων. Βρέθηκε ότι οι ηγέτες που εμπνέουν εμπιστοσύνη και συναισθηματική σύνδεση με τους υπαλλήλους τους επηρεάζουν θετικά την αποδοτικότητα και τη συνεργασία της ομάδας. Στην μελέτη των Avolio και Gardner (2005) οι ερευνητές εξέτασαν την επίδραση της ηγετικής πρακτικής της μετασχηματιστικής ηγεσίας στην απόδοση των υπαλλήλων και στην ικανοποίησή τους από τη δουλειά. Βρέθηκε ότι η μετασχηματιστική ηγεσία είχε θετική επίδραση στην απόδοση και την ικανοποίηση των υπαλλήλων.

Αυτές οι μελέτες διερευνούν τη σημασία της ηγεσίας στην αύξηση της αποτελεσματικότητας των υπαλλήλων και την επιτυχή λειτουργία των ομάδων και των οργανισμών. Επιπλέον, υπογραμμίζουν τη σημασία της μετασχηματιστικής ηγεσίας και της εμπνευσμένης συμπεριφοράς των ηγετών για την ανάπτυξη και ευημερία των υπαλλήλων.

Με βάση τις μελέτες που εξετάστηκαν παραπάνω, μπορούμε να βγάλουμε ορισμένα γενικά συμπεράσματα σχετικά με την ηγεσία και την επίδρασή της που θα παρουσιαστούν στην επόμενη ενότητα.

2.2. Αποτελέσματα της έρευνας

Συμπερασματικά, η μετασχηματιστική ηγεσία έχει θετική επίδραση καθώς οι ηγέτες που εφαρμόζουν μετασχηματιστικές πρακτικές, όπως η έμπνευση, η ενθάρρυνση και η ενδυνάμωση των υπολοίπων, έχουν θετική επίδραση στην αποτελεσματικότητα των υπαλλήλων και την επίτευξη υψηλών επιδόσεων στον οργανισμό. Επιπλέον, η συναισθηματική νοημοσύνη συσχετίζεται με την ηγετική επιτυχία και βελτιώνει τη διαχείριση του στρες. Οι ηγέτες που διαθέτουν υψηλό επίπεδο συναισθηματικής νοημοσύνης είναι πιο ικανοί να διαχειρίζονται τα συναισθήματά τους και των υπολοίπων, και αυτό συνδέεται θετικά με την ηγετική αποτελεσματικότητα. Ένα άλλο συμπέρασμα είναι ότι η ηγεσία επηρεάζει την απόδοση και ικανοποίηση των υπαλλήλων μιας και οι ηγέτες που εμπνέουν εμπιστοσύνη και ενσυναίσθηση στους υπαλλήλους τους έχουν θετική επίδραση στην απόδοση και την ικανοποίησή τους από τη δουλειά (Newman & Gough, 2020).

Είναι επίσης προφανές πως η εμπειρία των ηγετών μπορεί να επηρεάσει την απόδοσή τους. Μελέτες δείχνουν ότι η προηγούμενη εμπειρία και ηγετική εκπαίδευση μπορούν να επηρεάσουν την αποτελεσματικότητα των ηγετών. Οι ηγέτες που έχουν αποκτήσει εμπειρία και κατάλληλη εκπαίδευση έχουν την τάση να είναι πιο αποτελεσματικοί στον ρόλο τους. Ακόμα, η συμβατική ηγεσία μπορεί να μην είναι αποτελεσματική σε κάποιες περιπτώσεις. Μελέτες έχουν δείξει ότι η παραδοσιακή, αυταρχική στάση ηγεσίας μπορεί να μην είναι η πλέον αποτελεσματική σε ορισμένα περιβάλλοντα και ομάδες. Αντίθετα, η μετασχηματιστική ή διαπροσωπική ηγεσία μπορεί να επιφέρει καλύτερα αποτελέσματα και να ενθαρρύνει την ενεργό συμμετοχή των μελών της ομάδας (Mirza & Redzuan, 2012).

Αυτά τα συμπεράσματα δείχνουν ότι η ηγεσία είναι μια πολύπλοκη διαδικασία που επηρεάζεται από πολλούς παράγοντες. Καταδεικνύουν τη σύνθετη φύση της ηγεσίας και την ανάγκη για πολυδιάστατη προσέγγιση για την ενίσχυση της αποτελεσματικότητας των ηγετών και των οργανισμών που διαχειρίζονται. Η εξέλιξη της ηγεσίας παραμένει συνεχής, με στόχο τη βελτίωση των ηγετικών δεξιοτήτων και την εφαρμογή καινοτόμων πρακτικών που θα συμβάλουν στην επίτευξη εξαιρετικής απόδοσης και επιτυχίας στον επαγγελματικό και οργανωτικό χώρο. Οι ηγέτες πρέπει να είναι ικανοί να προσαρμόζονται στο περιβάλλον τους και να αναπτύσσουν δεξιότητες που θα ενθαρρύνουν και θα ενισχύουν τους υπόλοιπους. Επιπλέον, η εξέλιξη της ηγετικής επιστήμης συνεχίζει να επιδιώκει περαιτέρω κατανόηση της σύνθετης φύσης της ηγεσίας και των δρόμων που μπορούν οι ηγέτες να επηρεάσουν θετικά τους ανθρώπους και τις οργανισμούς που διαχειρίζονται (Christensen & Johnson, 2012).

3. Συμπεράσματα

Συνολικά, η παρούσα έρευνα υπογραμμίζει τη σημασία της συναισθηματικής νοημοσύνης για τους ηγέτες στον χώρο της εκπαίδευσης. Η ανάπτυξη αυτών των δεξιοτήτων μπορεί να βελτιώσει την ηγετική αποτελεσματικότητα και να επηρεάσει θετικά το εκπαιδευτικό περιβάλλον, καθώς και τις εκπαιδευτικές επιδόσεις. Συνεπώς, η συναισθηματική νοημοσύνη αποτελεί σημαντικό εργαλείο για τους ηγέτες που επιθυμούν να προωθήσουν την ανάπτυξη και την επίτευξη επιτυχημένων πρακτικών στην εκπαίδευση.

Στην εκπαιδευτική ηγεσία, η έννοια της συναισθηματικής νοημοσύνης έχει αναδειχθεί ως ένας σημαντικός παράγοντας για την αποτελεσματική εκτέλεση των ρόλων του σχολικού ηγέτη. Η ικανότητα των ηγετών να αναγνωρίζουν, να κατανοούν και να διαχειρίζονται τα συναισθήματα, τόσο τα δικά τους όσο και των άλλων, επηρεάζει το κλίμα, την κουλτούρα και την απόδοση των εκπαιδευτικών και, κατ' επέκταση, των μαθητών.

Οι ηγέτες με υψηλή συναισθηματική νοημοσύνη επιδεικνύουν σημαντικές διαπροσωπικές ικανότητες, όπως επικοινωνία, επιρροή και ικανότητα οικοδόμησης εμπιστοσύνης. Οι επικοινωνιακές δεξιότητες τους περιλαμβάνουν την ικανότητα να εκφράζουν μια ποικιλία συναισθημάτων και να συνδέονται με τους άλλους. Αξιοποιούν την αποτελεσματική έκφραση και δημιουργία θετικών συναισθημάτων για να δώσουν νόημα στα γεγονότα για τους συνεργάτες τους, αναδιαμορφώνοντας θετικά τα συναισθηματικά γεγονότα και ενθαρρύνοντας τους άλλους να αποκτήσουν νέα μάθηση ή δεξιότητες. Επιπλέον, η ικανότητα του ηγέτη να επηρεάζει θετικά τους

άλλους είναι κρίσιμη. Η ποιότητα των σχέσεων που οι ηγέτες δημιουργούν είναι καθοριστική για την ανάπτυξη μιας πραγματικά συνεργατικής κουλτούρας. Ακόμα, η παρούσα έρευνα τόνισε ότι υπάρχει σχέση μεταξύ της συναισθηματικής νοημοσύνης και της μετασχηματιστικής ηγεσίας. Η συναισθηματική νοημοσύνη των διευθυντών επηρεάζει την ικανότητα ενός εκπαιδευτικού να διεξάγει αυτόνομα τα καθήκοντά του και να επιφέρει αλλαγές στο σχολείο (Hackett & Hortman, 2008; Ayiro, 2014). Οι βασικές πτυχές της μετασχηματιστικής ηγεσίας, όπως η οικοδόμηση εμπιστοσύνης, η ενθάρρυνση των άλλων, η προώθηση της καινοτόμου σκέψης, η καθοδήγηση και η ανάπτυξη ανθρώπων, καθώς και η ακεραιότητα, συμπίπτουν με τις βασικές ικανότητες της συναισθηματικής νοημοσύνης (όπως προαναφέρθηκαν) όπως η αυτογνωσία, η κοινωνική επίγνωση και η διαχείριση των συναισθημάτων.

Η ανάπτυξη και ενίσχυση της συναισθηματικής νοημοσύνης στους διευθυντές σχολείων είναι ένας σημαντικός παράγοντας για την αποτελεσματικότητα και την ποιότητα της εκπαιδευτικής κοινότητας. Παρακάτω παρουσιάζονται μερικές πρακτικές προτάσεις που μπορούν να βοηθήσουν τους διευθυντές να αναπτύξουν και να βελτιώσουν τη συναισθηματική τους νοημοσύνη:

- Επιθεώρηση των συναισθημάτων: Οι διευθυντές μπορούν να ασχοληθούν με τον εαυτό τους και να επιθεωρήσουν τα συναισθήματά τους. Αυτό περιλαμβάνει την αναγνώριση και την κατανόηση των συναισθημάτων τους και τον τρόπο που αυτά επηρεάζουν τις αντιδράσεις και τη συμπεριφορά τους.
- Ανάπτυξη δεξιοτήτων αυτοεπίγνωσης: Οι διευθυντές μπορούν να εκπαιδεύονται στην αυτοεπίγνωση και την ικανότητα αυτοανάλυσης. Αυτό μπορεί να γίνει μέσω πρακτικών όπως η μελέτη κρίσεων, η ανάλυση προηγούμενων επιλογών και η αξιολόγηση της συμπεριφοράς τους.
- Ενίσχυση της διαχείρισης συναισθημάτων: Οι διευθυντές μπορούν να εκπαιδευτούν στις δεξιότητες διαχείρισης συναισθημάτων, ώστε να μπορούν να αντιδρούν με ευαισθησία και κατανόηση σε δύσκολες καταστάσεις και να αποφεύγουν ακραίες αντιδράσεις.
- Πρακτική εξάσκηση σε κοινωνικές δεξιότητες: Οι διευθυντές μπορούν να ασκούνται σε κοινωνικές δεξιότητες όπως η ακρόαση, η επικοινωνία, η ενθάρρυνση και η διαπροσωπική συνεργασία. Αυτό μπορεί να επιτευχθεί μέσω ρόλων παιχνιδιού, σεναρίων, ή ακόμα και σεμιναρίων.
- Προώθηση της συναισθηματικής νοημοσύνης στην εκπαιδευτική κοινότητα: Οι διευθυντές μπορούν να διαδραματίσουν ρόλο προτύπου προωθώντας τη συναισθηματική νοημοσύνη στο προσωπικό, τους καθηγητές και τους μαθητές. Αυτό μπορεί να γίνει μέσω συζητήσεων, εκπαιδευτικών προγραμμάτων και προαγωγής της συναισθηματικής ευαισθησίας στο εκπαιδευτικό περιβάλλον.

Οι παραπάνω προτάσεις συνιστούν μόνο ένα μέρος των δυνατοτήτων που προσφέρει η συναισθηματική νοημοσύνη στους διευθυντές σχολικών μονάδων, αναδεικνύοντας τρόπους με τους οποίους μπορούν να καλλιεργήσουν και να αξιοποιήσουν αυτήν τη δεξιότητα στο πλαίσιο της ηγετικής τους πρακτικής. Η ΣΝ δεν λειτουργεί απλώς ως εργαλείο διαχείρισης συναισθημάτων και σχέσεων, αλλά μετατρέπεται σε καταλύτη για την ενίσχυση της επικοινωνίας, την προώθηση της συνεργασίας και τη δημιουργία ενός υποστηρικτικού και θετικού σχολικού κλίματος. Ως εκ τούτου, αποτελεί θεμελιώδες στοιχείο για την αποτελεσματική και βιώσιμη εκπαιδευτική ηγεσία, επηρεάζοντας άμεσα την ποιότητα της σχολικής ζωής και την επίτευξη των στόχων της εκπαιδευτικής κοινότητας. Η ενσωμάτωσή της στην καθημερινή διοικητική πρακτική των διευθυντών μπορεί να συνεισφέρει ουσιαστικά στη διαμόρφωση ενός σχολείου που ενθαρρύνει την ανάπτυξη, την ευημερία και τη συνοχή όλων των μελών του.

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Η ΣΗΜΑΣΙΑ ΚΑΙ Ο ΡΟΛΟΣ ΤΗΣ ΕΚΠΑΙΔΕΥΤΙΚΗΣ ΨΗΦΙΑΚΗΣ ΠΛΑΤΦΟΡΜΑΣ ΣΤΟΝ ΠΡΟΓΡΑΜΜΑΤΙΣΜΟ, ΤΟΝ ΣΧΕΔΙΑΣΜΟ ΚΑΙ ΤΗΝ ΥΛΟΠΟΙΗΣΗ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΠΡΟΓΡΑΜΜΑΤΩΝ ΕΥΑΙΣΘΗΤΟΠΟΙΗΣΗΣ ΤΗΣ ΚΟΙΝΗΣ ΓΝΩΜΗΣ

Λογγίνου Δήμητρα
Πολιτισμική Διαχειρίστρια ΠΕ09

Περίληψη

Η παρούσα εργασία εξετάζει τη συμβολή των ψηφιακών εκπαιδευτικών πλατφορμών στην ενίσχυση της μαθησιακής εμπειρίας και στην προώθηση της ενεργούς πολιτειότητας, εστιάζοντας στο πρόγραμμα ευαισθητοποίησης *Βιώσιμο Νερό*. Σκοπός της είναι να αναδείξει πώς οι εκπαιδευτικοί μπορούν να αξιοποιήσουν αυτά τα σύγχρονα εργαλεία για τον σχεδιασμό και την υλοποίηση προγραμμάτων που προάγουν τη βιωματική μάθηση και την περιβαλλοντική συνείδηση.

Η μεθοδολογία βασίζεται στη μελέτη περίπτωσης, περιλαμβάνοντας ανάλυση εκπαιδευτικών δραστηριοτήτων και αξιολόγηση του τρόπου διάχυσης των αποτελεσμάτων. Τα κύρια αποτελέσματα δείχνουν ότι η ενσωμάτωση των ψηφιακών πλατφορμών στην εκπαιδευτική διαδικασία ενισχύει την αλληλεπίδραση, προάγει τη συνεργατική μάθηση και συμβάλλει στην ανάπτυξη δεξιοτήτων κριτικής σκέψης και ενεργούς συμμετοχής.

Η έρευνα υπογραμμίζει τη σημασία της χρήσης καινοτόμων τεχνολογικών εργαλείων στην εκπαίδευση, επιβεβαιώνοντας ότι η εφαρμογή τους μπορεί να ενισχύσει τη μαθησιακή εμπειρία και να καλλιεργήσει την υπεύθυνη στάση των μαθητών απέναντι σε κρίσιμα περιβαλλοντικά ζητήματα.

Λέξεις κλειδιά: ψηφιακές πλατφόρμες, βιωματική μάθηση, ενεργός πολίτης

1. Εισαγωγή

Είναι ευρύτερα γνωστό ότι οι ψηφιακές εκπαιδευτικές πλατφόρμες έχουν μετασχηματίσει τη μαθησιακή εμπειρία, προσφέροντας ένα ευέλικτο και εξατομικευμένο περιβάλλον μάθησης. Μέσω πολυμεσικών εργαλείων, όπως διαδραστικά βίντεο, κουίζ και προσομοιώσεις, οι μαθητές έχουν τη δυνατότητα να εμπλέκονται ενεργά στη διαδικασία της γνώσης. Η πρόσβαση σε πλούσιο εκπαιδευτικό υλικό ανεξαρτήτως τοποθεσίας και χρόνου ενισχύει τη μαθησιακή αυτονομία, επιτρέποντας στους μαθητές να προχωρούν με το δικό τους ρυθμό. Παράλληλα, η ενσωμάτωση τεχνολογιών τεχνητής νοημοσύνης και αναλυτικών δεδομένων επιτρέπει την προσαρμογή της διδασκαλίας στις ατομικές ανάγκες κάθε μαθητή (Αλεξίου,2021).

Πέρα από τη βελτίωση της ακαδημαϊκής επίδοσης, οι ψηφιακές εκπαιδευτικές πλατφόρμες συμβάλλουν στην ανάπτυξη δεξιοτήτων του 21ου αιώνα, όπως η κριτική σκέψη, η επίλυση προβλημάτων και η συνεργασία. Μέσω διαδικτυακών συζητήσεων και συνεργατικών δραστηριοτήτων, οι μαθητές ενθαρρύνονται να ανταλλάσσουν απόψεις, να αναπτύσσουν επιχειρήματα και να συμμετέχουν σε διαδραστικούς διαλόγους. Οι δυνατότητες αυτές δεν βελτιώνουν μόνο την εκπαιδευτική διαδικασία αλλά και την προετοιμασία των νέων για τις απαιτήσεις ενός παγκοσμιοποιημένου και τεχνολογικά προηγμένου κόσμου (Siemens, 2005).

Η προώθηση της ενεργούς πολιτειότητας αποτελεί επίσης ένα από τα σημαντικά οφέλη των ψηφιακών εκπαιδευτικών πλατφορμών. Μέσω εκπαιδευτικών προγραμμάτων που εστιάζουν στη δημοκρατία, τα ανθρώπινα δικαιώματα και τη βιώσιμη ανάπτυξη, οι μαθητές αποκτούν συνείδηση

των κοινωνικών και πολιτικών ζητημάτων. Οι πλατφόρμες αυτές συχνά ενσωματώνουν διαδραστικά εργαλεία, όπως προσομοιώσεις κοινοβουλευτικών διαδικασιών και εικονικές συνελεύσεις, που επιτρέπουν στους μαθητές να κατανοήσουν τον ρόλο τους ως ενεργοί πολίτες (Redecker, Punie, 2017).

Ακόμη, η χρήση των ψηφιακών εκπαιδευτικών πλατφορμών ενισχύει τη συμμετοχή των μαθητών σε κοινωνικές δράσεις και πρωτοβουλίες. Μέσω διαδικτυακών κοινοτήτων και έργων συνεργασίας, οι νέοι μπορούν να εμπλακούν σε εθελοντικές δράσεις, εκστρατείες ενημέρωσης και διεθνείς ανταλλαγές απόψεων. Αυτή η μορφή συμμετοχής όχι μόνο ενισχύει την κοινωνική συνοχή αλλά και καλλιεργεί την αίσθηση της ευθύνης απέναντι στα κοινωνικά προβλήματα, δημιουργώντας πολίτες που είναι έτοιμοι να συμβάλουν ενεργά στη βελτίωση της κοινωνίας (Γκόβας, 2020).

Από την άλλη πλευρά, τα εκπαιδευτικά προγράμματα ευαισθητοποίησης διαδραματίζουν κρίσιμο ρόλο στην ανάπτυξη της κοινωνικής συνείδησης και της ηθικής σκέψης των μαθητών. Μέσω αυτών, οι μαθητές αποκτούν βαθύτερη κατανόηση κοινωνικών, περιβαλλοντικών και ανθρωπιστικών ζητημάτων, ενισχύοντας την ενσυναίσθηση και την υπευθυνότητά τους. Τα προγράμματα αυτά ενσωματώνουν βιωματικές δραστηριότητες, όπως εργαστήρια, προσομοιώσεις και συμμετοχή σε εθελοντικές δράσεις, που βοηθούν τους μαθητές να αντιληφθούν τις προκλήσεις που αντιμετωπίζουν διαφορετικές κοινωνικές ομάδες (Αντωνίου, 2020).

Η ενσωμάτωση προγραμμάτων ευαισθητοποίησης στην εκπαιδευτική διαδικασία συμβάλλει επίσης στην προώθηση της δημοκρατικής συνείδησης και της κοινωνικής συμμετοχής. Οι μαθητές ενθαρρύνονται να αναπτύξουν κριτική σκέψη και να συμμετέχουν ενεργά σε συζητήσεις και δράσεις που αφορούν ζητήματα όπως τα ανθρώπινα δικαιώματα, η ισότητα και η περιβαλλοντική βιωσιμότητα. Μέσω διαδραστικών μεθόδων, όπως η ανάλυση πραγματικών περιστατικών και η συμμετοχή σε σχολικά συμβούλια, οι νέοι προετοιμάζονται να γίνουν ενεργοί πολίτες που συμβάλλουν στη διαμόρφωση μιας πιο δίκαιης κοινωνίας (Δασκαλόπουλος, 2021).

Παράλληλα, τα προγράμματα αυτά έχουν θετική επίδραση στην ανάπτυξη κοινωνικο-συναισθηματικών δεξιοτήτων. Η καλλιέργεια της ενσυναίσθησης, της συνεργασίας και της ανεκτικότητας συμβάλλει στη δημιουργία ενός συμπεριληπτικού σχολικού περιβάλλοντος, όπου οι μαθητές αισθάνονται αποδεκτοί και υποστηρίζονται. Επιπλέον, η ενασχόληση με δράσεις που σχετίζονται με την κοινωνική δικαιοσύνη και την αλληλεγγύη ενισχύει την προσωπική ανάπτυξη των μαθητών, δίνοντάς τους τα εφόδια να αντιμετωπίσουν σύνθετα κοινωνικά ζητήματα με υπευθυνότητα (UNESCO, 2017).

Τέλος, η αξιοποίηση ψηφιακών τεχνολογιών στην υλοποίηση εκπαιδευτικών προγραμμάτων ευαισθητοποίησης ενισχύει την αποτελεσματικότητά τους. Μέσω διαδικτυακών σεμιναρίων, εκπαιδευτικών παιχνιδιών και πλατφορμών συνεργασίας, οι μαθητές μπορούν να έρθουν σε επαφή με πραγματικές ιστορίες και να συμμετάσχουν σε παγκόσμιες εκστρατείες ευαισθητοποίησης. Η τεχνολογία διευκολύνει τη δικτύωση με άλλες εκπαιδευτικές κοινότητες και οργανισμούς, προάγοντας τη διεθνή συνεργασία και την ανταλλαγή καλών πρακτικών για την κοινωνική αλλαγή (Freire, 2000).

Στόχος της παρούσης εργασίες είναι να δείξει το πώς εφαρμόστηκε όλη η παραπάνω θεωρητική γνώση στην υλοποίηση του προγράμματος «Βιώσιμο Νερό» και τα ευρήματα που προέκυψαν από αυτή την προσέγγιση.

Με βάση το θεωρητικό πλαίσιο και τον σκοπό της έρευνας, διαμορφώθηκαν τα ακόλουθα ερευνητικά ερωτήματα, τα οποία καθοδήγησαν τον σχεδιασμό και τη μεθοδολογική προσέγγιση της μελέτης: Πρώτον, πώς συμβάλλουν οι ψηφιακές εκπαιδευτικές πλατφόρμες στον προγραμματισμό, τον σχεδιασμό και την υλοποίηση εκπαιδευτικών προγραμμάτων ευαισθητοποίησης της κοινής γνώμης; Δεύτερον, με ποιους τρόπους η αξιοποίηση των ψηφιακών εργαλείων ενισχύει τη βιωματική

μάθηση και την ανάπτυξη δεξιοτήτων ενεργού πολιτειότητας στους συμμετέχοντες; Τρίτον, ποιες είναι οι αντιλήψεις και οι εμπειρίες των συμμετεχόντων σχετικά με την αποτελεσματικότητα του προγράμματος «Βιώσιμο Νερό» ως προς την καλλιέργεια περιβαλλοντικής συνείδησης και κοινωνικής ευθύνης;
Η απάντηση στα παραπάνω ερωτήματα επιχειρείται μέσα από την εφαρμογή της μεθόδου μελέτης περίπτωσης, η οποία επιτρέπει την εις βάθος διερεύνηση του φαινομένου και τη συσχέτιση θεωρίας και πράξης στο πλαίσιο της ψηφιακής εκπαίδευσης.

2. Κυρίως μέρος

2.1. Μέθοδος της έρευνας

Η παρούσα έρευνα βασίζεται στη μελέτη περίπτωσης του προγράμματος «Βιώσιμο Νερό», με στόχο την ανάλυση της αποτελεσματικότητας των ψηφιακών εκπαιδευτικών πλατφορμών στη βιωματική μάθηση και την προώθηση της ενεργού πολιτειότητας. Η μεθοδολογική προσέγγιση περιλαμβάνει ποιοτικές και ποσοτικές μεθόδους, ώστε να διασφαλιστεί η εγκυρότητα και η αξιοπιστία των ευρημάτων (Creswell, Poth, 2017).

Ως προς τον ερευνητικό σχεδιασμό η έρευνα ακολουθεί μεικτή μεθοδολογία, συνδυάζοντας ποσοτικές και ποιοτικές τεχνικές. Η ποιοτική προσέγγιση εστιάζει στη μελέτη περίπτωσης, ενώ η ποσοτική ανάλυση βασίζεται στη συλλογή και επεξεργασία δεδομένων από διαδικτυακά ερωτηματολόγια με στόχο να διαπιστωθεί ο βαθμός κατανόησης του θεωρητικού πλαισίου του προγράμματος (Merriam,Tisdell, 2015).

Το δείγμα της έρευνας αποτελείται από ενήλικες μαθητές που συμμετείχαν εθελοντικά στο πρόγραμμα. Οι συμμετέχοντες επιλέχθηκαν με κριτήρια που σχετίζονται με τη χρήση ψηφιακών εργαλείων και την ανάπτυξη δεξιοτήτων ενεργού πολιτειότητας. (Stake, 1995).

Ως προς τη συλλογή δεδομένων η ερευνητική διαδικασία περιελάμβανε (Merriam,Tisdell, 2015):

- Ανάλυση του εκπαιδευτικού υλικού και των δραστηριοτήτων του προγράμματος μέσω της ανάλυσης περιεχομένου.
- Ερωτηματολόγια, που διαμοιράστηκαν διαδικτυακά, με σκοπό τη μέτρηση του βαθμού κατανόησης του θεωρητικού πλαισίου του προγράμματος.
- Ημιδομημένες συνεντεύξεις με επιλεγμένους συμμετέχοντες για την εις βάθος διερεύνηση των απόψεών τους.

Ως προς την ανάλυση των δεδομένων αυτή πραγματοποιήθηκε με τη χρήση τόσο ποσοτικών όσο και ποιοτικών μεθόδων, προκειμένου να εξαχθούν έγκυρα και αξιόπιστα συμπεράσματα σχετικά με την κατανόηση του θεωρητικού πλαισίου του προγράμματος και την ανάπτυξη των επικοινωνιακών δεξιοτήτων των συμμετεχόντων. Τα ποσοτικά δεδομένα, που προέκυψαν από τις απαντήσεις των εκπαιδευτικών στο διαδικτυακό ερωτηματολόγιο-κουίζ, αναλύθηκαν μέσω στατιστικών μεθόδων. Χρησιμοποιήθηκαν περιγραφικά στατιστικά, όπως μέσοι όροι, τυπικές αποκλίσεις και κατανομές συχνοτήτων, ώστε να εντοπιστούν γενικές τάσεις σχετικά με τον βαθμό κατανόησης του θεωρητικού πλαισίου (Merriam,Tisdell, 2015). Τα ποιοτικά δεδομένα, τα οποία συλλέχθηκαν μέσω της μελέτης περίπτωσης του χαρισματικού συμμετέχοντα, αναλύθηκαν με τη μέθοδο της θεματικής ανάλυσης. Τα δεδομένα αυτά περιελάμβαναν παρατηρήσεις, περιγραφές της αλληλεπίδρασης του συμμετέχοντα σε ψηφιακό περιβάλλον και σχόλια σχετικά με την εξέλιξη των επικοινωνιακών του δεξιοτήτων (Freeman, 2013).

Τελος, ως προς τις ηθικές διαστάσεις και τους περιορισμούς Η έρευνα ακολούθησε τις ηθικές αρχές της ανωνυμίας και της εμπιστευτικότητας. Όλοι οι συμμετέχοντες έδωσαν τη συναίνεσή τους

για τη συμμετοχή στην έρευνα. Περιορισμοί της μεθόδου περιλαμβάνουν τη δυνατότητα γενίκευσης των ευρημάτων και την πιθανή υποκειμενικότητα στην ερμηνεία των ποιοτικών δεδομένων (Stake, 1995).

2.2. Αποτελέσματα της έρευνας

Τα αποτελέσματα της έρευνας καταδεικνύουν την ουσιαστική συμβολή του προγράμματος «Βιώσιμο Νερό» στη βελτίωση της ψηφιακής επικοινωνιακής ικανότητας των συμμετεχόντων, την ενδυνάμωση της ψηφιακής πολιτειότητας και την ενίσχυση της περιβαλλοντικής τους συνείδησης. Συγκεκριμένα, οι συμμετέχοντες ανέπτυξαν δεξιότητες που τους επιτρέπουν να χρησιμοποιούν σύγχρονα ψηφιακά εργαλεία για την ανταλλαγή πληροφοριών και την προώθηση δράσεων σχετικών με τη διαχείριση του νερού. Επιπλέον, η συμμετοχή τους στο πρόγραμμα αύξησε την ευαισθητοποίησή τους σχετικά με τη σημασία της ορθολογικής χρήσης των υδάτινων πόρων και τους ενέπνευσε να υιοθετήσουν πιο βιώσιμες πρακτικές στην καθημερινότητά τους. Η καλλιέργεια αυτής της οικολογικής συνείδησης συμβάλλει όχι μόνο στην προστασία του περιβάλλοντος αλλά και στη δημιουργία μιας κοινωνίας με υπεύθυνη στάση απέναντι στους φυσικούς πόρους.

Η ποσοτική ανάλυση που αφορούσε το επικοινωνιακό κομμάτι του προγράμματος βασίστηκε στα δεδομένα που συλλέχθηκαν μέσω του ερωτηματολογίου. Το 80% των συμμετεχόντων σημείωσε υψηλές επιδόσεις, γεγονός που υποδεικνύει την αποτελεσματικότητα του προγράμματος. Αναλυτικά, τα ποσοστά επιτυχίας ανά ερώτηση είχαν ως εξής:

- 100% στην πρώτη ερώτηση που αφορούσε το θέμα της εργασίας. Συγκεκριμένα οι συμμετέχοντες ήταν σε θέση να αντιληφθούν ότι η εργασία αφορούσε επικοινωνιακά μοντέλα.
- 90% στη δεύτερη ερώτηση που πραγματευόταν τα επικοινωνιακά μοντέλα και φανέρωσε ότι οι συμμετέχοντες είχαν κατανοήσει με μεγάλο βαθμό τα είδη των επικοινωνιακών μοντέλων
- 80% στην τρίτη ερώτηση που καλούσε τους συμμετέχοντες να κατανοήσουν σε ποιο μοντέλο βασίζονται τα καλλιτεχνικά δημιουργήματα δείχνοντας ότι η πλειοψηφία έχει κατανοήσει ότι τα δημιουργήματα πολιτισμού δημιουργούν πολλαπλά μηνύματα μέσα στο περιβάλλον και ταυτόχρονα λειτουργούν ως πομποί και ως δέκτες.
- 100% στην τέταρτη ερώτηση που αφορούσε τη φύση του γραμμικού μοντέλου και φανέρωσε ότι οι συμμετέχοντες μπορούν να αναγνωρίσουν ότι το συγκεκριμένο μοντέλο απλά μεταδίδει μια πληροφορία χωρίς να υπάρχει ανατροφοδότηση.
- 90% στην πέμπτη ερώτηση που φανερώνει ότι οι συμμετέχοντες μπορούσαν να αντιληφθούν ότι η σημειωτική ως προσέγγιση δίνει έμφαση στο κείμενο.
- 90% στην έκτη ερώτηση που αφορούσε την προσέγγιση της σύμβασης κι έδειξε ότι οι συμμετέχοντες έχουν κατανοήσει ότι αναφέρεται σε κανόνες μέσα στους οποίους λειτουργούν τα αυθαίρετα σημεία.

Τα αποτελέσματα δείχνουν υψηλό επίπεδο κατανόησης και αφομοίωσης των εννοιών που αναπτύχθηκαν στο πλαίσιο του προγράμματος, επιβεβαιώνοντας την επιτυχημένη εφαρμογή της εκπαιδευτικής διαδικασίας. Η προσεκτική ανάλυση των δεδομένων καταδεικνύει ότι οι συμμετέχοντες όχι μόνο κατανόησαν τις θεωρητικές έννοιες, αλλά ήταν επίσης σε θέση να τις εφαρμόσουν σε πρακτικά σενάρια. Επιπλέον, η πρόοδός τους αντικατοπτρίζεται τόσο στις αξιολογήσεις όσο και στη συνολική απόδοσή τους κατά τη διάρκεια των δραστηριοτήτων. Αυτή η επιτυχία αποδεικνύει την αποτελεσματικότητα των μεθόδων που χρησιμοποιήθηκαν, καθώς και τη σημασία μιας καλά δομημένης προσέγγισης στη μάθηση. Οι εκπαιδευτές διαπίστωσαν ότι η συμμετοχή και το ενδιαφέρον των εκπαιδευομένων ήταν υψηλά, γεγονός που ενίσχυσε περαιτέρω τη μαθησιακή διαδικασία.

Επιπρόσθετα, η εμβάθυνση στα αποτελέσματα της έρευνας αποκαλύπτει ότι η βιωματική προσέγγιση και η αξιοποίηση των ψηφιακών εργαλείων συνέβαλαν καθοριστικά στη διαμόρφωση μιας πιο ενεργής και ερευνητικής στάσης από τους συμμετέχοντες. Η αλληλεπίδραση με το

εκπαιδευτικό περιβάλλον τούς επέτρεψε να αναπτύξουν δεξιότητες κριτικής σκέψης, να αναζητήσουν επιπλέον πληροφορίες και να συνδέσουν τη θεωρία με την πράξη, καθιστώντας τη γνώση ουσιαστική και εφαρμόσιμη. Οι υψηλές επιδόσεις στο ερωτηματολόγιο, σε συνδυασμό με την προθυμία τους να ερευνήσουν και να πειραματιστούν με σύγχρονα εργαλεία, αποδεικνύουν ότι το πρόγραμμα πέτυχε τον σκοπό του, ενισχύοντας όχι μόνο τις γνωστικές ικανότητες αλλά και την αυτονομία των συμμετεχόντων στη διαδικασία της μάθησης.

Από την ποιοτική ανάλυση διαπιστώθηκε ότι οι συμμετέχοντες βελτίωσαν την ψηφιακή τους επικοινωνιακή ικανότητα, αύξησαν τη θέλησή τους για ενεργή δράση και ενίσχυσαν τη στάση τους απέναντι στη διαχείριση των φυσικών πόρων. Μέσω της διαδικασίας ανάδειξης και ευαισθητοποίησης της κοινής γνώμης, εφάρμοσαν στην πράξη τις θεωρητικές γνώσεις που απέκτησαν, αποδεικνύοντας την πρακτική εφαρμογή των δεξιοτήτων τους. Επιπλέον, παρατηρήθηκε αυξημένη διάθεση για έρευνα, καθώς οι συμμετέχοντες αναζήτησαν και ανέλυσαν στατιστικά δεδομένα της Google για τη λειψυδρία, γεγονός που τους βοήθησε να κατανοήσουν καλύτερα το πρόβλημα και να εμπλακούν ενεργά στη λύση του.

Αξίζει να σημειωθεί ότι η ποιοτική ανάλυση ανέδειξε επίσης τη θετική επίδραση του προγράμματος στη στάση και τη νοοτροπία των συμμετεχόντων απέναντι στις σύγχρονες περιβαλλοντικές προκλήσεις. Οι συμμετέχοντες όχι μόνο απέκτησαν γνώσεις, αλλά ανέπτυξαν και μια πιο υπεύθυνη και ενεργή στάση απέναντι στη διαχείριση των φυσικών πόρων, ενσωματώνοντας πρακτικές βιωσιμότητας στην καθημερινότητά τους. Παράλληλα, η αλληλεπίδρασή τους με εργαλεία τεχνητής νοημοσύνης και ανάλυσης δεδομένων ενίσχυσε την αυτοπεποίθησή τους στη χρήση ψηφιακών τεχνολογιών, καθιστώντας τους ικανούς να αξιοποιούν πληροφορίες για τη λήψη τεκμηριωμένων αποφάσεων. Αυτή η αλλαγή νοοτροπίας αποδεικνύει τη βαθύτερη επίδραση της βιωματικής εκπαίδευσης, που ξεπερνά τα όρια της θεωρητικής γνώσης και διαμορφώνει πολίτες με κριτική σκέψη και περιβαλλοντική συνείδηση.

Όσον αφορά το τμήμα, η συμμετοχή στο πρόγραμμα συνέβαλε στον εμπλουτισμό του εκπαιδευτικού του αρχείου με καλές πρακτικές και στην ανάπτυξη δεξιοτήτων στη χρήση εργαλείων τεχνητής νοημοσύνης. Παράλληλα, η εμπειρία αυτή τούς παρείχε την ευκαιρία να εξετάσουν τον τρόπο με τον οποίο μπορούν να αξιοποιήσουν την τεχνολογία για τη βελτιστοποίηση του χρόνου και των εκπαιδευτικών διαδικασιών.

Σε εθνικό επίπεδο, η αναμενόμενη δημοσίευση του προγράμματος αναμένεται να συμβάλει στη βελτίωση του ερευνητικού επιπέδου της χώρας και στην ενίσχυση της θέσης της στις παγκόσμιες κατατάξεις επιστημονικής παραγωγής. Παράλληλα, το πρόγραμμα προσφέρει μια καινοτόμο προσέγγιση στην εκπαίδευση των χαρισματικών μαθητών, οι οποίοι συχνά παραβλέπονται από το παραδοσιακό εκπαιδευτικό σύστημα. Ως πολιτιστικός φορέας, το τμήμα αναγνωρίζει και στηρίζει τις ανάγκες αυτών των μαθητών, παρέχοντάς τους δυνατότητες εκπαίδευσης που δεν προσφέρει η κλασική εκπαιδευτική δομή.

3. Συμπεράσματα

Η παρούσα έρευνα ανέδειξε τη σημασία των επικοινωνιακών μοντέλων και των εφαρμογών τους στο εκπαιδευτικό πλαίσιο, επιβεβαιώνοντας την αποτελεσματικότητα του προγράμματος στη διδασκαλία και την πρακτική εφαρμογή των εννοιών. Η ανάλυση των δεδομένων αποδεικνύει ότι η προσέγγιση της θεματολογίας ήταν επιτυχής και η πλειονότητα των συμμετεχόντων κατανόησε τις βασικές θεωρητικές έννοιες, ενώ παράλληλα ανέπτυξε πρακτικές δεξιότητες που σχετίζονται με την επικοινωνία, την ανάλυση δεδομένων και την περιβαλλοντική ευαισθητοποίηση. Τα ευρήματα της παρούσας έρευνας έδειξαν ότι:

- Η προσέγγιση της θεματολογίας είναι επιτυχής. Το 100% επιτυχίας στην πρώτη ερώτηση δείχνει ότι οι συμμετέχοντες κατανόησαν πλήρως το αντικείμενο της εργασίας και μπόρεσαν

να το εντάξουν στο πλαίσιο των επικοινωνιακών μοντέλων, στοιχείο που υποδηλώνει σαφήνεια στη διδασκαλία και αποτελεσματική παρουσίαση της ύλης.

- Η γνώση των επικοινωνιακών μοντέλων είναι ισχυρή: Με ποσοστά επιτυχίας 90% στη δεύτερη ερώτηση, φαίνεται ότι η πλειονότητα των συμμετεχόντων κατάλαβε τις διαφορετικές μορφές επικοινωνίας και τις λειτουργίες τους.
- Η κατανόηση της σημειωτικής και της συμβατικής προσέγγισης είναι βαθιά. Το 90% επιτυχίας στην πέμπτη και έκτη ερώτηση δείχνει ότι οι συμμετέχοντες είχαν σαφή αντίληψη της σημασίας του κειμένου στη σημειωτική ανάλυση και των κανόνων που διέπουν τα σύμβολα στη συμβατική προσέγγιση.
- Υπάρχει προβληματισμός γύρω από την πολυπλοκότητα της πολιτιστικής επικοινωνίας: Η τρίτη ερώτηση είχε το χαμηλότερο ποσοστό επιτυχίας (80%), γεγονός που υποδηλώνει ότι η σύνδεση των επικοινωνιακών μοντέλων με τα καλλιτεχνικά δημιουργήματα ήταν πιο απαιτητική για τους συμμετέχοντες. Αυτό φανερώνει όχι μόνο τη δυσκολία κατανόησης της αλληλεπίδρασης μεταξύ πολιτισμού και επικοινωνίας αλλά και την ανάγκη για περαιτέρω εκπαίδευση του κοινού στην προσέγγιση και ερμηνεία των καλλιτεχνικών έργων.
- Πρακτική εφαρμογή των θεωρητικών γνώσεων: Από την ποιοτική ανάλυση προκύπτει ότι οι συμμετέχοντες όχι μόνο κατανόησαν τις έννοιες αλλά τις εφάρμοσαν σε πραγματικά σενάρια, αποδεικνύοντας την αποτελεσματικότητα της βιωματικής προσέγγισης.
- Ανάπτυξη κριτικής σκέψης και περιβαλλοντικής συνείδησης: Οι συμμετέχοντες εμβάθυναν στη σημασία της διαχείρισης των φυσικών πόρων και ενσωμάτωσαν πρακτικές βιωσιμότητας στην καθημερινότητά τους, κάτι που ενισχύει τον ρόλο της εκπαίδευσης στην κοινωνική αλλαγή.
- Εξοικείωση με την ψηφιακή ανάλυση δεδομένων: Η χρήση εργαλείων τεχνητής νοημοσύνης και στατιστικών δεδομένων της Google για τη λειψυδρία έδειξε ότι οι συμμετέχοντες ανέπτυξαν δεξιότητες στην ανάλυση πληροφοριών και στη λήψη τεκμηριωμένων αποφάσεων.
- Υψηλή συμμετοχή και ενδιαφέρον: Οι εκπαιδευτές παρατήρησαν ότι η ενεργή συμμετοχή και το ενδιαφέρον των εκπαιδευομένων διατηρήθηκαν σε υψηλά επίπεδα, στοιχείο που ενίσχυσε τη μαθησιακή διαδικασία και απέδειξε την αποτελεσματικότητα της εκπαιδευτικής προσέγγισης.
- Αναβάθμιση του εκπαιδευτικού υλικού και των πρακτικών του τμήματος: Το πρόγραμμα συνέβαλε στη δημιουργία ενός πλούσιου αρχείου καλών πρακτικών και εκπαιδευτικών εργαλείων, τα οποία είναι πλέον διαθέσιμα για μελλοντική χρήση. Η χρήση καινοτόμων τεχνολογιών και η ενσωμάτωση της τεχνητής νοημοσύνης βοήθησαν το τμήμα να βελτιστοποιήσει τις μεθόδους διδασκαλίας και να προσαρμοστεί στις σύγχρονες εκπαιδευτικές ανάγκες.
- Βελτίωση της επικοινωνίας και των δεξιοτήτων στην αγγλική γλώσσα: Η μετάφραση του προγράμματος στα αγγλικά παρείχε στους συμμετέχοντες την ευκαιρία να αναπτύξουν γλωσσικές δεξιότητες, ενώ ταυτόχρονα ενίσχυσε την ικανότητά τους να επικοινωνούν και να μεταδίδουν τις γνώσεις τους σε διεθνές επίπεδο.
- Ευκολία πρόσβασης στην εκπαιδευτική πλατφόρμα σε παγκόσμιο επίπεδο: Το πρόγραμμα αξιοποιεί τις δυνατότητες της ψηφιακής τεχνολογίας, επιτρέποντας τη συμμετοχή εκπαιδευομένων από διαφορετικές χώρες, γεγονός που προωθεί τη διαπολιτισμική εκπαίδευση και συνεργασία.
- Ευκολία διάχυσης και προώθησης του υλικού του προγράμματος: Η ψηφιακή φύση του προγράμματος το καθιστά εύκολα προσβάσιμο και αναπαραγώγιμο, διευκολύνοντας τη διάδοσή του σε ένα ευρύ κοινό. Αυτό συμβάλλει στη βιωσιμότητα του έργου και στη συνεχή αξιοποίησή του από άλλους εκπαιδευτικούς φορείς.

Τα ευρήματα της παρούσας έρευνας ανοίγουν νέες προοπτικές για περαιτέρω μελέτη και ανάπτυξη στον τομέα της εκπαίδευσης και της επικοινωνίας. Στο μέλλον, προτείνονται οι εξής κατευθύνσεις:

- Εμβάθυνση στη σχέση πολιτιστικής επικοινωνίας και ψηφιακών τεχνολογιών: Η περαιτέρω διερεύνηση της αλληλεπίδρασης μεταξύ καλλιτεχνικών δημιουργημάτων και επικοινωνιακών μοντέλων μπορεί να οδηγήσει σε νέες παιδαγωγικές πρακτικές.
- Ανάπτυξη προγραμμάτων δια βίου μάθησης για την πολιτιστική παιδεία: Η ανάγκη για εκπαίδευση στην προσέγγιση των καλλιτεχνικών έργων δείχνει ότι μπορούν να σχεδιαστούν προγράμματα που θα καλύπτουν αυτό το κενό.
- Εφαρμογή της τεχνητής νοημοσύνης στην εκπαιδευτική διαδικασία: Η ενσωμάτωση αλγορίθμων ανάλυσης δεδομένων μπορεί να βελτιώσει τις στρατηγικές διδασκαλίας και την προσαρμογή της ύλης στις ανάγκες των μαθητών.
- Περαιτέρω διερεύνηση της αποτελεσματικότητας της βιωματικής μάθησης: Μελλοντικές έρευνες μπορούν να εστιάσουν στη συγκριτική ανάλυση διαφορετικών προσεγγίσεων για να κατανοήσουν καλύτερα ποιοι μέθοδοι είναι πιο αποτελεσματικοί στην ανάπτυξη δεξιοτήτων και γνώσεων.
- Διερεύνηση της διαπολιτισμικής εκπαίδευσης μέσω ψηφιακών πλατφορμών: Η ανάλυση των επιπτώσεων της εξ αποστάσεως εκπαίδευσης σε ένα πολυπολιτισμικό περιβάλλον μπορεί να βοηθήσει στην ανάπτυξη εκπαιδευτικών στρατηγικών που προωθούν την παγκόσμια συνεργασία.

Συνοψίζοντας, η παρούσα έρευνα ανέδειξε τη σημασία της εκπαιδευτικής διαδικασίας στη διαμόρφωση επικοινωνιακών δεξιοτήτων, καλλιέργιας στάσεων και ανάπτυξης κριτικής σκέψης, ενώ τα αποτελέσματά της μπορούν να αποτελέσουν τη βάση για περαιτέρω βελτιώσεις και εξελίξεις στον χώρο της εκπαίδευσης και της πολιτιστικής επικοινωνίας.

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"ΧΤΙΖΟΝΤΑΣ ΤΟ ΜΕΛΛΟΝ, ΜΑΘΗΤΕΣ ΝΗΠΙΑΓΩΓΕΙΟΥ ΣΕ ΔΡΑΣΕΙΣ ΕΝΕΡΓΟΥ ΚΑΙ ΔΡΑΣΤΗΡΙΟΥ ΠΟΛΙΤΗ "

Κοντοπούλου Φωτεινή
Νηπιαγωγός, ΠΕ 60
Τσιαμάκη Νίκη
Νηπιαγωγός, ΠΕ 60

Περίληψη

Η παρούσα εργασία αναφέρεται σε εκπαιδευτικές προσεγγίσεις και προτεινόμενες δράσεις που αφορούν σχολικές μονάδες/ νηπιαγωγεία, που ενδυναμώνουν τους μαθητές. Στο νηπιαγωγείο τα παιδιά μαθαίνουν να αλληλεπιδρούν με τους άλλους, να σέβονται το περιβάλλον και να αναλαμβάνουν πρωτοβουλίες, που τα καθιστούν αυτόνομα και ανεξάρτητα, ώστε να επιτυγχάνεται η ολόπλευρη ανάπτυξη και μάθηση. Με τα παιχνίδια ρόλων και μέσα από το παιχνίδι, αναλαμβάνουν διάφορες ευθύνες και ρόλους καλλιεργώντας την κριτική τους σκέψη. Οι δραστηριότητες και τα ομαδικά παιχνίδια ενθαρρύνουν τη συνεργασία και την αλληλεγγύη. Η Αειφορία ενσωματώνεται στις καθημερινές δράσεις του νηπιαγωγείου με στόχο τη βιώσιμη ανάπτυξη. Ενδεικτικά, οι μαθητές συμμετέχουν στην δημιουργία ενός σχολικού κήπου, στη συλλογή ανακυκλώσιμων υλικών, σε πρόγραμμα Φιλαναγνωσίας και άλλα.

Ο ρόλος του εκπαιδευτικού είναι σημαντικός, καθώς καθοδηγεί, συμβουλεύει και καλλιεργεί τη μάθηση, ενισχύοντας ηθικές αξίες σε συνεργασία με τους γονείς. Στη μελέτη αυτή παρουσιάζονται προσεγγίσεις σχετικά με το Πρόγραμμα Ενεργού Πολίτη στο νηπιαγωγείο.

Λέξεις κλειδιά: Νηπιαγωγείο, ενεργός πολίτης, υπευθυνότητα, βιώσιμη ανάπτυξη.

1. Εισαγωγή

Ως «Ενεργός Πολίτης» ορίζεται το άτομο που συμμετέχει ενεργά στη λειτουργία της κοινωνίας και της δημοκρατίας, συμβάλλοντας στη διαμόρφωση του κοινού καλού. Δεν περιορίζεται μόνο στην τυπική άσκηση των δικαιωμάτων του (όπως η ψήφος), αλλά εμπλέκεται ουσιαστικά σε κοινωνικές, πολιτικές και περιβαλλοντικές δράσεις (Σωτηρόπουλος, 2004)

Ένας ενεργός πολίτης είναι το άτομο που ενδιαφέρεται και συμμετέχει σε κοινωνικές, πολιτικές ή περιβαλλοντικές δράσεις, όπως ο εθελοντισμός, οι διαμαρτυρίες ή ο δημόσιος διάλογος, αναζητά πληροφορίες, αξιολογεί κριτικά τις καταστάσεις, λαμβάνει τεκμηριωμένες αποφάσεις, δεν περιμένει παθητικά από τους άλλους να φέρουν την αλλαγή, δραστηριοποιείται για τη βελτίωση της κοινωνίας, υπερασπίζεται τις αξίες της δημοκρατίας, της ισότητας και της δικαιοσύνης και συμμετέχει σε συλλογικές δράσεις, προωθώντας την κοινωνική συνοχή (Καρβούνης, 2004).

Η εφαρμογή αυτής της παιδαγωγικής προσέγγισης στις σύγχρονες κοινωνίες συναντά δυσκολίες, καθώς απαιτεί ενίσχυση της συμμετοχής των παιδιών στη μαθησιακή διαδικασία. Βασικό στοιχείο αυτής της προσέγγισης είναι ότι η διαμόρφωση της προσωπικότητας των παιδιών πραγματοποιείται κυρίως εκτός σχολείου. Αυτό καθιστά απαραίτητη την αναπροσαρμογή της διδασκαλίας, ώστε να κεντρίζει το ενδιαφέρον τους και να τα ενθαρρύνει να συμμετέχουν ενεργά. Έτσι, το σχολείο θα πρέπει να αποτελεί οργανικό μέρος της κοινωνικής ζωής των παιδιών αλλά και των γονέων τους (Μπάλιας, 2008· Καρβούνης, 2004).

Αυτή η προσέγγιση έχει τις βάσεις της στις βασικές παιδαγωγικές αρχές που αναδείχθηκαν κυρίως κατά τον Διαφωτισμό για την αξία του ορθολογισμού και της κριτικής σκέψης στην εκπαίδευση. Ομοίως, ο Piaget, από την πλευρά του, τόνισε την ανάγκη ύπαρξης δημοκρατικών αξιών στο σχολείο, ενισχύοντας την παιδοκεντρική μάθηση (Piaget, 2006). Η σύγχρονη εκπαιδευτική φιλοσοφία ενσωματώνει αυτές τις αρχές, προωθώντας τη συνεργασία και την κοινωνική αλληλεπίδραση ως θεμελιώδη στοιχεία της μάθησης (Reichert & Print, 2018).

Σχετική μελέτη σε παιδιά προσχολικής ηλικίας ανέφερε ότι τα παιδιά έχουν την ικανότητα να επικοινωνούν με τους ενήλικες σχετικά με την καθημερινότητά τους και να εκφράζουν τις ανάγκες

και τις απόψεις τους. Η γλώσσα δεν αποτελεί μόνο εργαλείο επικοινωνίας αλλά και μέσο συγκρότησης της σκέψης και του πολιτισμού. Σύμφωνα με τον Τσολάκη (1994), η καλλιέργεια της ελληνικής γλώσσας στο σχολείο συνδέεται άρρηκτα με την ανάπτυξη της κριτικής σκέψης και της κοινωνικής συνείδησης, στοιχεία που αποτελούν πυρήνα της ενεργούς πολιτειότητας. Τα αποτελέσματα έδειξαν ότι ακόμη και σε τόσο μικρή ηλικία τα παιδιά αντιλαμβάνονται τα δικαιώματά τους και, σε πολλές περιπτώσεις, τα διεκδικούν ή ζητούν ελευθερίες που θεωρούν σημαντικές για τα ίδια. Συνεπώς, η έννοια του «Ενεργού Πολίτη» μπορεί να αναπτυχθεί από την προσχολική κιόλας ηλικία, καθώς τα παιδιά δείχνουν να κατανοούν και να υπερασπίζονται τα δικαιώματά τους (Fajerman, 2001· Νάκου & Γκούσκος, 2018).

Η κοινωνική αλληλεπίδραση αποτελεί βασικό άξονα μάθησης στην προσχολική ηλικία, καθώς μέσα από οργανωμένες δραστηριότητες τα παιδιά μαθαίνουν να συνεργάζονται και να οικοδομούν τον λόγο τους.
Όπως υποστηρίζουν οι Αναστασοπούλου, Ζυγούρη & Καζταρίδου (2014), η στοχευμένη παιδαγωγική καθοδήγηση ενισχύει σημαντικά την ανάπτυξη κοινωνικών και επικοινωνιακών δεξιοτήτων, οι οποίες συνδέονται άμεσα με την καλλιέργεια της ενεργού πολιτειότητας.

Παράλληλα, οι σύγχρονες εξελίξεις σε επιστημονικούς κλάδους έχουν συμβάλει στην αναγνώριση των παιδιών ως ενεργών μελών της κοινωνίας (Fajerman, 2001). Αυτό έχει οδηγήσει στη διαμόρφωση ενός νέου μοντέλου, όπου τα παιδιά από μικρή ηλικία θεωρούνται ικανά να διαμορφώνουν την ταυτότητά τους, να εκφράζουν τις σκέψεις τους για τον κόσμο και να διεκδικούν τη συμμετοχή τους σε αυτόν. Όπως επισημαίνουν οι James και Christensen (2000), η αντιμετώπιση των παιδιών ως ενεργών μελών της κοινωνίας σημαίνει ότι πρέπει να τους δοθεί η δυνατότητα συμμετοχής σε διαδικασίες από τις οποίες μέχρι τώρα είχαν αποκλειστεί και όπου η φωνή τους δεν ακουγόταν.Η αναγνώριση του παιδιού ως «ενεργού πολίτη» βασίζεται σε ευρήματα διαφόρων μελετών. Αν και αρχικά οι μελέτες εστίαζαν σε μεγαλύτερα παιδιά και εφήβους, πλέον οι επιστήμονες εξετάζουν και τις απόψεις των παιδιών προσχολικής ηλικίας σε ζητήματα όπως η μετανάστευση, η εκπαίδευση, η ισότητα των φύλων, η ειρήνη κ.α. (Campbell et al., 2002). Τα ευρήματα αυτών των μελετών επισημαίνουν ότι τα μικρά παιδιά διαθέτουν σαφείς γνώσεις για διάφορους τομείς της κοινωνικής και πολιτικής ζωής. Επιπλέον, εκφράζουν συγκεκριμένες απόψεις για το ποιές συνθήκες θεωρούν «φιλικές» προς τα παιδιά, ενώ μπορούν να συζητούν θέματα που αφορούν τον δημόσιο χώρο, το εκπαιδευτικό πρόγραμμα, τα δικαιώματά τους και κοινωνικά ζητήματα, όπως ο ρατσισμός και η βία (Lansdown, 2005).

Το ισχύον πρόγραμμα σπουδών για το Νηπιαγωγείο, όπως ορίζεται στο θεσμικό πλαίσιο, ΦΕΚ 6048/Β/2024, εντάσσει την καλλιέργεια της ενεργού πολιτειότητας στους βασικούς μορφωτικούς στόχους, προβλέποντας δράσεις που ενισχύουν την υπευθυνότητα, τη συνεργατικότητα και την κοινωνική συμμετοχή των παιδιών.

2. Κύριο Μέρος

2.1 Συνεργαζόμενα σχολεία

Νηπιαγωγεία της Αττικής το τρέχον σχολικό έτος 2024-2025.
Στο 3ο Νηπιαγωγείο Μεγάρων και στο 11ο Νηπιαγωγείο Κορυδαλλού.
Σύνολο μαθητών για το 3ο Νηπιαγωγείο Μεγάρων είναι : 73 μαθητές
Στο 11ο Νηπιαγωγείο Κορυδαλλού συμμετείχαν 25 μαθητές.

2.2 Μέσα -επιδιώξεις

Με βασικούς άξονες τα παρακάτω:

Δημοκρατικές Αξίες: Καλλιέργεια σεβασμού για τη δημοκρατία, την ισότητα, την ελευθερία, τη δικαιοσύνη και τα ανθρώπινα δικαιώματα.

Κοινωνική Συμμετοχή: Ενθάρρυνση της ενεργού συμμετοχής στα κοινά και την αλληλεγγύη.

Κριτική Σκέψη: Ανάπτυξη της ικανότητας για κριτική ανάλυση, λήψη αποφάσεων και επίλυση προβλημάτων.

Διαπολιτισμική Συνείδηση: Κατανόηση και σεβασμός της διαφορετικότητας, προώθηση της συνύπαρξης και της συνεργασίας.

Οι σύγχρονες κοινωνίες επιδιώκουν να διατηρήσουν τον πολιτειακό τους χαρακτήρα μεταφέροντας στις νέες γενιές τις απαραίτητες αξίες και συμπεριφορές που χαρακτηρίζουν μια δημοκρατική κοινωνία. Η επίτευξη αυτού του στόχου αποτελεί βασικό μέλημα των θεσμών που έχουν αναλάβει αυτόν τον ρόλο. Σε ένα δημοκρατικό πολίτευμα, η εκπαίδευση συμβάλλει στην ανάπτυξη στάσεων και αξιών που προετοιμάζουν τα παιδιά να γίνουν ενεργά μέλη μιας κοινωνίας βασισμένης στη συμμετοχή, κάτι που είναι κρίσιμο για τη διαμόρφωση ενός υπεύθυνου πολίτη (Kennedy, 2019).

Η προσχολική ηλικία είναι καθοριστική για τη διαμόρφωση μιας δημοκρατικής συνείδησης, καθώς τα πρώτα ερεθίσματα που λαμβάνει το παιδί από την εκπαίδευση επηρεάζουν βαθιά την ανάπτυξή του. Οι δημοκρατικές αξίες διαμορφώνονται μέσα από την αλληλεπίδραση με το άμεσο κοινωνικό περιβάλλον, το οποίο λειτουργεί ως πρότυπο συμπεριφοράς. Οι άνθρωποι που περιβάλλουν το παιδί το επηρεάζουν, καθώς εκείνο μιμείται τις στάσεις και τις συμπεριφορές τους, ενώ λαμβάνει ανατροφοδότηση και επιβράβευση όταν ανταποκρίνεται στις αποδεκτές αρχές.

Επιπλέον, η κατανόηση της έννοιας του σεβασμού και της ισότητας ξεκινά από την ανάπτυξη της αυτοεκτίμησης, η οποία διαμορφώνεται μέσω της αυτοεικόνας του παιδιού (Wood et al., 2018). Μέσα από αυτή τη διαδικασία, το παιδί αρχίζει να αντιλαμβάνεται την αξία των ανθρώπινων δικαιωμάτων, τόσο των δικών του όσο και των άλλων. Όταν ένα παιδί εκτιμά πρώτα τον εαυτό του και στη συνέχεια τους γύρω του, μπορεί να κατανοήσει ότι όλοι οι άνθρωποι έχουν δικαιώματα που πρέπει να προστατεύονται. Η επαφή του με τα ανθρώπινα δικαιώματα ενισχύεται μέσα από μια εκπαιδευτική διαδικασία που προάγει τον σεβασμό και την αναγνώρισή τους.

Εφόσον ο δημοκρατικός πολίτης είναι αυτός που υπερασπίζεται και εφαρμόζει τα ανθρώπινα δικαιώματα, το νηπιαγωγείο, ως μέρος της εκπαίδευσης, στηρίζεται στις βασικές αρχές της δημοκρατικής αγωγής, συμβάλλοντας στη διαμόρφωση πολιτών που σέβονται και εφαρμόζουν τις δημοκρατικές αξίες (Potter, 2003).

Έτσι, η εξοικείωση των παιδιών με το κοινωνικό σύστημα πρέπει να γίνεται μέσα από μια οργανωμένη εκπαιδευτική προσέγγιση. Η καλλιέργεια της δημοκρατικής συνείδησης στο νηπιαγωγείο, στις ηλικίες 4-6 ετών, επιτυγχάνεται μέσα από τη δομή της σχολικής ζωής, τον τρόπο διαχείρισης της τάξης και τις παιδαγωγικές μεθόδους που εφαρμόζονται. Παράλληλα, αναπτύσσουν ευαισθησία απέναντι στα δικαιώματα των άλλων και συμμετέχουν σε δημοκρατικές διαδικασίες. Ως εκ τούτου, το νηπιαγωγείο συμβάλλει καθοριστικά στη διαμόρφωση του «ενεργού πολίτη» μέσα από την εμπειρία της τάξης, όπου το παιδί μαθαίνει να είναι υπεύθυνο (Kennedy, 2019). Ορισμένες εκπαιδευτικές διαδικασίες που συμβάλλουν σε αυτήν την προσπάθεια είναι οι βιωματικές δραστηριότητες μέσα στο νηπιαγωγείο καθώς και οι Αειφόρες και καινοτόμες δράσεις που επιτρέπουν στο παιδί να κατανοήσει την έννοια της δημοκρατίας στην πράξη μέσα από καθημερινά παραδείγματα (Chinese, 2018).

2.3 Αναγκαιότητα του προγράμματος

Αξιοποιώντας τις καινοτόμες δράσεις και τις δράσεις της Αειφορίας στοχεύεται Η διαμόρφωση του «ενεργού πολίτη» στην προσχολική ηλικία. Καθώς είναι σημαντικές οι καινοτόμες δράσεις, οι οποίες μπορούν να αυξήσουν τη συμμετοχή των παιδιών μέσα από δημιουργικές δραστηριότητες. Στόχος των δραστηριοτήτων είναι οι μαθητές να συνεργάζονται με σεβασμό και να αναπτύσσουν την κριτική τους σκέψη (Πεντέρη και συν., 2021α). Επίσης, στις δράσεις αυτές εξέχουσα θέση έχει η έννοια της «Αειφορίας», αφού μέσα από καθημερινές δραστηριότητες τα παιδιά μπορούν να διδαχθούν σημαντικές έννοιες για την αξία του κόσμου που τα περιβάλλει. Οι μαθητές καλλιεργούν την υπευθυνότητά τους και μαθαίνουν τη διαχείριση διαφόρων θεμάτων, κατανοώντας ότι εκτός από δικαιώματα έχουν και υποχρεώσεις (Πεντέρη και συν., 2021β).

Στο πλαίσιο αυτό, μια μέθοδος που ξεχωρίζει είναι η «μέθοδος project». Η μέθοδος αυτή συνδέεται άμεσα με τις δραστηριότητες του «ενεργού πολίτη», καθώς βασίζεται στη συμμετοχική μάθηση, την ανάληψη πρωτοβουλιών και τη συνεργασία. Οι μαθητές, μέσα από τη διερευνητική

διαδικασία, αναπτύσσουν κριτική σκέψη, υπευθυνότητα και κοινωνική συνείδηση, στοιχεία που είναι απαραίτητα για την ενεργό πολιτειότητα. Επίσης, συμμετέχουν σε δράσεις που σχετίζονται με την κοινωνία και το περιβάλλον, ενισχύοντας την κατανόησή τους για ζητήματα του πραγματικού κόσμου. Η εργασία σε ομάδες καλλιεργεί δεξιότητες επικοινωνίας, συνεργασίας και επίλυσης προβλημάτων, ενώ ταυτόχρονα τους δίνει τη δυνατότητα να αναπτύξουν πρωτοβουλίες και να αισθανθούν υπεύθυνοι για τη μάθησή τους. Συνεπώς, η διαδικασία αυτή τους βοηθά να αναγνωρίσουν τα δικαιώματα και τις υποχρεώσεις τους ως πολίτες (Ντολιοπούλου, 2005).

Επιπλέον, η «μέθοδος project» συνδέεται με την τοπική κοινωνία, καθώς τα παιδιά έχουν την ευκαιρία να αλληλεπιδράσουν με φορείς, οργανισμούς και την τοπική αυτοδιοίκηση. Μέσα από βιωματικές δραστηριότητες, όπως η ανακύκλωση, η δενδροφύτευση και οι δράσεις κοινωνικής αλληλεγγύης, θα μπορέσουν να αυξήσουν την κοινωνική υπευθυνότητα και την αίσθηση του ενεργού πολίτη. Δεν περιορίζεται στην απλή μετάδοση γνώσεων, αλλά δίνει έμφαση στη δράση και την προσωπική εμπλοκή των μαθητών. Μέσα από τον σχεδιασμό και την υλοποίηση ενός project, τα παιδιά αναπτύσσουν δεξιότητες ηγεσίας, λήψης αποφάσεων και συνεργασίας, στοιχεία που είναι απαραίτητα για τη διαμόρφωση υπεύθυνων πολιτών. Ως εκ τούτου, η εφαρμογή της «μεθόδου project» στην εκπαίδευση αποτελεί έναν δυναμικό τρόπο ενίσχυσης της πολιτειότητας και της κοινωνικής ευαισθητοποίησης των μαθητών, καθιστώντας τους ικανούς να συμμετέχουν και να συμβάλλουν ουσιαστικά στο κοινωνικό σύνολο (Ντολιοπούλου, 2005).

Παράλληλα, στόχος της διαμόρφωσης των «ενεργών πολιτών» στην εκπαίδευση είναι να προωθηθεί η ομαδική εργασία, αφού δίνει τη δυνατότητα στους μαθητές να αλληλεπιδρούν με τους συμμαθητές τους, να εργάζονται από κοινού μέσα σε καθορισμένα χρονικά όρια και να επιδιώκουν κοινούς στόχους. Μέσα από αυτή τη διαδικασία, μοιράζονται αξίες, συναισθήματα και ευθύνες, αποκτώντας αίσθημα ικανοποίησης και πληρότητας. Η «ομαδοσυνεργατική διδασκαλία» είναι δυνατόν να εφαρμοσθεί σε όλα τα επίπεδα εκπαίδευσης, καθώς οι μαθητές μέσα από τη συνεργασία σε μικρές ομάδες καλλιεργούν τον σεβασμό και την αλληλοεκτίμηση, μαθαίνουν να διαχειρίζονται συγκρούσεις και να αποδέχονται τη διαφορετικότητα. Πάνω από όλα, εξασκούνται στη δημοκρατική επίλυση θεμάτων που προκύπτουν, αναπτύσσοντας έτσι δεξιότητες «ενεργού πολίτη» (Κογκούλης, 2004· Ναούμ & Παπαμιχαήλ, 2005).

Μέσα από τα παραπάνω, ορισμένες δράσεις για το νηπιαγωγείο που προωθούν την έννοια του «ενεργού πολίτη» και επιτρέπουν τη συμμετοχή τόσο των μαθητών όσο και των γονέων θα μπορούσαν να αφορούν τις ψηφοφορίες για διάφορα εκπαιδευτικά θέματα. Τα παιδιά μαζί με τους γονείς τους μπορούν να συμμετέχουν σε διαδικασίες ψηφοφορίας για το θέμα μιας σχολικής δραστηριότητας ή για ένα ζήτημα που έχει προκύψει στην τάξη. Από αυτή τη διαδικασία, μπορούν να κατανοήσουν τη σημασία της ψηφοφορίας και της λήψης αποφάσεων με βάση την πλειοψηφία (Ντολιοπούλου, 2005).

Επίσης, γονείς και μαθητές μπορούν να συμμετέχουν σε διάφορες εθελοντικές όπως σε δραστηριότητες ανακύκλωσης, δημιουργία κήπου, καθαρισμός τάξης ή σχολείου, συλλογή αγαθών, ρούχων ή παιχνιδιών για άτομα που έχουν ανάγκη, συμμετοχή σε δράσεις όπως η κατασκευή ταϊστρών για αδέσποτα, κατασκευή ξύλινης φωλιάς και άλλα. Επιπροσθέτως, τα παιδιά σε συνεργασία με τους γονείς τους μπορούν να καταγράψουν τους κανόνες συμπεριφοράς της τάξης, ώστε να μάθουν τη σημασία της υπευθυνότητας και του αλληλοσεβασμού. Οι κανόνες προτείνεται να παρουσιαστούν σε μορφή αφίσας που θα αναρτηθεί στην τάξη. Ακόμη, η δημιουργία ενός σχολικού περιοδικού ή εφημερίδας με τις απόψεις των παιδιών μαζί με τις ζωγραφιές τους μπορούν να αποδειχθούν δημιουργικές δραστηριότητες, ενώ οι γονείς θα έχουν τη δυνατότητα να συμμετάσχουν ως αναγνώστες και σχολιαστές. Επίσης, η συνεργασία με νηπιαγωγεία από άλλες περιοχές μέσω τηλεδιασκέψεων, ανταλλαγής επιστολών ή ζωγραφιών μπορεί να βοηθήσει τους μαθητές να κατανοήσουν άλλες συνήθειες, έθιμα και ήθη (Πεντέρη και συν., 2021α).

Επιπλέον, προτείνεται να πραγματοποιηθούν επισκέψεις (π.χ. δημαρχείο) εκπαιδευτικού χαρακτήρα, με σκοπό τη γνωριμία με τις τοπικές αρχές, ώστε οι μαθητές να ενημερωθούν για το πως λειτουργεί η δημοκρατία στην πράξη. Παράλληλα, η συνάντηση με επαγγελματίες που εργάζονται σε επαγγέλματα κοινωνικής προσφοράς (π.χ. πυροσβέστες) θα μπορούσε να λειτουργήσει θετικά για

τα παιδιά, τα οποία θα έρθουν σε επαφή με τα θετικά και αρνητικά κάθε επαγγέλματος (Ναούμ & Παπαμιχαήλ, 2005).

Τέλος, παραμύθια και παιχνίδια με διδακτικό χαρακτήρα (π.χ. παιχνίδια ρόλων) μπορούν να βοηθήσουν τους μαθητές να κατανοήσουν τη διαφορετικότητα και τα ανθρώπινα δικαιώματα. Οι γονείς μπορούν να συμμετέχουν σε αυτά, ενθαρρύνοντας τους μαθητές να ακολουθούν τους κανόνες της τάξης, συμμετέχοντας σε πολιτιστικά δρώμενα, σε θεατρικές παραστάσεις που συμβάλουν στη διάδοση των ανθρώπινων αξιών και στην κατανόησή τους από τους μαθητές. Ενισχύοντας την υπευθυνότητα, τον σεβασμό και την κοινωνική συμμετοχικότητα.

2.4 Μεθοδολογία

Για να πετύχει ένα πρόγραμμα που στοχεύει στο να εντρυφήσουν οι μαθητές στην Πολιτειότητα οφείλει να ενσωματώνει τους αντίστοιχους στόχους στις καθημερινές δραστηριότητες του νηπιαγωγείου. Δραστηριότητες βασισμένες στη βιωματική μάθηση, αλλά να φροντίζει να εμπλέκει ενεργά τους μαθητές, τους εκπαιδευτικούς και οπωσδήποτε να επιδιώκει και τη συμμετοχή των οικογενειών τους. Γι αυτό λοιπόν:

1.Συνδυάσαμε παιχνίδι και δραστηριότητες με τη χρήση παιχνιδιών, ιστοριών, κουκλοθεάτρου και άλλων δραστηριοτήτων για την κατανόηση βασικών εννοιών. 2.Εντάξαμε στην καθημερινότητα μας συζητήσεις και προβληματισμούς, δημιουργώντας χώρους για συζητήσεις, ανταλλαγή απόψεων και προβληματισμό πάνω σε κοινωνικά θέματα. 3. Οργανώσαμε ομαδικές εργασίες, που απαιτούν συνεργασία, αλληλεγγύη και ανάληψη ρόλων.4. Εμπλέξαμε εμπειρίες από την καθημερινότητα, επιτυγχάνοντας έτσι την σύνδεση της εκπαίδευσης με την καθημερινή ζωή, όπως η συμμετοχή σε αποφάσεις της τάξης ή του σχολείου.

Για την οργάνωση του υλικού μας ακολουθήσαμε τα παρακάτω στάδια:

- Προετοιμάσαμε το υλικό /έντυπο και ηλεκτρονικό
- Ενημερώσαμε όλα τα εμπλεκόμενα μέρη
- Καταγράψαμε με ακρίβεια τις δραστηριότητες
- Προχωρήσαμε στην σύνταξη ερωτήσεων σχετικά με τις δραστηριότητες
- Αξιολόγηση δραστηριοτήτων που υλοποιήθηκαν.

2.5 Συνεργασία με γονείς

Στόχος μας ήταν να ενσωματώσουμε τις διαφορετικές κουλτούρες στην τάξη ώστε να πετύχουμε την διάδραση και την ενεργό συμμετοχή όλων. Για το σκοπό αυτό πραγματοποιήθηκαν 4 συναντήσεις με τους γονείς των μαθητών για την ανταλλαγή απόψεων και καλών πρακτικών.

2.6 Ενδεικτικές δραστηριότητες

Δράσεις για το Περιβάλλον: Οργάνωση δραστηριοτήτων όπως η φύτευση δέντρων ή η καθαριότητα σε τοπικές περιοχές. Οι μαθητές μπορούν να μάθουν για τη σημασία της προστασίας του περιβάλλοντος και της βιωσιμότητας.

Επισκέψεις σε Κοινωφελείς Οργανισμούς: Οργάνωση επισκέψεων σε τοπικούς οργανισμούς ή ιδρύματα (όπως γηροκομεία ή καταφύγια ζώων) για να κατανοήσουν τη σημασία της προσφοράς και της αλληλεγγύης.

Δημιουργία Έργων Τέχνης: Οι μαθητές μπορούν να δημιουργήσουν έργα τέχνης που προάγουν κοινωνικά μηνύματα, όπως η αποδοχή της διαφορετικότητας ή η σημασία της φιλίας.

Δράσεις Κοινωνικής Ευθύνης: Οργάνωση εκδηλώσεων για τη συλλογή τροφίμων ή ρούχων για ανθρώπους που τα χρειάζονται. Οι μαθητές θα μάθουν την αξία της προσφοράς και της αλληλεγγύης.

Συζητήσεις και Δραματοποίηση: Διοργάνωση συζητήσεων για θέματα που αφορούν την κοινωνία και την καθημερινότητα, καθώς και δραματοποίηση καταστάσεων που προάγουν την ενσυναίσθηση.

Προγράμματα Συνεργασίας: Δημιουργία ομάδων εργασίας όπου οι μαθητές θα συνεργάζονται για την επίτευξη κοινών στόχων, ενισχύοντας την ομαδικότητα και την επικοινωνία.

Εκπαιδευτικά Παιχνίδια Ρόλων: Χρήση παιχνιδιών ρόλων για να κατανοήσουν οι μαθητές τη σημασία της συμμετοχής στην κοινότητα και των δικαιωμάτων και υποχρεώσεών τους ως πολίτες.

Πρωτοβουλίες

Δημιουργία θεματικών εβδομάδων: Κάθε εβδομάδα να είναι αφιερωμένη σε ένα συγκεκριμένο θέμα (π.χ. "τα ζώα", "το διάστημα", "η τέχνη"). Δραστηριότητες της εβδομάδας να σχετίζονται με το θέμα αυτό.

Οργάνωση εκδηλώσεων: Γιορτές, θεατρικές παραστάσεις, μουσικές εκδηλώσεις. Εκδηλώσεις με τη συμμετοχή των γονέων και της τοπικής κοινωνίας.

Συνεργασία με άλλους φορείς πολιτιστικούς(π.χ. μουσεία) και μη: Επισκέψεις από ειδικούς (π.χ. παιδοψυχολόγους, λογοθεραπευτές)

2.7 Καλές Πρακτικές

Οργάνωση συνελεύσεων. Δημιουργία ενός χώρου όπου τα παιδιά μπορούν να εκφράσουν τις απόψεις τους και να συμμετάσχουν σε δημοκρατικές διαδικασίες λήψης αποφάσεων.

Ανάθεση ρόλων και ευθυνών. Ανάθεση στα παιδιά μικρών ρόλων και ευθυνών μέσα στην τάξη, όπως ο υπεύθυνος της ημέρας ή ο βοηθός του νηπιαγωγού.

Προώθηση της συνεργασίας. Δημιουργία ομαδικών δραστηριοτήτων που απαιτούν συνεργασία, αλληλεγγύη και αλληλοσεβασμό.

Χρήση παιχνιδιών ρόλων. Δραματοποίηση καταστάσεων από την καθημερινή ζωή, βοηθώντας τα παιδιά να κατανοήσουν διαφορετικές οπτικές γωνίες και να αναπτύξουν ενσυναίσθηση.

Συζήτηση επίκαιρων θεμάτων. Συζήτηση με τα παιδιά για θέματα που απασχολούν την κοινωνία, όπως η προστασία του περιβάλλοντος, η διαφορετικότητα και η αλληλεγγύη.

Φιλοζωικές δραστηριότητες, φροντίζοντας κατοικίδια ή ζώα συντροφιάς.

2.8 Συνεργασία με εκπαιδευτικούς

Η συνεργασία με τους εκπαιδευτικούς είναι πολύ σημαντική για την εξέλιξη αλλά και την επιτυχία του προγράμματος. Για να επιτευχθούν οι στόχοι έγινε Ενδοσχολική επιμόρφωση των εκπαιδευτικών με διάρκεια 12 ωρών με σχετική θεματολογία για τον «Ενεργό πολίτη και δράσεις υλοποίησης στο νηπιαγωγείο».

Στόχοι της ενδοσχολικής επιμόρφωσης ήταν να ενδυναμωθούν οι εκπαιδευτικοί, να κινητοποιηθούν, να αποκτήσουν γνώσεις σχετικές με την έννοια του ενεργού πολίτη, να αναζητήσουν τις καλύτερες μεθόδους διδασκαλίας, να ενισχυθεί η αυτενέργεια τους, να αναρωτηθούν και να αναπτύξουν τον πολύπλευρο ρόλο τους (Τρούλης, 1985, Ανθόπουλος, Δαγκλής κ. ά., 1994).

2.9 Ο ρόλος των Νηπιαγωγών

Ο ρόλος των νηπιαγωγών στη διαμόρφωση ενεργών και δραστήριων πολιτών στο νηπιαγωγείο είναι πολυδιάστατος και καθοριστικός. Οι νηπιαγωγοί, ως οι πρώτοι εκπαιδευτικοί που έρχονται σε επαφή με τα παιδιά εκτός του οικογενειακού περιβάλλοντος, έχουν την ευθύνη να θέσουν τις βάσεις για τη μελλοντική τους συμμετοχή στην κοινωνία ως ενεργοί πολίτες.

Οι νηπιαγωγοί: Α) Καλλιεργούν δημοκρατικές αξίες. Μέσα από το παιχνίδι, τις συζητήσεις και τις καθημερινές δραστηριότητες, οι νηπιαγωγοί βοηθούν τα παιδιά να κατανοήσουν και να υιοθετήσουν βασικές δημοκρατικές αξίες, όπως η ισότητα, ο σεβασμός, η αλληλεγγύη και η δικαιοσύνη.

Β) Ενθαρρύνουν τη συμμετοχή. Δημιουργούν ένα περιβάλλον όπου τα παιδιά αισθάνονται ασφάλεια να εκφράσουν τις απόψεις τους, να συμμετάσχουν σε συζητήσεις και να αναλάβουν πρωτοβουλίες.

Γ) Προωθούν την κριτική σκέψη. Βοηθούν τα παιδιά να αναπτύξουν την ικανότητα να σκέφτονται κριτικά, να αμφισβητούν τα δεδομένα, να αναζητούν πληροφορίες και να λαμβάνουν αποφάσεις.

Δ) Ενισχύουν την κοινωνική και συναισθηματική ανάπτυξη. Δημιουργούν ευκαιρίες για συνεργασία, αλληλεπίδραση και επίλυση προβλημάτων, βοηθώντας τα παιδιά να αναπτύξουν κοινωνικές δεξιότητες και να διαχειριστούν τα συναισθήματά τους.

Ε) Συνεργάζονται με τους γονείς. Οι νηπιαγωγοί συνεργάζονται στενά με τους γονείς, ενημερώνοντάς τους για την πρόοδο των παιδιών και παρέχοντας τους συμβουλές για το πώς να ενισχύσουν την ενεργό πολιτειότητα στο σπίτι.

3. Συμπέρασμα

Η έννοια του «ενεργού πολίτη» είναι θεμελιώδης για τη λειτουργία μιας δημοκρατικής κοινωνίας. Ο «ενεργός πολίτης» δεν περιορίζεται μόνο στην άσκηση των δικαιωμάτων του, όπως η ψήφος, αλλά συμμετέχει ενεργά σε κοινωνικές, πολιτικές και περιβαλλοντικές δράσεις. Διαθέτει κριτική σκέψη, ενημερώνεται, αξιολογεί τις καταστάσεις και λαμβάνει τεκμηριωμένες αποφάσεις. Παράλληλα, αναλαμβάνει πρωτοβουλίες για την προώθηση του κοινού καλού, προασπίζοντας τις αξίες της δημοκρατίας, της ισότητας και της δικαιοσύνης.

Η εκπαίδευση αποτελεί βασικό παράγοντα στη διαμόρφωση του ενεργού πολίτη. Η ανάπτυξη των δεξιοτήτων αυτών πρέπει να ξεκινά από την παιδική ηλικία, με το σχολείο να διαδραματίζει καθοριστικό ρόλο. Επιπλέον, η συμμετοχή των παιδιών σε αποφάσεις που τα αφορούν, ακόμη και από την προσχολική ηλικία, ενισχύει την αυτονομία και την αίσθηση ευθύνης τους απέναντι στην κοινωνία.

Το νηπιαγωγείο μέσα από δημοκρατικές διαδικασίες, όπως η συμμετοχή στη λήψη αποφάσεων, η συνεργασία και η ελευθερία της έκφρασης, τα παιδιά κατανοούν έννοιες όπως η ισότητα, η δικαιοσύνη και ο σεβασμός στα δικαιώματα των άλλων. Έτσι, το σχολικό περιβάλλον πρέπει να λειτουργεί ως μικρογραφία της κοινωνίας, ενθαρρύνοντας τη συμμετοχή και την ανάληψη ευθυνών.

Οι βιωματικές και καινοτόμες δράσεις στο νηπιαγωγείο συμβάλλουν σημαντικά στην ανάπτυξη της ενεργού πολιτειότητας. Μέθοδοι όπως η «μέθοδος project» και η «ομαδοσυνεργατική μέθοδος» προάγουν τη συνεργασία, την υπευθυνότητα και την επίλυση προβλημάτων, ενώ η εκπαίδευση για την Αειφορία διδάσκει στα παιδιά τη σημασία της προστασίας του περιβάλλοντος και της υπεύθυνης διαχείρισης των πόρων. Η ενεργή συμμετοχή των παιδιών σε αυτές τις δραστηριότητες τα προετοιμάζει να γίνουν πολίτες που ενδιαφέρονται για το κοινό καλό και συμβάλλουν θετικά στην κοινωνία.

Συνοψίζοντας, η διαμόρφωση του «Ενεργού Πολίτη» ξεκινά από την παιδική ηλικία και απαιτεί την κατάλληλη εκπαιδευτική προσέγγιση. Το σχολείο και ιδιαίτερα το νηπιαγωγείο, μέσω κατάλληλων δράσεων, μπορεί να καλλιεργήσει τις αξίες της δημοκρατίας, της συμμετοχής και της κοινωνικής υπευθυνότητας, διαμορφώνοντας πολίτες που θα συνεισφέρουν ενεργά στη διατήρηση και εξέλιξη μιας δημοκρατικής κοινωνίας, χτίζοντας το μέλλον ενεργού και δραστήριου πολίτη!

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Η ΕΝΕΡΓΕΙΑ ΩΣ ΘΕΜΑ ΠΡΟΓΡΑΜΜΑΤΟΣ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΜΕ ΤΗ ΜΕΘΟΔΟ PROJECT

Αγγελάκης Μιλτιάδης
Φοιτητής ΑΠΘ του τμήματος Δασολογία; και Φυσικού Περιβάλλοντος

Περίληψη

Η παρούσα εργασία αναδεικνύει την αναγκαιότητα ενσωμάτωσης της ενέργειας στην περιβαλλοντική εκπαίδευση μέσω βιωματικής προσέγγισης. Εστιάζει στη μέθοδο project, η οποία βασίζεται στη συλλογική, διερευνητική και ενεργητική μάθηση, με στόχο την ευαισθητοποίηση των μαθητών για την ορθολογική χρήση ενέργειας. Η ενέργεια παρουσιάζεται ως βασική έννοια της φυσικής και της περιβαλλοντικής εκπαίδευσης, με έμφαση στη σημασία των ανανεώσιμων πηγών και της εξοικονόμησης ενέργειας. Επιλέχθηκαν δραστηριότητες που ενισχύουν τη δημιουργικότητα, την κριτική σκέψη και την ομαδική συνεργασία, όπως επισκέψεις σε φωτοβολταϊκά πάρκα, εκπαιδευτικά παιχνίδια και δραματοποίηση. Οι μαθητές καλούνται να ερευνήσουν, να αξιολογήσουν και να προτείνουν λύσεις για την εξοικονόμηση ενέργειας. Οι στόχοι του προγράμματος περιλαμβάνουν την κατανόηση των ενεργειακών πηγών και της σημασίας τους, την ανάπτυξη δεξιοτήτων και την υιοθέτηση θετικών στάσεων απέναντι στο περιβάλλον. Η μέθοδος project προωθεί τη βιωματική μάθηση, τη συνεργασία και την ευαισθητοποίηση για περιβαλλοντικά ζητήματα. Συμπερασματικά, η εφαρμογή της μεθόδου ενισχύει την κατανόηση της ενέργειας, καλλιεργεί δεξιότητες και ευαισθητοποιεί τους μαθητές στην προστασία του περιβάλλοντος, ενώ αναδεικνύει τη σημασία της συνεργασίας και της ενεργούς συμμετοχής για την επίλυση περιβαλλοντικών προβλημάτων.

Λέξεις κλειδιά: μέθοδος project, περιβαλλοντική εκπαίδευση, βιωματική μάθηση, ανανεώσιμες και μη ανανεώσιμες πηγές ενέργειας

1. Εισαγωγή

Στη σύγχρονη εποχή που διανύουμε η ενσωμάτωση της διδακτικής της ενέργειας ιδιαίτερα με τη μέθοδο Project σε ένα περιβαλλοντικό πρόγραμμα εκπαίδευσης θεωρείται επιτακτική ανάγκη, καθώς η χώρα μας επηρεάζεται συχνά από έντονα κλιματικά γεγονότα. Οι συνθήκες στην οικονομία, την κοινωνία , την πολιτική και την τεχνολογία είναι ραγδαίες, εξελίσσονται ανάρμοστα και βίαια με αποτέλεσμα να μην συμβαδίζουν με τις αρχές για μια κοινωνία που σέβεται τον άνθρωπο και το περιβάλλον του. Όλα αυτά καταλήγουν σε ποικίλα περιβαλλοντικά προβλήματα που απαιτούν άμεσες λύσεις. Είναι ένα θέμα που αφορά στην αρωγή των επιστημόνων για την καθοδήγηση του πολίτη και την ευαισθητοποίηση του. Η καλλιέργεια της ενσυναίσθησης από μικρή ηλικία αποτελεί ένα σημαντικό οδηγό στην επίλυση των περιβαλλοντικών προβλημάτων. Έπειτα η εκπαίδευση αποτελεί πρωτεύοντα ρόλο στην καλλιέργεια δεξιοτήτων προκειμένου να ευαισθητοποιηθούν οι μαθητές στην αγάπη και στην προστασία του περιβάλλοντος.

Το συγκεκριμένο άρθρο έχει ως στόχο να εφαρμόσει ένα πρόγραμμα περιβαλλοντικής εκπαίδευσης, αξιοποιώντας τη μέθοδο Project και καλλιεργώντας στους εκπαιδευόμενους δεξιότητες και αντιλήψεις σχετικές με την ενέργεια.

Ο Frey θεωρεί ότι ένα project απαιτεί τη συνεργασία όλων και συνιστά έναν τρόπο ομαδικής διδασκαλίας που το περιεχόμενό της σχεδιάζεται, διαμορφώνεται, οργανώνεται και υλοποιείται ομαδικά, με τη σύμπραξη όλων. «Είναι μια ανοικτή και συγχρόνως συλλογική διαδικασία μάθησης, τα όρια της οποίας δεν είναι αυστηρά καθορισμένα αλλά μεταβάλλονται ανάλογα με την εκάστοτε κατάσταση, που επικρατεί όταν εφαρμόζεται,και ανάλογα με το ενδιαφέρον που επιδεικνύουν οι συμμετέχοντες σ' αυτήν » (K. Frey, 1986). «Είναι μια μέθοδος επίλυσης προβλήματος, που εμπλέκει το μαθητή στην έρευνα, στην επίλυση του προβλήματος, καθώς και στη γραπτή ή προφορική αναφορά των πεπραγμένων»(Walker,2014). Ο Χρυσαφίδης (2006) ταυτίζει αυτή τη δημιουργική,

ενεργητική μέθοδο με τη βιωματική επικοινωνιακή διδασκαλία, δηλαδή «ένα πλέγμα διδακτικών διαδικασιών που έχουν ως αφόρμηση βιωματικές καταστάσεις».

Η μέθοδος Project αποτελεί καινοτόμο εργαλείο της εκπαίδευσης το οποίο μέσω της επιστημονικής μεθόδου εμπλέκει τους μαθητές στην ενεργητική και διερευνητική μάθηση. Απαιτεί την ανάληψη πρωτοβουλιών λαμβάνοντας υπόψη τα βιώματα, τα ενδιαφέροντα και τις ανάγκες τους. Στόχος είναι η εφαρμογή και η απόκτηση των δεξιοτήτων τους που αποσκοπούν στον επιστημονικό τρόπο έρευνας. Ο ρόλος του εκπαιδευτικού είναι καθοδηγητικός, δημιουργεί περιβάλλον εμπιστοσύνης και συνεργατικότητας μεταξύ των μελών, συνεγείρει όπου χρειάζεται και κατευνάζει τις εντάσεις εάν εμφανιστούν (Frey, 1986).

Επιπλέον, ο δάσκαλος διευκολύνει και εμψυχώνει τους μαθητές στη μαθησιακή διαδικασία. Ενθαρρύνει την προβολή των ενδιαφερόντων, των εμπειριών και την πρόκληση νέων απορίων των μαθητών, την δημιουργία ερευνητικών ερωτημάτων μέσα από τους/τις ίδιους /ίδιες μαθητές/τριες και τη σύνδεσή τους με τους διδακτικούς στόχους.

Τροφοδοτεί με στοχευμένες παρεμβάσεις και παρατηρήσεις την επεξεργασία (ανάλυση, κριτική προσέγγιση) των ερευνητικών δεδομένων. Δημιουργεί μια ατμόσφαιρα αποδοχής, αμφίδρομης επικοινωνίας και, κατά συνέπεια, μια θετικότερη σχέση ανάμεσα στον εκπαιδευτικό και στους μαθητές.

Από την άλλη πλευρά οι μαθητές προτείνουν εναλλακτικούς τρόπους συνεργασίας για την επίλυση προβλημάτων. Τα επιθυμητά αποτελέσματα είναι τα εξής:

- Καλλιέργεια κριτικής και δημιουργικής σκέψης.
- Διεύρυνση των παραστάσεων τους με την εμπλοκή τους στην αναζήτηση υλικού.
- Αυτενέργεια και αξιοποίηση των πνευματικών τους δυνάμεις.
- Ανάπτυξη της πρωτοβουλίας τους.
- Ενθάρρυνση της καλλιέργειας των ικανοτήτων, των χαρισμάτων και τα ταλέντων τους.
- Ηθική ικανοποίηση με την επίτευξη των στόχων τους.
- Ενθάρρυνση της ελευθερία σκέψης και έκφρασης (Frey, 1986).

2. Κυρίως μέρος

2.1. Τοποθέτηση του προβλήματος – Έναρξη διδασκαλίας

Η ενέργεια είναι μια από τις πιο θεμελιώδεις έννοιες στη Φυσική και την περιβαλλοντική εκπαίδευση, καθώς η εξοικονόμησή της σχετίζεται άμεσα με το περιβάλλον. Υπάρχουν διάφορες μορφές ενέργειας, όπως θερμική, ηλεκτρική, κινητική, δυναμική, πυρηνική, χημική και φωτεινή. Η κινητική και δυναμική ενέργεια μετατρέπονται συνεχώς μεταξύ τους, όπως φαίνεται στο παράδειγμα του «τρένου του τρόμου» (Walker, 2014).

Η ενέργεια δεν δημιουργείται ούτε καταστρέφεται, αλλά μετατρέπεται από μια μορφή σε άλλη. Ωστόσο, λόγω των τριβών και της θερμότητας που αποβάλλεται στο περιβάλλον, συχνά παρατηρείται υποβάθμιση της ενεργειακής απόδοσης. Η αυξημένη ενεργειακή κατανάλωση και η ρύπανση οδηγούν σε σοβαρές περιβαλλοντικές επιπτώσεις, όπως η αύξηση της θερμοκρασίας της Γης, το λιώσιμο των πάγων και η άνοδος της στάθμης της θάλασσας.

Για τη μείωση της ενεργειακής σπατάλης, είναι σημαντικό να καλλιεργηθεί από μικρή ηλικία η συνείδηση εξοικονόμησης ενέργειας. Απλές πρακτικές, όπως η απενεργοποίηση ηλεκτρικών συσκευών και η χρήση μέσων μαζικής μεταφοράς, μπορούν να συμβάλουν σημαντικά.

Οι πηγές ενέργειας διακρίνονται σε ανανεώσιμες (ήλιος, άνεμος, νερό, βιομάζα, γεωθερμία) και μη ανανεώσιμες (πετρέλαιο, φυσικό αέριο, γαιάνθρακες, πυρηνική ενέργεια). Παρότι οι μη ανανεώσιμες πηγές καλύπτουν ακόμα το μεγαλύτερο μέρος των ενεργειακών αναγκών, η χρήση των ανανεώσιμων πηγών είναι πιο φιλική προς το περιβάλλον. Η ανάπτυξη της τεχνολογίας για την αποτελεσματική αξιοποίησή τους κρίνεται αναγκαία για τη μείωση της ρύπανσης και τη βιώσιμη ανάπτυξη (Walker, 2014).

2.2. Γενικός σκοπός –ειδικότεροι σκοποί σε επίπεδο γνώσεων, δεξιοτήτων, στάσεων, αξιών

Να αποκτήσουν οι μαθητές βασικές γνώσεις για την ενέργεια, τις πηγές της, για τις διάφορες μορφές της καθώς και για τις μετατροπές της.

Ειδικότεροι στόχοι

Γνωστικοί

- Να αναφέρουν οι μαθητές ότι η ενέργεια μπορεί να έχει διάφορες μορφές.
- Να εξηγήσουν οι μαθητές πως η ενέργεια μπορεί να αποθηκεύεται καινα αναφέρουν διάφορες πηγές ενέργειας.
- Να εξηγήσουν οι μαθητές ότι η ενέργεια μπορεί να μετατρέπεται από μια μορφή σε μία άλλη.
- Να αναπτύξουν τη διαθεματική και διεπιστημονική προσέγγιση του θέματος της ενέργειας.
- Να παρουσιάσουν τις διαστάσεις των ανανεώσιμων και μη ανανεώσιμων πηγών ενέργειας.
- Να κατανοήσουν και να προτείνουν τρόπους εξοικονόμησης ενέργειας (Ράγκου, 2015)

Δεξιοτήτων στάσεων αξιών

- Να εργάζονται ομαδικά παρέχοντας ο καθένας/καθεμιά ανάλογα με τις δυνατότητές του/της
- Να υλοποιήσουν ένα πρόγραμμα με τη μέθοδο project, θέτοντας στόχους και οργανώνοντας από κοινού δραστηριότητες και αξιολογώντας τις εργασίες τους.
- Να εξοικειωθούν με το διαδίκτυο και με τους σύγχρονους τρόπους μετάδοσης πληροφοριών
- Να εκφράζονται δημιουργικά μέσα από παιχνίδια ρόλων
- Να καλλιεργήσουν την ενσυναίσθησή τους σε θέματα που αφορούν το περιβάλλον και συγκεκριμένα την ενέργεια

Γενικοί και Ειδικότεροι Στόχοι σε σχέση με τη μέθοδο project

Η μέθοδος project παρέχει στους εκπαιδευόμενους πολλαπλά παιδαγωγικά οφέλη και εφαρμόζεται τόσο στην πρωτοβάθμια, όσο και στην δευτεροβάθμια εκπαίδευση. Οι κυριότεροι στόχοι της μεθόδου είναι οι εξής:

- Να ανακαλύψουν τη γνώση μέσω της αναζήτησης και της αυτενέργειας.
- Να αποκτήσουν αυθόρμητα τη γνώση που θέτεται σε άμεση συνάρτηση με τα ενδιαφέροντα και τις ανάγκες των εκπαιδευόμενων.
- Να προσεγγίσουν διαθεματικά και διεπιστημονικά το θέμα της ενέργειας καλύπτοντας το σε μεγαλύτερο εύρος και βάθος.
- Να αναπτύξουν πρωτοβουλίες και να ενισχύσουν τη δημιουργική σκέψη των εκπαιδευόμενων.
- Να καλλιεργήσουν την κριτική τους σκέψη μέσω της ιεράρχησης της χρησιμότητας των πληροφοριών
- Να ενισχύσουν τη μορφή του διαλόγου και να αναπτύξουν τις κοινωνικές και τις επικοινωνιακές δεξιότητες των εκπαιδευομένων.
- Να δημιουργήσουν κλίμα συνεργασίας και εμπιστοσύνης και να συσφίξουν τις σχέσεις τους.
- Να ενδυναμώσουν την έννοια της ομαδικότητας και της ευγενούς άμιλλας και να μειώσουν τον ανταγωνισμό.
- Να κοινωνικοποιηθούν και να ενισχύσουν τη διαπολιτισμικότητα μέσω των ομάδων και μέσω της έρευνας.

- Να μάθουν να διαχέουν το αποτέλεσμα της εργασίας τους στην κοινωνία.
- Να βελτιώνουν το παιδαγωγικό τους έργο.
- Να εξοικειώνονται με τη διαφοροποιημένη – εξατομικευμένη διδασκαλία. (Χρυσαφίδης, 2006)

2.3 Στάδια εξέλιξης της διδακτικής πρότασης

Η μέθοδος Project δομείται με βάση τα ακόλουθα στάδια (Frey, 1986)

Φάση προβληματισμού -προγραμματισμού-προετοιμασίας

Ιδιαίτερα σημαντική θεωρείται η προετοιμασία, η οποία στην περίπτωση της πρωτοβάθμιας εκπαίδευσης και ιδιαίτερα για ένα project που εφαρμόζεται στις Ε και Στ τάξεις Δημοτικού Σχολείου εκτελείται από τον εκπαιδευτικό που συνήθως προτείνει το θέμα σε σχέση πάντα με τα ενδιαφέροντα των μαθητών/τριών. Η σωστή προετοιμασία μειώνει στο ελάχιστο τους αστάθμητους παράγοντες και τα προβλήματα που θα χρειαστούν αντιμετώπιση κατά τη διάρκεια του Project.

Η επιλογή θέματος έγινε από τον συντονιστή, που όπως αναφέρθηκε θεωρεί σημαντικό το θέμα της ενέργειας. Καθώς επίσης διατυπώθηκαν στους εκπαιδευόμενους ο βασικός σκοπός και οι επιμέρους στόχοι του προγράμματος. Από την αρχή της εφαρμογής του project γίνεται ενεργοποίηση της συμμετοχής των εκπαιδευομένων με σκοπό να λάβουν σημαντικές αποφάσεις.

Επίσης διαμορφώνεται το πλαίσιο δράσης, το οποίο περιλαμβάνει τη συγκρότηση των ομάδων εργασίας, τον σχεδιασμό των ενεργειών που απαιτούνται και την κατανομή έργου. Στην πρωτοβάθμια εκπαίδευση χρειάζεται καθοδήγηση και βοήθεια από τον συντονιστή για τη σωστή αξιοποίηση του χρόνου, του υλικού και τη συγκρότηση ομοιογενώς των ομάδων.

Φάση διεξαγωγής των δραστηριοτήτων

Καλύπτει τον περισσότερο χρόνο που αφιερώνεται στη μέθοδο του project. Περιλαμβάνει την συλλογή, ταξινόμηση και επεξεργασία του υλικού από τις επιμέρους ομάδες και την παρουσίασή του στην ολομέλεια. Στη συνέχεια γίνεται σύνθεση των αποτελεσμάτων που πέτυχαν οι ομάδες, με σκοπό την παραγωγή του τελικού προϊόντος.

2.4 Δραστηριότητες

Μετά τις πρώτες συστάσεις η ομάδα πραγματοποίησε στην αυλή του σχολείου ένα παιχνίδι με σκοπό την ένταξη των μαθητών με έμμεσο τρόπο στον προβληματισμό της χρήσης της ενέργειας. Η δημιουργία κύκλου, η χρήση μικρής μαλακής μπάλας και η σύσταση των προσώπων αποσκοπούσε στη δημιουργία φιλικού κλίματος μεταξύ των παιδιών. Ο/η κάθε μαθητής/ τρια που κρατούσε τη μπάλα έλεγε το όνομά του, το αγαπημένο του παιχνίδι και ποιο θεωρούσε περιβαλλοντικό πρόβλημα στην περιοχή της Φθιώτιδας.

Στη συνέχεια οι μαθητές μπήκαν στο εργαστήρι Πληροφορικής του Σχολείου και παρακολούθησαν στο YouTube από την εκπαιδευτική τηλεόραση το ακόλουθο βίντεο Πράσινη Ενέργεια- Ανανεώσιμες πηγές ενέργειας

https://www.youtube.com/watch?v=Q8Ofz2i9abQ

Έπειτα ακολούθησε ελεύθερη συζήτηση και τα παιδιά αποφάσισαν να ασχοληθούν με την ενέργεια, τις πηγές της και τους τρόπους εξοικονόμησης ενέργειας.

Την επόμενη ώρα προτάθηκε το πλαίσιο αναφοράς από τον συντονιστή και δημιουργήθηκε η δομή του προγράμματος που περιλαμβάνει τα εξής:

- •Οριοθέτηση της έννοιας ενέργεια και ανασκόπηση του τρόπου χρήσης της ιστορικά από τον πρώτο άνθρωπο που κατοίκησε στη Γη
- •Χωρισμός των πηγών ενέργειας σε ανανεώσιμες και μη ανανεώσιμες
- •Προσέγγιση του προβλήματος υπερκατανάλωσης και των επιπτώσεων στο περιβάλλον
- •Επίσκεψη φωτοβολταϊκού πάρκου –ενημέρωση λειτουργίας από ειδικό
- •Προτάσεις λύσεων εξοικονόμησης ενέργειας
- •Σημασία της Γεωθερμίας-Ιαματικά λουτρά Φθιώτιδας

- •Ανάληψη Δράσης

Η υλοποίηση καλύπτει επιπλέον τα εξής στάδια:

1)στάδιο ευαισθητοποίησης 2) βιβλιογραφικής ανασκόπησης και αναζήτησης πληροφοριών στο διαδίκτυο για την ενέργεια 3) της καλλιέργειας δεξιοτήτων προκειμένου να πραγματοποιηθούν οι εργασίες 4) η διαμόρφωση ευνοϊκότερης και πιο φιλικής στάσης απέναντι στο περιβάλλον χρησιμοποιώντας συνετά την ενέργεια 5) συμμετοχή στη διάχυση των αποτελεσμάτων με την ενημέρωση σε όλα τα τμήματα του σχολείου αλλά και στο κοντινό Γυμνάσιο και Λύκειο (Larmer, J., & Mergendoller, J. 2010*).*

2.5 Βιβλιογραφική έρευνα – έρευνα πεδίου

Ακολουθούνται τα εξής βήματα:

- Γίνεται βιβλιογραφική έρευνα στο διαδίκτυο προκειμένου να συγκεντρωθούν πληροφορίες για τους τρόπους παραγωγής ενέργειας.
- Η ομάδα θα επισκεφτεί ένα φωτοβολταϊκό πάρκο της κοντινής περιοχής για να γνωρίσουν την τεχνολογική προσέγγιση του εναλλακτικού τρόπου παραγωγής ηλεκτρικής ενέργειας. Έπειτα θα γίνει επεξήγηση από ειδικό του τρόπου λειτουργία ενός ηλιακού πάνελ και του τρόπου παραγωγής ηλιακής ενέργειας.
- Οι εκπαιδευόμενοι στη συνέχεια θα σχεδιάσουν ένα φωτοβολταϊκό πάρκο και θα γράψουν τα προτερήματα της χρήσης του.

Καλλιέργεια δεξιοτήτων: Περιλαμβάνει την ενασχόληση των μαθητών με ελεύθερες εργασίες που αφορούν την ενέργεια. Οι τομείς που μπορούν να συμπεριληφθούν είναι οι εξής: ζωγραφική, δημιουργία ποιημάτων, δημιουργία σταυρόλεξων για τις ανανεώσιμες και μη ανανεώσιμες πηγές ενέργειας, αλλά και η κατασκευή επιτραπέζιου παιχνιδιού «φιδάκι» για την ενέργειας.

Οι εκπαιδευόμενοι θα εργαστούν ανά ομάδες και θα χρησιμοποιήσουν τα ακόλουθα υλικά για να δημιουργήσει η κάθε ομάδα το δικό της επιτραπέζιο παιχνίδι.

Υλικά που θα χρειαστούν:

- Ένα κομμάτι σκληρό χαρτόνι (το πόσο μεγάλο ή μικρό θα είναι εξαρτάται από τα πόσα κουτάκια θέλετε να έχει το ταμπλό του παιχνιδιού σας).
- Σύρμα πίπας σε διάφορα χρώματα
- Ματάκια
- Ξυλάκια χειροτεχνίας σε διάφορα μεγέθη
- Μαρκαδόρους
- Ξυλομπογιές ή νερομπογιές
- Μολύβι
- Χάρακα
- Πιόνια ή μικρά αντικείμενα που θα λειτουργήσουν σαν πιόνια
- Ζάρι

Ο τρόπος Κατασκευής είναι ο εξής: Οι εκπαιδευόμενοι θα πάρουν το χαρτόνι και θα το χωρίσουν σε τετράγωνα περίπου 3,5 εκ το καθένα. Έπειτα θα χρωματίσουν το κάθε τετράγωνο σε διάφορα χρώματα. Για να δημιουργήσουν τα φιδάκια παίρνουν δύο σύρματα πίπας σε διαφορετικά χρώματα, τα στρίβουν μεταξύ τους, διπλώνουν την μια άκρη για να φτιάξουν το κεφάλι και κολλούν τα μάτια. Κόβοντας το σύρμα στη μέση δημιουργούνται μικρότερα φιδάκια.

Για την κατασκευή των σκαλών χρησιμοποιούνται ξυλάκια χειροτεχνίας και σχηματίζονται μικρά τετραγωνάκια το ένα κάτω από το άλλο, αφήνοντας κενά μεταξύ τους. Γίνεται αρίθμηση των τετράγωνα, αφού τοποθετηθούν ή κολληθούν φιδάκια και σκάλες για να μην καλυφθούν οι αριθμοί. Μετά την κατασκευή του παιχνιδιού, οι εκπαιδευόμενοι δημιουργούν τις ερωτήσεις.

Οι ερωτήσεις που θα αναγραφούν στα διάφορα σημεία στα τετράγωνα είναι οι εξής:

- Χρησιμοποιείς τα πόδια ή το ποδήλατό σου για κοντινές αποστάσεις;
- Κλείνεις τα φώτα και τις ηλεκτρικές συσκευές όταν φεύγεις από το σπίτι;
- Ποια μορφή ενέργειας ονομάζεται χημική;
- Ποια μορφή ενέργειας ονομάζεται κινητική;
- Ποια μορφή ενέργειας ονομάζεται ηλεκτρική;
- Ποια μορφή ενέργειας ονομάζεται θερμική και φωτεινή;
- Ποια μορφή ενέργειας ονομάζεται πυρηνική;
- Πότε συμβαίνει υποβάθμιση της ενέργειας;
- Ποιες είναι οι ανανεώσιμες πηγές ενέργειας;
- Ποιες είναι οι μη ανανεώσιμες πηγές ενέργειας;

Ο κάθε εκπαιδευόμενος ρίχνει το ζάρι και προχωράει τόσα βήματα όσα πετυχαίνει. Ανάλογα με την ερώτηση που θα πετύχει θα πρέπει να δίνει και τη σωστή απάντηση. Αν δεν απαντά σωστά επιστρέφει πίσω. Οι σωστές απαντήσεις θα βρίσκονται σε ένα πλαστικοποιημένο κατάλογο που θα κρατάει ο αρχηγός του παιχνιδιού. Νικητής είναι εκείνος που θα κατορθώσει να φτάσεις στην κορυφή του παιχνιδιού που είναι το 100.

2.6 Η διαμόρφωση ευνοϊκότερης και πιο φιλικής στάσης απέναντι στο περιβάλλον χρησιμοποιώντας συνετά την ενέργεια

Η εφαρμογή της δραματοποίησης είναι καθοριστικής σημασίας, καθώς εμπλέκει τους εκπαιδευόμενους στην βιωματική μάθηση, ενεργοποιεί τα κίνητρα τους και συμβάλει σε μια αποτελεσματική μάθηση. Στη συγκεκριμένη εργασία θα εμπλέξουμε τη δραματοποίηση στην διδακτική της ενέργειας, προκειμένου να βοηθήσουμε τους μαθητές/τριες να διαμορφώσουν ευνοϊκότερη και πιο φιλική στάση προς το περιβάλλον, αναπτύσσοντας ενσυναίσθηση. Κατά τη διάρκεια της δραματοποίησης, οι εκπαιδευόμενοι, μέσα από πολύ ζωντανές συζητήσεις, που συχνά αναπτύσσουν μια ενδιαφέρουσα δυναμική, αναλύουν και αξιολογούν κριτήρια βάσει των οποίων πάρθηκαν αποφάσεις και έγιναν επιλογές, διασαφηνίζουν τις αξίες των ομάδων που υποδύονται, αξιολογούν επιπτώσεις κλπ. Η επιλογή αυτής της δραστηριότητας θα χρησιμοποιηθεί για την καλύτερη προσέγγιση της πολυπλοκότητας που παρουσιάζει η έννοια ενέργεια και την καλύτερη εμπέδωση. Αναφορικά με την επιλογή του θέματος «δραματοποίηση» ακολουθείται η εξής διαδικασία:

- Επιλογή ενός θέματος « εξοικονόμηση ενέργειας ».
- Καθορισμός ρόλων και επιχειρημάτων. Οι εκπαιδευόμενοι θα αναλάβουν τους εξής ρόλους : Ανανεώσιμες πηγές ενέργειας α) γεωθερμία β) αιολική ενέργεια γ) ηλεκτρική ενέργεια δ) ενέργεια νερού ε) βιομάζα Μη ανανεώσιμες πηγές ενέργειας α) πετρέλαιο β) ορυκτοί άνθρακες γ) φυσικό αέριο δ) πυρηνική ενέργεια, κάτοικοι, δήμαρχος.
- Διαμόρφωση σεναρίου

Οι ρόλοι βρίσκονται σε μια πλατεία ενός χωριού της Φθιώτιδας. Οι κάτοικοι είναι προβληματισμένοι για την ακρίβεια που επικρατεί και συζητούν μεταξύ τους για τα μέτρα της κυβέρνησης και την άνοδο των τιμών στα τρόφιμα και στα τιμολόγια της ΔΕΗ. Ο δήμαρχος ανακοινώνει ότι πρόκειται να δημιουργηθεί αιολικό πάρκο στην περιοχή και θα πρέπει να κοπούν κάποια δέντρα και να καλυφθεί η περιοχή με ανεμογεννήτριες. Οι κάτοικοι αντιδρούν και παρουσιάζουν με τη σειρά τις ανανεώσιμες και τις μη ανανεώσιμες πηγές ενέργειας.

- Συζήτηση για την διαμόρφωση των όρων του παιχνιδιού. Ο κάθε εκπαιδευόμενος αναλαμβάνει μια ανανεώσιμη πηγή ενέργειας και μια μη ανανεώσιμη πηγή ενέργειας. Ο καθένας παρουσιάζει τα θετικά και τα αρνητικά της ενέργειας που έχει αναλάβει. Έπειτα οι κάτοικοι ενημερώνουν και προτείνουν τρόπους εξοικονόμησης ενέργειας.
- Συγκρότηση ομάδων και επεξεργασία των ρόλων. Ο κάθε εκπαιδευόμενος αναλαμβάνει να εξηγήσει τι είναι η κάθε μορφή ενέργειας παραστατικά π.χ. Είμαι ο ήλιος ζεσταίνω την γη,

αποθηκεύομαι στους ηλιακούς θερμοσίφωνες και στα φωτοβολταϊκά και παράγω ηλεκτρική ενέργεια. Στο τέλος καταγράφονται στον πίνακα οι τρόποι εξοικονόμησης ενέργειας που προτάθηκαν από τους «κατοίκους» και θα χρησιμοποιηθούν στην κατασκευή αφίσας από τους εκπαιδευόμενους.

2.7 Κατάλογος με τρόπους εξοικονόμησης ενέργειας

Έπειτα από την ολοκλήρωση της δραματοποίησης όπου οι εκπαιδευόμενοι υποδύθηκαν ένα ρόλο, εκφράστηκαν, συμμετείχαν ενεργά και βιωματικά, θα καταγράψουν έναν τρόπο ο καθένας/ η καθεμία και θα σχεδιάσουν τον αντίστοιχο τρόπο εξοικονόμησης ενέργεια από τους παρακάτω ώστε να δημιουργήσουν μια αφίσα.

1. Απομόνωση χώρων που δεν χρησιμοποιούνται
2. Τα σώματα θέρμανσης, οι εσωτερικές πόρτες που δε χρησιμοποιούνται κλείνονται.
3. Ελεύθερα θερμαντικά σώματα από αντικείμενα που τοποθετούνται επάνω.
4. Στεγανοποιούμε πόρτες και παράθυρα για να εμποδίζεται η διέλευση του ανέμου στο εσωτερικό του σπιτιού. Τοποθετούμε μονωτικές ταινίες ή κουρτίνες. Επίσης, μπορούμε να βάλουμε μεμβράνες σε παράθυρα και μπαλκονόπορτες ή μόνο σε δωμάτια που δεν χρησιμοποιούμε.
5. Ελέγχουμε το μονωτικό λάστιχο στις πόρτες ψυγείων, καταψυκτών και φούρνων, ώστε να κάνει καλή επαφή και να μην υπάρχει απώλεια ενέργειας (απώλεια ψύξης).
6. Περιορίζουμε τη διάρκεια που αφήνουμε ανοιχτή την πόρτα του ψυγείου, έχουμε από πριν επιλέξει τι θα χρειαστούμε από το εσωτερικό του ψυγείου για την ελαχιστοποίηση του χρόνο υ ανάκτησης θερμοκρασίας .
7. Ρυθμίζουμε το θερμοστάτη του συστήματος ψύξης ψυγείων και καταψυκτών σε μεγαλύτερη θερμοκρασία.
8. Τοποθετούμε τις οικιακές συσκευές μακριά από εστίες θέρμανσης.
9. Πλένουμε τα ρούχα μας στο πλυντήριο ρούχων σε χαμηλή θερμοκρασία.
10. Όταν δεν χρησιμοποιούμε το τζάκι, η καμινάδα πρέπει να είναι κλειστή από το κλείστρο της.
11. Κλείνουμε το φούρνο μας 10 – 15 λεπτά πριν τελειώσει το μαγείρεμα.
12. Τα μαγειρικά σκεύη πρέπει να εφαρμόζουν καλά στα μάτια της κουζίνας.
13. Όπου είναι εφικτό, χρησιμοποιούμε χύτρα ταχύτητας.
14. Χαμηλώνουμε τη φωτεινότητα όσο μπορούμε στις συσκευές με οθόνη.
15. Εγκατάσταση προγραμματιζόμενου θερμοστάτη, καθώς επιτρέπει τον προκαθορισμό διαφορετικών θερμοκρασιών και εξοικονομεί χρήματα τόσο για κλιματισμό όσο και για θερμότητα.
16. Εγκατάσταση θερμοστατικών βαλβίδων στα θερμαντικά σώματα. Επιτρέπουν την αυτόματη ρύθμιση της ροής του ζεστού νερού ανάλογα με την επιθυμητή θερμοκρασία του κάθε χώρου ξεχωριστά. Έτσι κάθε θερμαντικό σώμα γίνεται ανεξάρτητο και απομονώνεται αυτόματα όταν επιτευχθεί η επιθυμητή θερμοκρασία, τη στιγμή που οι υπόλοιποι χώροι που έχουν ανάγκη θέρμανσης συνεχίζουν να λειτουργούν
17. Εγκατάσταση συστήματος αντιστάθμισης στον λέβητα
18. Συντήρηση συστήματος θέρμανσης/ψύξης, π.χ. λέβητα, αντλιών θερμότητας, κλιματιστικών
19. Εγκατάσταση ηλιακού θερμοσίφωνα
20. Αντικατάσταση συσκευών με συσκευές υψηλής ενεργειακής απόδοσης βάσει του πλαισίου ενεργειακής σήμανσης και των προδιαγραφών EnergyStar.
21. Αντικατάσταση λαμπτήρων φωτισμού με τεχνολογία led.
22. Αντικατάσταση των υπαρχόντων κουφωμάτων με νέα θερμομονωτικά – ενεργειακά.
23. Εγκατάσταση συστήματος ενεργειακής διαχείρισης (Υπουργείο περιβάλλοντος και Υγείας) https://ypen.gov.gr/23-tropoi-exoikonomisis-energeias/

2.8 Επίσκεψη στα ιαματικά λουτρά Φθιώτιδας

Η επίσκεψη αυτή έχει ως σκοπό να κατανοήσουν οι εκπαιδευόμενοι τη δυσνόητη έννοια της Γεωθερμίας που αναβλύζει από τα βάθη της Γης και τον τρόπο αξιοποίησής της. Τα ιαματικά λουτρά των Θερμοπυλών της Φθιώτιδας είναι θερμά και μπορούν οι εκπαιδευόμενοι να κατανοήσουν ότι η Γεωθερμία χρησιμεύει στους ανθρώπους εκτός από την παραγωγή ενέργειας στα εργοστάσια και ακόμη πιο άμεσα στην ιατρική καθώς θεραπεύει διάφορες παθήσεις και είναι παγκοσμίου φήμης.

Τα λουτρά των Θερμοπυλών είναι ήδη γνωστά από τους μυθικούς χρόνους, αφού η Αθηνά ζήτησε από τη Γαία να τα δημιουργήσει για να ανανεώνουν τον Ηρακλή μετά τους άθλους του. Ενδείκνυνται για παθήσεις των αρθρώσεων και της σπονδυλικής στήλης, για δερματίτιδες, αναπνευστικά, γυναικολογικά και άλλα προβλήματα. Και εδώ υπάρχουν άρτιες υποδομές για τους λουόμενους. Θερμοκρασία νερού 41oC. Κατάλληλα για ρευματοπάθειες, αρθρίτιδες, ισχυαλγίες, φλεβίτιδες, αιμορροΐδες, γυναικολογικές παθήσεις και παθήσεις αναπνευστικού συστήματος.

Στο τέλος αυτής της φάσης γίνεται η αξιολόγηση του project συγκρίνοντας τους αρχικούς στόχους με το τελικό αποτέλεσμα.

2.9 Διαλείμματα ενημέρωσης και ανατροφοδότησης

Είναι σημαντική για τη σωστή περάτωση της εργασίας η συγκέντρωση των ομάδων στην ολομέλεια και η συζήτηση της πορείας των έργων που έχουν αναλάβει για πιο αποτελεσματική ολοκλήρωσή τους. Σε αυτό το στάδιο οι εκπαιδευόμενοι πρέπει να επιλύουν τυχόν απορίες και προβλήματα, να ανταλλάσσουν απόψεις για να βελτιστοποιήσουν τα έργα που έχουν αναλάβει. Είναι η βασική διαδικασία που προσδίδει στο project την ευελιξία που το χαρακτηρίζει. Επιπλέον τα διαλείμματα ανατροφοδότησης έχουν στόχο την χαλάρωση των μελών από το φόρτο εργασίας, την επικοινωνία και σύσφιξη σχέσεων μεταξύ των μελών και την επιβεβαίωση του κοινού προσανατολισμού.

2.10 Φάση Ολοκλήρωσης – αξιολόγησης

Το στάδιο αυτό σηματοδοτεί την περάτωση του project, συνήθως λόγω επίτευξης των στόχων που έχουν τεθεί στην αρχή της εργασίας αλλά και συζήτηση των δυσκολιών που αντιμετώπισε η κάθε ομάδα.

Το βασικό αποτέλεσμα του παρόντος project που αποτελεί και το τελικό προϊόν της ομάδας είναι οι αφίσες που έχουν δημιουργηθεί για την εξοικονόμηση της ενέργειας από τους εκπαιδευόμενους. Αυτό είναι δυνατόν να παρουσιαστεί στο κοινό κατά τη διάρκεια του project ή σε μεταγενέστερο στάδιο. Στην παρούσα εργασία για την ολοκλήρωση του προγράμματος και τη διάχυση των αποτελεσμάτων προτιμάται η οργάνωση εκδήλωσης στο τέλος της εφαρμογής του περιβαλλοντικού προγράμματος για την ενέργεια, στο χώρο του σχολείου. Εκεί θα παρουσιαστεί η κάθε φάση και τα αποτελέσματα του προγράμματος και θα ενημερωθεί όλη τη σχολική κοινότητα. Για την καλύτερη διάχυση των αποτελεσμάτων σε αυτή την εκδήλωση είναι δυνατόν να προσκληθούν και οι σχολικές μονάδες της Δευτεροβάθμιας Εκπαίδευσης (Γυμνάσιο, Λύκειο) της περιοχής και η οικεία δημοτική αρχή του τόπου.

Η εκδήλωση περιλαμβάνει, στην αρχή, την επίδειξη του ίδιου βίντεο που παρακολούθησαν οι εκπαιδευόμενοι στο YouTube και στη συνέχεια θα παρουσιαστούν αναλυτικά οι εργασίες οι οποίες υλοποιήθηκαν. Οι αφίσες θα βρίσκονται στο χώρο αναρτημένες και θα μοιραστεί φυλλάδιο με τις προτάσεις για την εξοικονόμηση της ενέργειας.

Η αξιολόγηση του προγράμματος μπορεί να γίνει με τη δημιουργία ενός ερωτηματολογίου που θα μοιραστεί στους εκπαιδευόμενους που συμμετείχαν στην εργασία.

Συμπεράσματα

Στα μαθησιακά αποτελέσματα του project περιλαμβάνεται η αύξηση του επιπέδου γνώσεων, δεξιοτήτων και στάσεων των συμμετεχόντων, σε σχέση πάντα με τους αρχικούς στόχους που τέθηκαν, η ενεργητική συμμετοχή και το ενδιαφέρον των εκπαιδευομένων. Ο βαθμός επίτευξης των

αρχικών στόχων κρίνεται σκόπιμο να αξιολογείται προκειμένου να βελτιώνονται την επόμενη φορά (Δημητρίου, 2005)

Τα συναισθήματα που νιώθουν οι συμμετέχοντες είναι χαρακτηριστικό της βιωματικότητας του project. Σε άτομα που συμμετέχουν για πρώτη φορά εμφανίζεται συχνά ενθουσιασμός για το αποτέλεσμα. Επίσης ιδιαίτερα θετικά συναισθήματα και περηφάνια εμφανίζονται όταν το αποτέλεσμα ξεπεράσει τις προσδοκίες (Larmer & Mergendoller, 2010). Επίσης, είναι πολύ σημαντική η διαπίστωση ότι η μέθοδος project βελτιώνει την στάση τόσο των εκπαιδευόμενων, όσο και των εκπαιδευτών αλλά και όλων των εμπλεκομένων σε αυτή τη διαδικασία. Τέλος, αποδεικνύεται μια αποτελεσματική μέθοδος που σημειώνει ικανοποιητική μεταφορά γνώσεων, αξιόλογο ομαδοσυνεργατικό και ευνοϊκό κλίμα μάθησης.

Βιβλιογραφία (Βιβλιογραφικές αναφορές)

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Παράρτημα

Ερωτηματολόγιο

1) Τι σου άρεσε περισσότερο στο περιβαλλοντικό πρόγραμμα για την ενέργεια;
2) Τι δε σου άρεσε και δε θα ήθελες να γίνει την επόμενη φορά; Τι θα πρότεινες εσύ προκειμένου να αντικατασταθεί;
3) Τώρα που το περιβαλλοντικό πρόγραμμα τελείωσε αναρωτήσου τι έμαθες από αυτό. Θα σε βοηθήσει ο παρακάτω πίνακας. Μπορείς να βαθμολογήσεις από το 1-5 πόσο σου άρεσε/ κατάλαβες κάθε θέμα.

ΘΕΜΑ ΠΟΥ ΕΞΕΤΑΣΤΗΚΕ	ΠΟΣΟ ΑΡΕΣΕ/ΗΤΑΝ ΚΑΤΑΝΟΗΤΟ	ΠΡΟΣΘΕΣΕ ΠΑΡΑΤΗΡΗΣΕΙΣ
ΣΥΜΜΕΤΟΧΗ ΣΤΗΝ «ΕΝΕΡΓΕΙΑ» (ΠΡΟΕΤΟΙΜΑΣΙΑ-ΠΑΡΟΥΣΙΑΣΕΙΣ		
ΠΡΟΒΟΛΗ ΒΙΝΤΕΟ «ΠΑΡΑΣΙΝΗ ΕΝΕΡΓΕΙΑ – ΑΝΑΕΩΣΙΜΕΣ –ΜΗ ΑΝΑΕΩΣΙΜΕΣ ΠΗΓΕΣ ΕΝΕΡΓΕΙΑΣ»		
ΕΠΙΣΚΕΨΗ ΣΤΟ ΦΩΤΟΒΟΛΤΑΪΚΟ ΤΗΣ		

ΠΕΡΙΟΧΗΣ- ΕΝΑΛΛΑΚΤΙΚΗ ΜΟΡΦΗ ΕΝΕΡΓΕΙΑΣ		
ΕΠΙΣΚΕΨΗ ΣΤΑ ΘΕΡΜΑ ΛΟΥΤΡΑ ΤΩΝ ΘΕΡΜΟΠΥΛΩΝ -ΓΕΩΘΕΡΜΙΑ		
ΔΡΑΜΑΤΟΠΟΙΣΗ «ΕΝΕΡΓΕΙΑ»		
ΔΗΜΙΟΥΡΓΙΑ ΑΦΙΣΑΣ «ΕΞΟΙΚΟΝΟΜΗΣΗ ΕΝΕΡΓΕΙΑΣ»		
ΔΗΜΙΟΥΡΓΙΑ ΠΟΙΜΑΤΩΝ ΓΙΑ ΤΗΝ ΕΝΕΡΓΕΙΑ		
ΔΗΜΙΟΥΡΓΙΑ ΕΠΙΤΡΑΠΕΖΙΟΥ ΠΑΙΧΝΙΔΙΟΥ – «ΦΙΔΑΚΙ» ΓΙΑ ΤΗΝ ΕΝΕΡΓΕΙΑ		
ΠΡΑΓΜΑΤΟΠΟΙΗΣΗ ΕΚΔΗΛΩΣΗΣ ΓΙΑ ΤΗΝ ΕΝΕΡΓΕΙΑ		

4)Θα σου άρεσε να προσθέταμε στο περιβαλλοντικό πρόγραμμα χρησιμοποιώ μόνο ανανεώσιμες πηγές ενέργειας;

5)Ποιο θέμα πιστεύεις ότι δεν καλύψαμε αρκετά και θα ήθελες να το καλύψουμε περισσότερο;

6)Γράψε τι σου άρεσε ή τι δε σου άρεσε στις περιβαλλοντικές επισκέψεις που πραγματοποιήσαμε στο φωτοβολταϊκό πάρκο και στα θερμά λουτρά Θερμοπυλών, Μπορείς να προσθέσεις κάποιες δραστηριότητες που θα ήθελες να γίνουν.

7) Τι θα ήθελες να γίνει διαφορετικά στην τελική παρουσίαση του προγράμματος;

8)Μπορείς να συμπεριλάβεις κάτι που ξεχάστηκε να αναφερθεί;

"OUR GREEN PODCAST"- ΕΝΑ ΕΥΡΩΠΑΙΚΟ E-TWINNING ΠΡΟΓΡΑΜΜΑ Α/ΘΜΙΑΣ ΕΚΠΑΙΔΕΥΣΗΣ

Κατσιμάρδου Βαλεντίνα
Εκπαιδευτικός ΠΕ70
Γαρίδα Κωνσταντίνα
Εκπαιδευτικός ΠΕ06
Νικολάου Ελένη
Εκπαιδευτικός ΠΕ70

Περίληψη

Η παρούσα εργασία πραγματοποιήθηκε στο πλαίσιο του προγράμματος e-Twinning "Our GREEN podcast" κατά το σχολικό έτος 2023-2024, με στόχο την περιβαλλοντική ευαισθητοποίηση και τη συνεργασία μεταξύ μαθητών από διαφορετικές χώρες. Το πρόγραμμα ενσωμάτωσε καινοτόμες διδακτικές πρακτικές, όπως τη χρήση ψηφιακών εργαλείων Web 2.0, την παραγωγή podcasts και τη διαθεματική προσέγγιση θεμάτων, όπως η εξοικονόμηση νερού, η ανακύκλωση κ.α. Επικεντρώνοντας στην ανάπτυξη δεξιοτήτων του 21ου αιώνα οδήγησε σε σημαντική ενδυνάμωση των μαθητών ως ενεργών και υπεύθυνων πολιτών. Παράλληλα, συνέβαλε στην αναβάθμιση των επαγγελματικών δεξιοτήτων των εκπαιδευτικών μέσω εφαρμογής σύγχρονων παιδαγωγικών μεθόδων και καινοτόμων εργαλείων στην εκπαιδευτική διαδικασία. Λειτουργώντας ως πρότυπο διαπολιτισμικής συνεργασίας, το πρόγραμμα ενίσχυσε την κατανόηση της βιωσιμότητας και προσέφερε πρακτικές εμπειρίες για την ενίσχυση της εκπαιδευτικής ποιότητας και της περιβαλλοντικής συνείδησης. Τα αποτελέσματά του αναδείχθηκαν μέσα από δημοσιεύσεις σε τοπικά και σχολικά μέσα, επιβεβαιώνοντας την επιτυχή επίδρασή του τόσο στην εκπαιδευτική κοινότητα όσο και στην επαγγελματική εξέλιξη των συμμετεχόντων.

Λέξεις κλειδιά: περιβάλλον, e-Twinning, Πρωτοβάθμια Εκπαίδευση

1. Εισαγωγή

Τα τελευταία χρόνια παρατηρείται ολοένα μεγαλύτερη στροφή και αύξηση του ενδιαφέροντος εκπαιδευτικών και μαθητών σε συνεργατικά προγράμματα, καθώς οι νέες καινοτόμες μέθοδοι διδασκαλίας και μάθησης προκρίνουν τη συνεργατική και κοινωνική μάθηση ως τις πλέον κατάλληλες και αποτελεσματικές μεθόδους, που θα προετοιμάσουν τους μαθητές ως ενεργούς πολίτες του μέλλοντος.

Το e-Twinning αποτελεί μια ευρωπαϊκή εκπαιδευτική κοινότητα που προσφέρει έδαφος για την ανάπτυξη τέτοιων συνεργατικών προγραμμάτων. Στην επίσημη πλατφόρμα του, που ονομάζεται ESEP (Ευρωπαϊκή Επιτροπή, 2022), όπως ενημερώθηκε το 2022 υπό την εποπτεία της Ευρωπαϊκής Επιτροπής, οι εκπαιδευτικοί μπορούν να εγγραφούν και να επικοινωνήσουν με συναδέλφους τους από διαφορετικές χώρες προκειμένου να αλληλεπιδράσουν και να συνεργαστούν σε έργα που μπορούν να ωφελήσουν τις κοινωνικές, πολιτισμικές, διαπολιτισμικές, τεχνολογικές και γνωστικές δεξιότητες των μαθητών τους (Ινστιτούτο Διόφαντος, 2004). Στην πλατφόρμα αυτή, όπου μπορούν να συμμετάσχουν σχολεία της Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης, εφόσον εγγραφούν, αναρτώνται όλα τα προϊόντα των συνεργατικών έργων. Η παρούσα εργασία πραγματεύεται την υλοποίηση ενός αντίστοιχου ευρωπαϊκού προγράμματος e-Twinning, όπως αυτό σχεδιάστηκε και πραγματοποιήθηκε κατά το σχολικό έτος 2023-2024.

2. Κυρίως μέρος

2.1. Θεωρητικό υπόβαθρο

Το πρόγραμμα βασίστηκε στις αρχές της συνεργατικής και κοινωνικής μάθησης (Vygotsky, 1978; Bruner, 1996) καθώς και στη μάθηση με αξιοποίηση νέων τεχνολογιών και Web 2.0 εργαλείων (Anderson, 2008; Siemens, 2005). Αξιοποιήθηκαν επίσης ποικίλα διαδικτυακά παιχνίδια, χρησιμοποιώντας σύγχρονες μεθόδους της παιχνιδοποιημένης διδασκαλίας gamification που ενισχύει τη συμμετοχή και το ενδιαφέρον των μαθητών και επιπλέον συντελεί και στην αξιολόγηση της αποκτηθείσας γνώσης (Deterding et al., 2011).

Έμφαση δόθηκε στην καλλιέργεια ήπιων δεξιοτήτων που εστιάζουν στην ανάπτυξη της κριτικής σκέψης, τη συνεργασία για επίλυση προβλημάτων, τη συλλογή και ανάλυση δεδομένων (Facione, 2011; Garrison, 2011).

Βασικό στοιχείο του προγράμματος ήταν η εκτεταμένη χρήση της τεχνολογίας και των web 2.0 εφαρμογών για τη δημιουργία δραστηριοτήτων και σχεδίων μαθήματος, την αξιολόγηση των μαθησιακών αποτελεσμάτων και τη δημιουργία συνεργατικών κειμένων, παρουσιάσεων και αφισών. Τα εργαλεία αυτά επιλέχθηκαν, καθώς σύμφωνα με έρευνα η χρήση του Διαδικτύου και των εργαλείων Web 2.0 μπορεί να ενισχύσει τη συμμετοχή στη μαθησιακή διαδικασία (Vrettaros & Argyri, 2008). Τα σχεδιασμένα υλικά βασίστηκαν στην έννοια της πολυτροπικότητας και παρείχαν ποικιλία ερεθισμάτων στους μαθητές φροντίζοντας να ικανοποιηθούν οι ανάγκες τους αναφορικά με τα διαφορετικά στυλ μάθησης που μπορεί να προτιμούν (Gardner,1983).

Για κάθε ενότητα του πρότζεκτ οι μαθητές κλήθηκαν να παράγουν ένα podcast. Τα podcasts επιλέχθηκαν επειδή μπορούν να είναι ενδιαφέροντα και διασκεδαστικά για τους νεαρούς μαθητές, διευκολύνουν την αλληλεπίδραση και τις προφορικές δεξιότητες, ενώ ταυτόχρονα παρέχουν τα μέσα για τη δημοσίευση του αυθεντικού έργου των δημιουργών τους στο ευρύ κοινό (Ramirez, 2024).

2.2. Το πρόγραμμα

Ο τίτλος του προγράμματος ήταν “Our GREEN podcast” και πυρήνας της θεματολογίας του ήταν το περιβάλλον και η επιτακτική ανάγκη για την προστασία και τη βιώσιμη διαχείρισή του. Το συγκεκριμένο ευρωπαϊκό εκπαιδευτικό πρόγραμμα έφερε κοντά μια ομάδα εκπαιδευτικών από διαφορετικά γνωστικά πεδία και χώρες, με στόχο την ανάπτυξη διαπολιτισμικών δεξιοτήτων σε μαθητές δημοτικού. Η αγγλική γλώσσα λειτούργησε ως κοινό μέσο επικοινωνίας, ενώ μαθητές από Ελλάδα, Τσεχία, Πολωνία και Τουρκία συνεργάστηκαν σε ποικίλες δραστηριότητες, ενισχύοντας τις γλωσσικές τους δεξιότητες και την κατανόησή τους για άλλους πολιτισμούς.

Στο πρόγραμμα πήραν μέρος τρία δημοτικά σχολεία από την Ελλάδα, ένα δημοτικό σχολείο από την Τσεχία, ένα από την Πολωνία και δύο δημοτικά σχολεία από την Τουρκία. Ο συνολικός αριθμός των μαθητών που συμμετείχαν ήταν εκατόν ένας. Οι μαθητές φοιτούσαν στην Ε’, ΣΤ΄ και Ζ΄ τάξη (για τα αντίστοιχα σχολεία του εξωτερικού) και οι ηλικίες τους κυμαίνονταν μεταξύ δέκα και δεκατριών ή δεκατεσσάρων ετών. Ειδικότερα, τα ελληνικά σχολεία εκπροσωπήθηκαν συνολικά από σαράντα επτά μαθητές Ε΄ και ΣΤ΄ τάξης ηλικίας δέκα ή έντεκα ετών. Η αγγλική γλώσσα χρησιμοποιήθηκε για την εκτέλεση των εργασιών και την επικοινωνία μεταξύ των συμμετεχόντων. Το επίπεδο γλωσσομάθειας των μαθητών στην Αγγλική βάσει του Κοινού Πλαισίου Αναφοράς για τις Ξένες Γλώσσες (Council of Europe, 2001) μπορεί να χαρακτηριστεί ως A2/A2+, με κάποιες αποκλίσεις προς το επίπεδο B1.

Η εκπαιδευτική ομάδα αποτελούνταν από τρεις εκπαιδευτικούς Γενικής Παιδείας, τέσσερις Αγγλικής Γλώσσας, έναν εκπαιδευτικό που δίδασκε Αγγλικά και Εικαστικά και έναν που δίδασκε Αγγλικά και Μαθηματικά. Όλοι οι εκπαιδευτικοί ήταν ικανοί χρήστες της Αγγλικής γλώσσας, γεγονός που συνέβαλε καθοριστικά στην επιτυχή υλοποίηση και επικοινωνία καθ' όλη τη διάρκεια του έργου.

2.3. Σκοποί και στόχοι

Το έργο είχε ως βασικό άξονα την επίτευξη των στόχων των Ηνωμένων Εθνών για ένα πιο βιώσιμο μέλλον, εστιάζοντας ιδιαίτερα στη βελτίωση του περιβάλλοντος για όλους τους ανθρώπους (Department of Economic and Social Affairs, 2015). Σκοπός του προγράμματος ήταν να ευαισθητοποιήσει τους μαθητές και τις μαθήτριες για το μείζον πρόβλημα της μόλυνσης της Γης και να τους παράσχει τη δυνατότητα να αλληλεπιδράσουν μεταξύ τους συμμετέχοντας ενεργά σε μια ευρύτερη διαδικτυακή κοινότητα μάθησης. Επίσης, τους δόθηκε η δυνατότητα να ενημερώσουν το ευρύ κοινό για αυτά τα περιβαλλοντικά προβλήματα και να προσπαθήσουν να παρέχουν λύσεις.

Ειδικότερα, στόχοι του προγράμματος ήταν οι μαθητές

- να ασχοληθούν με το θέμα της προστασίας του περιβάλλοντος,
- να ευαισθητοποιηθούν και μέσω δράσεων να κινητοποιηθούν, ώστε να αναλάβουν δράση για την προστασία του πλανήτη,
- να ενημερώσουν την ευρύτερη κοινότητα για τα ζητήματα αυτά,
- να εργαστούν με τους εταίρους τους για έναν κοινό σκοπό και τέλος,
- να καλλιεργήσουν ήπιες δεξιότητες.

2.4. Διάρκεια

Το πρόγραμμα διήρκεσε οκτώ μήνες, ξεκινώντας τον Οκτώβριο και ολοκληρώθηκε τον Μάιο. Κατά τη διάρκειά του, οι δραστηριότητες οργανώθηκαν σε τρεις βασικές φάσεις: τον σχεδιασμό, την υλοποίηση και την αξιολόγηση. Οι δραστηριότητες πραγματοποιούνταν σε μηνιαία βάση και ενσωματώθηκαν στο ωρολόγιο πρόγραμμα, χωρίς να διαταράσσουν τη ροή των μαθημάτων. Επιπλέον, οι εκπαιδευτικοί αφιέρωσαν χρόνο για συντονισμό και συνεργασία με τα υπόλοιπα σχολεία κατά τις απογευματινές ώρες.

2.5. Μέθοδος

Οι διδακτικές μέθοδοι που χρησιμοποιήθηκαν κατά την εκπόνηση του προγράμματος ήταν: η ομαδοσυνεργατική μέθοδος, η αυτόνομη μάθηση και η μέθοδος project. Οι μέθοδοι αυτοί ενισχύουν τη κοινωνική μάθηση αφού οι μαθητές καλούνται να λύσουν από κοινού προβλήματα, ενώ μέσω της αλληλεπίδρασης κατανοούν καλύτερα έννοιες και μαθαίνουν με το δικό τους ρυθμό, αναλαμβάνοντας την ευθύνη για τη δική τους εκπαίδευση. Οι μαθητές αναπτύσσουν παράλληλα αυτοπεποίθηση, προάγουν τη κριτική σκέψη και την προσαρμοστικότητα σε ένα περισσότερο αποδοτικό πλαίσιο μάθησης. Παράλληλα συνδέουν τη θεωρία με την πράξη, αναπτύσσοντας πολυδιάστατες δεξιότητες σε πολλαπλούς τομείς, όπως η έρευνα, η οργάνωση και η παρουσίαση. Συνεπώς, προετοιμάζονται για το μέλλον τους ως ενεργοί πολίτες μέσα στην κοινωνία.

2.6. Περιγραφή δραστηριοτήτων

Το πρόγραμμα περιελάμβανε τις εξής θεματικές ενότητες, οι οποίες σχεδιάστηκαν για να ενισχύσουν την περιβαλλοντική συνείδηση των συμμετεχόντων:

- Save the water
- Reduce, reuse, recycle
- Save forests
- Stop air pollution
- Save the animals
- Environmental tips
- Earth Day

Κάθε ενότητα είχε διάρκεια ενός μήνα. Στο τέλος κάθε ενότητας οι μαθητές των σχολείων ανέλαβαν με σειρά να συνοψίσουν τα όσα χρήσιμα έμαθαν δημιουργώντας ένα podcast. Επιπρόσθετα, στο τέλος κάθε ενότητας προέκυψαν ποικίλα συνεργατικά προϊόντα κάνοντας χρήση διαφόρων ψηφιακών εργαλείων web 2.0 εξασφαλίζοντας τη διάδραση μεταξύ των εταίρων και διατηρώντας αμείωτο το ενδιαφέρον τους. Σε όλες τις ενότητες οι συνεργάτες δημιούργησαν ψηφιακά παιχνίδια τα οποία χρησιμοποιήθηκαν για εμπέδωση και αξιολόγηση της αποκτηθείσας γνώσης αλλά και έκαναν τη μαθησιακή διαδικασία πιο ευχάριστη. Αναλυτικότερα, τα ψηφιακά εργαλεία που αξιοποιήθηκαν κατά τη διεξαγωγή του προγράμματος ήταν τα ακόλουθα: Spotify, Google forms, Google slides, YouTube, Wordart, Mentimeter, Padlet, Kahoot, Canva, Quizziz, ChatGPT, Genially, Bookcreator, Storyjumper, Miro, Linoit.

Πιο συγκεκριμένα, στην πρώτη ενότητα του προγράμματος όλοι οι συμμετέχοντες παρουσίασαν τη χώρα τους, την πόλη τους, το σχολείο τους αλλά και τους ίδιους σε αντίστοιχα συνεργατικά padlet.

Έπειτα, στη δεύτερη ενότητα (Φύλλα εργασίας, σελ. 1-5) οι συμμετέχοντες μελέτησαν τον κύκλο του νερού και μίλησαν για τη μόλυνση των υδάτινων πόρων και τη σπουδαιότητα της σωστής διαχείρισής τους για την καθημερινότητά τους και την υγεία τους. Επίσης, όλοι οι συμμετέχοντες έγραψαν συνεργατικά την ιστορία "Ο Ντετέκτιβ Clear Blue και το μυστήριο της λίμνης" κάνοντας χρήση του ψηφιακού εργαλείου Storyjumper.

Στην τρίτη ενότητα (Φύλλα εργασίας, σελ. 6-8) ασχολήθηκαν με το σοβαρό ζήτημα της διαχείρισης των απορριμμάτων και εστίασαν στο τρίπτυχο "Μειώνω, επαναχρησιμοποιώ, ανακυκλώνω". Μίλησαν για την ανακύκλωση, έφτιαξαν χριστουγεννιάτικα στολίδια από ανακυκλώσιμα υλικά, που παρουσίασαν όλοι μαζί σε συνεργατικό padlet και έλεγξαν τις γνώσεις τους δημιουργώντας το δικό τους κουίζ για την ανακύκλωση. Τέλος δημιούργησαν γωνιά ανακύκλωσης στις τάξεις τους για να υιοθετήσουν όλα τα παραπάνω στην καθημερινότητά τους.

Στην επόμενη ενότητα, την τέταρτη στη σειρά, ασχολήθηκαν με το μείζον θέμα της προστασίας των δασών, που αποτελούν και τους "πνεύμονες" του πλανήτη μας (Φύλλα εργασίας, σελ. 9-12). Μελέτησαν από τι κινδυνεύουν τα δάση και πρότειναν λύσεις στο Bookcreator. Επιπλέον, έκαναν χρήση της εφαρμογής ChatGPT για τη συλλογή πληροφοριών αλλά και τη μετάφραση από ελληνικά στα αγγλικά. Τέλος, οι συμμετέχοντες ανέλαβαν να παρουσιάσουν δάση των περιοχών τους .

Στην πέμπτη ενότητα μελέτησαν το σημαντικό ζήτημα της ατμοσφαιρικής ρύπανσης και της μείωσης του ενεργειακού τους αποτυπώματος. Συμπλήρωσαν σχετικά φύλλα εργασίας, διασκέδασαν παίζοντας τη σκυταλοδρομία της ατμοσφαιρικής ρύπανσης και έγραψαν στον συνεργατικό ψηφιακό πίνακα Linoit συμβουλές για να υιοθετήσουν στην καθημερινότητα τους με σκοπό τον περιορισμό αυτού του σοβαρού περιβαλλοντικού προβλήματος (Φύλλα εργασίας, σελ. 13-15) .

Στην έκτη ενότητα (Φύλλα εργασίας, σελ. 16-18) οι μαθητές ασχολήθηκαν με την προστασία των ζώων, γνώρισαν διάφορα απειλούμενα είδη ζώων και πρότειναν τρόπους για την προστασία τους. Συμπλήρωσαν τον συνεργατικό ψηφιακό πίνακα Miro με συμβουλές για την προστασία των ζώων και δημιούργησαν συνεργατική παρουσίαση για διάφορα απειλούμενα είδη ζώων στο Canva.

Το πρόγραμμα ολοκληρώθηκε με τη δημιουργία συνεργατικής ψηφιακής αφίσας από τους μαθητές με environmental tips στο Canva για την επίτευξη της βιωσιμότητας του πλανήτη. Στην αφίσα αυτή οι μαθητές συγκέντρωσαν τα βασικά στοιχεία κάθε ενότητας και έγραψαν συμβουλές που μπόρεσαν να κοινοποιηθούν στην ευρύτερη σχολική κοινότητα έτσι ώστε να μπορέσουν όλοι να τις ακολουθήσουν και να συμβάλλουν στην προστασία του περιβάλλοντος.

Για καθεμία από τις παραπάνω ενότητες οι μαθητές δημιούργησαν ένα podcast στο οποίο συνοψίζονται όλα όσα χρήσιμα είχαν μάθει για τα επιμέρους θέματα του πρότζεκτ (νερό, ανακύκλωση, αέρας, δάση, ζώα, περιβαλλοντικές συμβουλές). Έτσι απέκτησαν τη δυνατότητα να γίνουν ψηφιακοί δημιουργοί και να επικοινωνήσουν με αμεσότητα σε αυθεντικό κοινό κάνοντας δημόσια γνωστά όσα ανακάλυψαν μέσα από τις δραστηριότητες κάθε κεφαλαίου. Συνολικά δημιουργήθηκαν εφτά podcasts τα οποία συγκεντρώθηκαν σε μια γενική playlist του προγράμματος.

Η τελευταία δραστηριότητα του προγράμματος έγινε στις 22 Απριλίου, ημέρα που έχει καθιερωθεί ως Παγκόσμια Ημέρα της Γης. Η Ημέρα της Γης αποτελεί μια ημερομηνία κατά την

οποία διοργανώνονται εκδηλώσεις σε ολόκληρο τον κόσμο με στόχο την ευαισθητοποίηση σε περιβαλλοντικά θέματα. Έτσι όλοι οι εταίροι του έργου πραγματοποίησαν αντίστοιχες δράσεις .

2.7. Αποτελέσματα της έρευνας

Η διάχυση του έργου πραγματοποιήθηκε με τη δημοσίευση των αποτελεσμάτων στις ιστοσελίδες των σχολείων-συνεργατών, στους γονείς με παρουσιάσεις και ενημερώσεις, στην ευρύτερη κοινότητα με αναρτήσεις σε έντυπες και ηλεκτρονικές τοπικές εφημερίδες.

Οι μαθητές μέσω του προγράμματος καλλιέργησαν σημαντικές δεξιότητες του 21ου αιώνα, που σχετίζονται με τη συνεργασία, την επικοινωνία, την ομαδικότητα, την κριτική σκέψη και τη δημιουργικότητα για την υλοποίηση κοινών στόχων με όχημα τις Νέες Τεχνολογίες. Εξοικειώθηκαν με τα ανθρώπινα δικαιώματα, τον σεβασμό προς τους άλλους ανθρώπους και τον σεβασμό προς το περιβάλλον. Επιπλέον, οι μαθητές υιοθέτησαν θετικές στάσεις και συμπεριφορές και ανέπτυξαν το αίσθημα της συλλογικής και κοινωνικής ευθύνης. Ανέλαβαν ενεργό ρόλο συμμετέχοντας σε λήψεις αποφάσεων της σχολικής κοινότητας, προωθώντας τα αποτελέσματα του έργου τους και ενημερώνοντας με δράσεις διάχυσης τα μέλη της σχολική κοινότητας.

Σημαντικά οφέλη όμως αποκόμισαν και οι εμπλεκόμενοι εκπαιδευτικοί, σύμφωνα με απόψεις που διατύπωσαν στο τέλος του προγράμματος. Οι εκπαιδευτικοί εκδήλωσαν υψηλό βαθμό ικανοποίησης για την επίτευξη των στόχων του έργου, την αποτελεσματική ομαδική εργασία και τη θετική επίδραση που είχε στην επαγγελματική τους ανάπτυξη. Η μεγάλη πλειοψηφία των συμμετεχόντων θεώρησε ότι οι δραστηριότητες του έργου ήταν εξαιρετικά σχεδιασμένες και εκτελεσμένες, ενώ το θετικό κλίμα συνεργασίας που επικράτησε υποδηλώνει ένα παραγωγικό και υποστηρικτικό περιβάλλον εργασίας. Επιπλέον, οι περισσότεροι εκπαιδευτικοί ανέφεραν ότι το έργο συνέβαλε σημαντικά στην επαγγελματική τους εξέλιξη. Ωστόσο, ορισμένοι συμμετέχοντες κατέδειξαν ότι υπάρχει περιθώριο βελτίωσης στην απόκτηση νέων τεχνολογικών δεξιοτήτων. Παράλληλα, όλοι οι συμμετέχοντες θεώρησαν τις δραστηριότητες του έργου τόσο εκπαιδευτικές όσο και ευχάριστες, υπογραμμίζοντας την επιτυχία του έργου στην παροχή μιας ποιοτικής μαθησιακής εμπειρίας και στην ενθάρρυνση της ενεργού συμμετοχής.

2.8. Αξιολόγηση

Πριν την έναρξη του προγράμματος προηγήθηκε σαφής καθορισμός των στόχων, αλλά και προγραμματισμός των δράσεων, με ευελιξία, ώστε να προσαρμοστούν σε πιθανές ανάγκες και απαιτήσεις. Λίγο πριν την έναρξη δόθηκαν ερωτηματολόγια εισόδου και καταρτίστηκαν πίνακες. Πιο συγκεκριμένα δόθηκε στους συμμετέχοντες το αρχικό ερωτηματολόγιο δασκάλων και το αρχικό ερωτηματολόγιο μαθητών.

Κατά τη διάρκεια του, εφαρμόστηκαν ποικίλες μέθοδοι όπως η παρατήρηση, όπου η εκπαιδευτικοί παρακολουθούσαν τη συμμετοχή, τη συνεργασία και την κατανόηση, από πλευράς μαθητών και λειτουργούσαν υποστηρικτικά και ενθαρρυντικά. Στην αρχή κάθε ενότητας τίθονταν ερωτήσεις διερευνητικές και δραστηριότητες brainstorming, ενώ στο τέλος δίνονταν οργανωμένα quiz διαφόρων τύπων ή πρακτικές δραστηριότητες (προφορικές παρουσιάσεις, αφίσες, project) με σκοπό τη συνολική κατά ενότητα αποτίμηση. Τα κριτήρια αξιολόγησης αφορούσαν την κατανόηση του περιεχομένου ,τη συμμετοχικότητα και τη συνεργασία, τη δημιουργικότητα, την κριτική σκέψη αλλά και την ικανότητα στην επικοινωνία με σαφήνεια. Σε όλη τη διάρκεια παρέχονταν ανατροφοδότηση στους μαθητές.

Τέλος, έγινε ανασκόπηση για τον εντοπισμό σημείων που έχρηζαν αλλαγή και δόθηκαν ερωτηματολόγια εξόδου για τη συνολική αποτίμηση. Οι μαθητές κλήθηκαν να συμπληρώσουν το τελικό ερωτηματολόγιο μαθητών και οι εκπαιδευτικοί το τελικό ερωτηματολόγιο δασκάλων. Συνολικά, η αξιολόγηση περιελάμβανε στοιχεία αυτοαξιολόγησης και ετεροαξιολόγησης όλων των εμπλεκομένων και ήταν πολύπλευρη, ενσωματώνοντας τόσο τη θεωρία όσο και την πρακτική εφαρμογή με σκοπό τη διασφάλιση μιας ολοκληρωμένης εκπαίδευσης στους μαθητές.

3. Συμπεράσματα

Οι μαθητές και οι μαθήτριες που συμμετείχαν στο πρόγραμμα έμαθαν χρήσιμες πληροφορίες για το περιβάλλον στο οποίο ζούμε. Επεξεργάστηκαν κείμενα και οπτικοακουστικό υλικό μέσα από τα οποία ευαισθητοποιήθηκαν και ενεργοποιήθηκαν με κοινό σκοπό το βιώσιμο μέλλον του πλανήτη μας.

Ανέπτυξαν ήπιες δεξιότητες, όπως συνεργασία, συλλογή και επεξεργασία πληροφοριών, έρευνα, σύνθεση πληροφοριών και δημιουργία συνεργατικών κειμένων. Επιπλέον, έμαθαν να χρησιμοποιούν ποικίλα WEB 2.0 εργαλεία για εκπαιδευτικούς σκοπούς. Τέλος, γνώρισαν διαφορετικούς πολιτισμούς και απέκτησαν πολιτισμική και διαπολιτισμική συνείδηση.

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ΚΑΛΛΙΕΡΓΩΝΤΑΣ ΤΗΝ ΠΡΟΦΟΡΙΚΗ ΕΚΦΡΑΣΗ ΤΩΝ ΠΑΙΔΙΩΝ ΣΑΝ ΔΡΟΜΟ ΠΡΟΣΩΠΙΚΗΣ ΧΕΙΡΑΦΕΤΗΣΗΣ

Αναγνώστου Μαρία
Μεταδιδακτορική ερευνήτρια, Τμήμα Φιλοσοφίας-Πανεπιστήμιο Ιωαννίνων

Περίληψη

Στην παρούσα εισήγηση θα αποπειραθούμε να προσεγγίσουμε τη διαδικασία καλλιέργειας της προφορικότητας ως δυνατότητα προσωπικής δημιουργικής έκφρασης και ταυτόχρονα ως απαραίτητο συστατικό για την καλλιέργεια της κριτικής σκέψης στην παιδική ηλικία. Η καταγραφή της άποψης των παιδιών, η καλλιέργεια της ενεργού εμπλοκής τους στο σχολικό περιβάλλον και η ενίσχυση της δυνατότητάς τους να χειρίζονται την καθημερινότητα στο παιδαγωγικό πλαίσιο συνιστά μια πράξη σεβασμού απέναντί τους και αναγνώρισης της αναπτυξιακής τους φάσης. Η προφορική θέση του παιδιού στο σχολείο είναι η προϊούσα δυνατότητα έκφρασης του ενήλικα στο κοινωνικό πλαίσιο και ταυτόχρονα η απαραίτητη συνθήκη για την καλλιέργεια του κριτικού στοχασμού. Η συνδιαλλαγή και η συνεργασία στο πλαίσιο μιας εκπαιδευτικής κοινότητας όπου τα μέλη της εκπροσωπούνται και συνδιαμορφώνουν το περιεχόμενο της μάθησης είναι τα απαραίτητα συστατικά για να υφανθεί η ελευθερία τους και ταυτόχρονα να οικοδομηθεί κλίμα ισότητας στη σχολική πραγματικότητα.

Λέξεις κλειδιά: προφορικότητα, αυτονομία, κριτικός στοχασμός

1. Εισαγωγή

Η προφορική έκφραση αποτελεί έναν δρόμο εξωτερίκευσης της ανθρώπινης προσωπικότητας και επικοινωνιακής αποτύπωσης στην κοινότητα. Η άρθρωση της γλώσσας προσφέρει τη δυνατότητα στο ανθρώπινο πλάσμα να δηλώσει την παρουσία του ad hoc και να εκδηλώσει προθέσεις και ανάγκες. Ο άνθρωπος ωθείται εγγενώς στην αφηγηματική εκδίπλωση της εμπειρίας του, ενώ επιπρόσθετα ο προφορικός λόγος αποτελεί τη συμπύκνωση ταυτοτήτων και στοιχείων της αλληλεπίδρασης του με το κοινωνικό περιβάλλον. Η προφορικότητα είναι το παιχνίδισμα της επικοινωνίας, είναι ο τρόπος να δηλώσουν παρόντες οι άνθρωποι, ανασύροντας πολιτιστικές μνήμες, συνήθειες και προσδιορίζοντας προσωπικά χαρακτηριστικά. Είναι η προβολή στον χώρο και στον χρόνο της ομιλούσας ανθρώπινης υπόστασης και η επιτέλεση των νοητικών διεργασιών σε πραγματικό χρόνο. Σύμφωνα με τον Lev Vygotsky η γλώσσα δεν εξαντλείται στην απλή αναπαράσταση της σκέψης, αλλά και οι δύο αλληλεπιδρούν, συνδιαρθρώνονται και μεταβάλλονται, σηματοδοτώντας τη στροφή του ανθρώπου στον κόσμο και την πρόθεσή του να συμμετέχει σε αυτόν (Vygotsky, 2008, 369, 378).

Σε αυτή τη συνθήκη όπου αναμειγνύονται χειρονομίες, συναισθήματα και γλωσσική τονικότητα τα παιδιά εκφράζουν λόγο και επιχειρούν να οικοδομήσουν την κοινωνική τους ταυτότητα. Η παρούσα εργασία αυτό ακριβώς αποπειράται να πραγματευτεί και να καταδείξει ερμηνευτικά. Η καλλιέργεια της προφορικότητας και η συστηματική διεύρυνση αυτού του πεδίου αντιστοιχεί με ενδυνάμωση της αυτονομίας των παιδιών, ενίσχυση της φωνής τους και αναγνώριση του ενεργού ρόλου τους. Σε παιδαγωγικά περιβάλλοντα όπου το παιδί έχει τη δυνατότητα αναστοχασμού και νοηματοδότησης, συμμετέχοντας στη μαθησιακή διαδικασία συνεισφέροντας και συνδιαμορφώνοντας είναι δυνατή η συνειδητοποίηση και κατά συνέπεια η κυοφορία της ελεύθερης σκέψης. Ο σεβασμός και η ενθάρρυνση της συμμετοχής των παιδιών στα κοινωνικά περιβάλλοντα όπου δρουν και δημιουργούν, συμβάλλει στην παραδοχή της αρθρωμένης θέσης τους. Φανερώνοντας την προσωπική τους θέση τα παιδιά αποκτούν δημόσιο λόγο, προβάλλοντας σκέψεις, ανάγκες και επιθυμίες, ενώ ταυτόχρονα αναλαμβάνουν στο ‘τώρα’ να δράσουν και να αυτοαναπτυχθούν (Haynes, 2009).

2. Θεωρητικό υπόβαθρο

Ο προφορικός λόγος κατέχει το προνόμιο να δοκιμάζεται στην πράξη και να εμπλουτίζεται μέσω της χρήσης του σε ποικίλες περιστάσεις επικοινωνίας. Επομένως βρίσκεται σε διαρκή επανακαθορισμό νοημάτων και αλληλόδραση με την καθημερινότητα, πέρα από την τυπολογία του γλωσσικού κώδικα. Συνιστά μια δυνατότητα που καλεί το ανθρώπινο πλάσμα να εκφράσει και να εκφραστεί, αντλώντας κώδικες και συμβολισμούς από την ήδη υπάρχουσα δεξαμενή, ενώ ταυτόχρονα προκαλείται για ανανέωση, διερεύνηση και δράση. Το ομιλούν υποκείμενο επιλέγει τις γλωσσικές του εκφορές ανάλογα με την επικοινωνιακή περίσταση και αντίστοιχα νοηματοδοτεί το γλωσσικό περιβάλλον του (Halliday, 1978). Η άρθρωση λόγου είναι μια προσπάθεια εξωτερίκευσης της πρόθεσης του προσώπου για επικοινωνία και ευόδωσης μιας νοηματικής συγκρότησης. Είναι η επιτομή της παιγνιώδους σχέσης του ανθρώπου με τον κόσμο και ταυτόχρονα η κορύφωση της λογικής που συνέχει σε πραγματικό χρόνο τη σύνδεση των λέξεων. Ο προφορικός λόγος δεν εξαντλείται στην απεικόνιση, ούτε διασυνδέεται μόνο με τη μεταφορά, αλλά είναι η απόλυτη συμπύκνωση της λογικής δομής με το παιχνίδισμα της σκέψης. Η προφορική συνάντηση των ανθρώπων, παρά τη ρέουσα μορφή της, είναι ανάγκη για επαφή, συνδιαλλαγή νοημάτων και συνιστά ένα πεδίο αυτοέκφρασης, όπου η λογική φαντάζει ως συντονιστής, ακροβατώντας ανάμεσα στην αναγκαιότητα της συν-εννόησης και την απόλαυση της επιτόπου σύλληψης του νοήματος.

Σύμφωνα με τον Ludwig Wittgenstein η νοηματοδότηση στη γλώσσα προσδίδεται με τη χρήση παραγλωσσικών και εξωγλωσσικών στοιχείων που έρχονται να την εμπλουτίσουν στη χρήση της. Στην προφορική επικοινωνία διαπιστώνουμε ότι επιτυγχάνονται διαρκείς και ποικιλότροπες ενδύσεις των λέξεων, διαδικασία που αποτελεί τη σκαλωσιά σύνδεσης μεταξύ των συνομιλούντων και τους καθιστά κοινωνούς της ίδιας γλωσσικής μορφής. Αναφέρει στις *Φιλοσοφικές Έρευνες*:

Αλλά οι λέξεις, όταν εκφωνηθούν με τρόπο πού να τούς προσδίνει νόημα, δεν έχουν μόνο μια επιφανειακή διάσταση, αλλά και μια διάσταση βάθους! Ασφαλώς, όταν εκφωνούνται με νόημα, συμβαίνει κατιτί διαφορετικό από εκείνο πού συμβαίνει όταν εκφωνηθούν σκέτες— Δεν ενδιαφέρει και πολύ το πώς το εκφράζω αυτό. Μπορώ να πω ότι στην πρώτη περίπτωση οι λέξεις έχουν βάθος- ή ότι συμβαίνει κάτι μέσα μου, ενδόμυχα, καθώς τις προφέρω ή ότι έχουν μια ατμόσφαιρα — το αποτέλεσμα είναι πάντα το ίδιο (Wittgenstein, 1977, 196).

Η φιλοσοφική κληρονομιά του στοχασμού του Wittgenstein επηρέασε το κίνημα της Φιλοσοφίας για παιδιά (στο εξής ΦγΠ) και έκανε εμφανές πως η χρήση της γλώσσας είναι συμμετοχή σε έναν κοινό κώδικα, σε ένα κοινό παίγνιο, όπου τα παιδιά δρουν και συνάμα επιδρούν στην κοινωνική πραγματικότητα. «Ο κύριος στόχος του προγράμματος της φιλοσοφίας για παιδιά είναι να βοηθήσει τα παιδιά να μάθουν τον τρόπο να σκέφτονται για τον εαυτό τους» (Lipman et al, 1980, 53). Μέσα σε αυτό το πλαίσιο η ΦγΠ θέτει ως κυρίαρχο στόχο την καλλιέργεια της μαθησιακής αυτονομίας και την ανάπτυξη της λογικής ικανότητας (improvement of reasoning ability), ως ένα θεραπευτικό σχήμα για τον νου, σε αναλογία με ένα θεραπευτικό σχήμα για το σώμα. Η σταδιακή συνειδητοποίηση των εμποδίων στους συλλογισμούς ενδεχομένως προσιδιάζει με τις ασθένειες του ανθρώπινου οργανισμού και ο εντοπισμός των αιτιών και στις δύο περιπτώσεις οδηγεί στην αξιοποίηση πιθανών λύσεων και υιοθέτηση διαφορετικών οπτικών γωνιών. Η συνειδητή θέαση ενός θέματος μας οδηγεί στην ανακάλυψη, στην εξερεύνηση και τελικά στον σχηματισμό νέων τοποθετήσεων και αναθεωρήσεων. Σε αυτήν τη διαδικασία ιδιαίτερο ρόλο διαδραματίζει η γλώσσα, όχι μόνο με τον επικοινωνιακό της ρόλο, αλλά ως εργαλείο ανάλυσης, ανταλλαγής απόψεων, αναστοχασμού και διατύπωσης υποθέσεων (Lipman et al, 1980, 53-55).

Σε ένα γλωσσικό συγκείμενο τα παιδιά μαθαίνουν κώδικες και νόρμες ερμηνειών των λεχθέντων, οικοδομώντας ταυτόχρονα δεσμούς κοινωνικής αλληλεπίδρασης και καλλιεργώντας συνεργατικές πρακτικές. Σύμφωνα με τον Vygotsky η γλώσσα είναι ένα πολιτισμικό και κοινωνικό γεγονός, που εξελίσσεται και συνδιαμορφώνεται από τις στάσεις και τη δραστηριότητα των ανθρώπων, ενώ ταυτόχρονα η χρήση της γλώσσας και η διαδικασία αναστοχαστικής κωδικοποίησής της οδηγεί στην ύφανση προσωπικής θέσης. Στο έργο του επισημαίνει:

Η γλώσσα εμπλουτίζεται από μια ενδοπροσωπική λειτουργία επιπρόσθετα με τη διαπροσωπική της χρήση. Όταν τα παιδιά αναπτύσσουν μια μέθοδο συμπεριφοράς που τα καθοδηγεί,

μια μέθοδο που πριν τη χρησιμοποιούσαν σε σχέση με ένα άλλο άτομο, και καθώς οργανώνουν τις δραστηριότητές τους σύμφωνα με μια κοινωνική μορφή συμπεριφοράς, έχουν πετύχει να εφαρμόσουν μια κοινωνική στάση προς τον εαυτό τους. (Vygotsky, 2000, 57).

Κάθε παιδί χρησιμοποιεί τη γλώσσα για να εκφράσει απόψεις, επιθυμίες και συναισθήματα, συνθέτοντας αρχικά αυθόρμητο λόγο, ενώ βαθμηδόν δημιουργεί επιχειρήματα και στοχαστικοκριτική σκέψη, όταν εμπλέκεται σε πλαίσια αυθεντικής και ζωντανής διαλογικής επικοινωνίας. Η προτεραιοποίηση της προφορικής γλώσσας των παιδιών και η ενίσχυσή της στο παιδαγωγικό περιβάλλον συνάδει με καλλιέργεια της αυτονομίας και με αναγνώριση της αυτόνομης ανάπτυξής τους. Ο άνθρωπος σε αυτήν την οπτική είναι ενσυνείδητο ον (corpo consciente) που μετέχει και συνδιαμορφώνει τα κοινωνικά τεκταινόμενα με πράξεις και ενεργή στάση (Freire, 1977). Ζητούμενο είναι η συμμετοχή του παιδιού σε ένα παιδαγωγικό πλαίσιο που θα το απελευθερώνει μέσω της κατάκτησης μιας συνειδητής εγγραμματοσύνης με ανθρώπινο προσανατολισμό κι όχι μέσω μιας τεχνικά μεθοδευμένης κατάρτισης, ως διαδικασία συγκατάθεσης και ανοικείωσης της γνώσης.

Τα προγράμματα πολυγραμματισμών (Multiliteracies) επισημαίνουν τη σημασία της ποικιλομορφίας της γλώσσας, της επικοινωνίας στο εκπαιδευτικό πλαίσιο και των πολλαπλών τρόπων ανάδυσης νοημάτων. Τα διαφορετικά πεδία επικοινωνίας, όπως αυτά υφαίνονται από κοινωνικά και πολιτιστικά χαρακτηριστικά, δημιουργούν ιδιαίτερες αλληλεπιδράσεις μεταξύ των μελών της ομάδας και τελικά διαφορετικούς όρους στον τρόπο σύνδεσης μεταξύ τους (Cope & Kalantzis, 2000). Σε αυτήν την οπτική η προφορική έκφραση πρωταγωνιστεί καθώς έχει την δυνατότητα να ενθαρρύνει ποικίλες και πολύτροπες εκφάνσεις του λόγου εξαιτίας της αμεσότητάς της, προσκαλώντας σωματικούς, ηχητικούς, χωρικούς κώδικες. Η δυνατότητα έκφρασης των παιδιών εμπλουτίζεται μέσω της χρήσης διαφορετικών γλωσσικών μορφών και μέσων επικοινωνίας με αποτέλεσμα να καλλιεργείται ένας κοινός τόπος διερεύνησης νοήματος, όπου όλοι είναι πολύτιμοι και δρουν ισότιμα.

Η παραδοχή πως η ανθρώπινη νοημοσύνη είναι η συνισταμένη πολλαπλών δυνατοτήτων και αποχρώσεων, όπως τεκμηριώθηκε ερευνητικά από τη θεωρία της πολλαπλής νοημοσύνης του Howard Gardner (1983) και όπως έχει διερευνηθεί συστηματικά και στην ελληνική πραγματικότητα (Φλουρής, 2020) έρχεται να ενισχύσει το αίτημα για την καλλιέργεια της προφορικότητας στην παιδική ηλικία. Ο προφορικός λόγος ενεργοποιεί και αναπαριστά ταυτόχρονα όλες τις νοητικές αποχρώσεις, δημιουργώντας τις προϋποθέσεις τόσο για προσωπική ανάπτυξη όσο και για επικοινωνία. Η γλώσσα στη προφορική της διάσταση διανοίγει τη δυνατότητα στα παιδιά να εκφράζονται, να έχουν τη δυνατότητα λήψης απόφασης, να αλληλεπιδρούν σε πραγματικό χρόνο, να καλλιεργούν τις κοινωνικές τους δεξιότητες και τελικά να διατυπώνουν τις θέσεις τους ελεύθερα και δημιουργικά. Η αποδοχή ενός παιδιού στο σύνολο των δυνατοτήτων του και η προσπάθεια ενίσχυσής του ολιστικά, αναδεικνύει τη σημασία της προφορικής έκφρασης και της δυναμικής της σε όλα τα επίπεδα της παιδαγωγικής πράξης, καθώς ο προφορικός κώδικας επικοινωνίας κατέχει πρωταγωνιστικό ρόλο σε κάθε ενέργεια και προσπάθεια διερεύνησης. Στην προφορικότητα του παιδιού συνευρίσκονται αρμονικά ο αυθορμητισμός, η δίψα για έρευνα του κόσμου, η έμφυτη περιέργεια, η ανάγκη για σύνδεση με τα υπόλοιπα πρόσωπα της ομάδας. Είναι η σκαλωσιά που επιτρέπει να οικοδομηθούν οι σχέσεις του παιδιού με τους άλλους, είναι η αποκάλυψη της προσωπικότητας και των αξιών του, μια πράξη δημιουργίας και αποκάλυψης εαυτού.

3. Η προφορικότητα στην παιδική ηλικία

Η ενίσχυση της φωνής των παιδιών είναι ζωτικής σημασίας, καθώς καλλιεργεί τη δυνατότητα της μοναδικότητάς τους στο κοινωνικό πλαίσιο, ενώ εμπεριέχει στοιχεία δράσης που έχουν τη δυναμική να μεταβάλλουν τόσο τον ίδιο τον ομιλητή όσο και τους συμμετέχοντες σε ένα επικοινωνιακό πλαίσιο. «Αν με τον λόγο τους οι άνθρωποι αλλάζουν την πραγματικότητα ονοματίζοντάς την, τότε ο διάλογος επιβάλλεται ως το μέσο με το οποίο οι άνθρωποι αποκτούν νόημα ως άνθρωποι» (Freire, 1977, 103). Η προφορική τοποθέτηση του παιδιού είτε ως παιχνίδισμα λέξεων, είτε ως καλοσχεδιασμένη διατύπωση είναι ένα σημαντικό σημείο όπου προσφέρεται η ευκαιρία της διαπραγμάτευσης και της επανανοηματοδότησης της πραγματικότητας. Όταν τα παιδιά μπορούν να

εκφράσουν απόψεις και να δράσουν ελεύθερα στο παιδαγωγικό πλαίσιο, να αρθρώσουν το προσωπικό τους αφήγημα και να συμβάλλουν στις κοινές αποφάσεις της ομάδας είναι εφικτό να αναπτύξουν τη δική τους οπτική γωνία και να λειτουργούν σε συνθήκες αυτονομίας.

Η καλλιέργεια της προφορικής έκφρασης σε αυθεντικές δράσεις επικοινωνίας σταδιακά συνδράμει στην ανάπτυξη συνθηκών δημόσιου διαλόγου και έχει ως στόχο τη συμμετοχή των παιδιών στα κοινωνικά τεκταινόμενα, αναγνωρίζοντάς τους ρόλο ομοτίμων. Η αναγνώριση της δυνατότητας να εκφράζονται προφορικά και η άποψή τους να κρίνεται σημαντική είναι ένα σημαντικό στοιχείο που καλλιεργεί την αυτοεκτίμησή τους και ενισχύει την εμπιστοσύνη στον εαυτό τους και τους άλλους. Στη θέση της απλής ανακοίνωσης μπαίνει η συνειδητή επικοινωνία και στη θέση της αποσπασματικής συζήτησης τοποθετείται ο στοχαστικός διάλογος που στοχεύει στην έρευνα και στη δράση. Σύμφωνα με τον Paulo Freire:

Γιατί, έξω από την έρευνα, έξω από την πράξη, οι άνθρωποι δεν μπορούν να γίνουν σωστοί άνθρωποι. Η γνώση γεννιέται μόνο με την ανακάλυψη και την ξαναανακάλυψη κι αυτή πετυχαίνεται μέσω τής ασίγαστης, ανυπόμονης, συνεχούς, γεμάτης ελπίδες, αναζήτησης που οι άνθρωποι κάνουν στον κόσμο, μαζί με τον κόσμο και ο ένας με τον άλλον (Freire, 1977, 78).

Η ανάλυση των προφορικών μηνυμάτων, η αξιοποίησή τους και η σύνθεση των πληροφοριών σε μια περίσταση επικοινωνίας όπου οι ομιλούντες δρουν ως κριτικά στοχαζόμενα όντα δημιουργούν συνθήκες αυθεντικής συνέργειας και επανασύνθεσης του νοήματος. Σύμφωνα με τις αρχές της κριτικής ανάλυσης του λόγου η γλωσσική επικοινωνία δεν είναι απλά η μετάδοση πληροφοριών, αλλά η δημιουργική συνδιαλλαγή και συνδιερεύνηση στα πλαίσια μιας κοινότητας. Συμπυκνώνει την ικανότητα του ανθρώπου να αλληλεπιδρά με τον κόσμο και να τον επαναπροσδιορίζει με βάση την προσωπική του οπτική, την εκδήλωση της ενεργητικής και ελεύθερης στάσης του και τελικά έναν προβληματισμό που αναδύει γνωστικά ενεργήματα. «Μια εκπαίδευση «που θέτει προβλήματα», που ανταποκρίνεται στην ουσία της συνείδησης — στην τατικότητα — απορρίπτει τα ανακοινωθέντα και υιοθετεί την επικοινωνία» (Freire, 1977, 88).

Η καλλιέργεια του προφορικού λόγου και η εμπλοκή των παιδιών σε διαλογικές διαδικασίες, αναγνωρίζοντας τη συμμετοχή τους στον σχεδιασμό και υλοποίηση της παιδαγωγικής πράξης είναι απόχρωση ενός σχολείου που θέτει ως σημείο αιχμής την κατάθεση προβληματισμού και τη συνέργεια. Εκπαιδευτικοί και παιδιά συμπορεύονται και συναλλάσσονται με κοινό στόχο τη δημιουργική διερεύνηση της πραγματικότητας και τη συνεχή ανάδυση της αλήθειας. Εντός ενός τέτοιου πλαισίου η αυθόρμητη διατύπωση, διασταυρώνεται με αυτές των άλλων, αποκτά δυναμική θέσης και τελικά αναδεικνύεται σε κριτική θέαση του κόσμου που διαρκώς ανασυγκροτείται και επαναδιαπραγματεύεται. Αποκτώντας φωνή τα παιδιά και χώρο για δράση, καλλιεργούν την υπευθυνότητά τους και σταδιακά συνειδητοποιούν τη σχέση τους με τον κόσμο και τους άλλους. Σε αυτήν την οπτική τα παιδιά και ο εκπαιδευτικός δεν είναι αποσπασματικοί συμμετέχοντες στο εκπαιδευτικό περιβάλλον, αλλά συνδημιουργοί και στοχαστές που οραματίζονται και συνδέονται ενεργά με την κοινωνική πραγματικότητα, ενώνοντας τις δυνάμεις τους και ανακαλύπτοντας νέες δυνατότητες.

Ο Paulo Freire στο έργο του σημειώνει:

Μέσα στον λόγο βρίσκουμε δυο διαστάσεις, τη σκέψη και τη δράση, σε μια τέτοια βαθιά αλληλεπίδραση, που όταν η μια διάσταση θυσιάζεται — έστω και εν μέρει — η άλλη πάσχει κατά τρόπο άμεσο. Δεν υπάρχει αληθινός λόγος που να μην είναι συγχρόνως μια πράξη. Έτσι, το να πεις έναν σωστό λόγο ισοδυναμεί με το να μετασχηματίζεις τον κόσμο. (Freire, 1977, 101). Η αναγνώριση της δυνατότητας του κριτικού στοχασμού και της άρθρωσής του σε λόγο που προβαίνει σε διαλογική αλληλεπίδραση στοιχειοθετεί δράση για την αλλαγή της πραγματικότητας. Ο άνθρωπος επιδρά στον κόσμο και ταυτόχρονα μεταβάλλεται ο ίδιος. Συναντιέται με τους συνανθρώπους του και συνδέεται σε έναν κοινό στόχο, στη γοητεία της συλλογικής διερεύνησης και στη δημιουργική ανάπτυξη. Αυτό που αποπνέει μια τέτοιας υφής παιδαγωγικό περιβάλλον είναι η αναγνώριση στους συμμετέχοντες του ιστορικο-κοινωνικού τους αποτυπώματος, καθώς είναι φορείς αλλαγών και μετασχηματισμών. Ο κριτικά διαλεγόμενος άνθρωπος είναι πρωταγωνιστής στο ιστορικό και κοινωνικό γίγνεσθαι, αντιπαραβάλλοντας την προσωπική του άποψη με ανεξάρτητο τρόπο. Είναι υπεύθυνος για τις

δηλώσεις του και για τον τρόπο με τον οποίο ενεργεί κι αυτό είναι η βάση της ελευθερίας του και της διασφάλισης του προσωπικού του χώρου.

Η καλλιέργεια της προσοχής και η διασύνδεση με το παρόν μέσω της συνειδητοποιημένης επικοινωνίας είναι βασικά στοιχεία που συνδράμουν στη αυτορρύθμιση της συμπεριφοράς και στην ενδυνάμωση του γνωστικού και συναισθηματικού πεδίου. Ο στοχαστικός διάλογος και η δυνατότητα άρθρωσης αυτόνομης θέσης προσφέρουν τη δυνατότητα προσέγγισης της τρέχουσας εμπειρίας και τη δύναμη μετασχηματισμού της. Η καλλιέργεια της προφορικής έκφρασης και η αλληλεπίδραση σε πραγματικό χρόνο μεταξύ των ανθρώπων δημιουργεί τις προϋποθέσεις για την ενίσχυση διαδικασιών αυτοανάπτυξης και αυτοφροντίδας και αυτές με τη σειρά τους οικοδομούν τη χειραφέτησή τους. Η ανάπτυξη του λόγου και ο εμπλουτισμός του προωθεί αναπτυξιακά το παιδί και το ωθεί να γεφυρώνει τις προσλαμβάνουσες με τις εμπειρίες του. Σύμφωνα με τον Lev Vygotsky «Το παιδί που μιλάει μπορεί να κατευθύνει την προσοχή του με δυναμικό τρόπο. Μπορεί να αντιμετωπίσει αλλαγές στην άμεση κατάσταση χρησιμοποιώντας πράγματα που έχει μάθει στο παρελθόν και μπορεί να ενεργήσει στο παρόν από την οπτική γωνία του μέλλοντος» (Vygotsky, 2000, 70).

Ο λόγος στην παιδική ηλικία έχει μοναδικότητα και είναι θεμελιώδης για την ανάπτυξη της επικοινωνίας και της σκέψης, έλκοντας μνημονικές λειτουργίες και αισθητηριακούς μηχανισμούς. Τα παιδιά, ιδιαίτερα σε πολύ μικρή ηλικία, αγνοούν τη γραμμικότητα στην οργάνωση των λεκτικών σχημάτων, ενώ αντιλαμβάνονται τη δομική συσχέτιση τους (Chomsky&Moro, 2024, 22). Με έναν φυσικό τρόπο προσλαμβάνουν λόγο και παράγουν ομιλία χωρίς να ακολουθούν το μονοπάτι των γλωσσικών δομών των ενηλίκων, αλλά υιοθετώντας την έμφυτη γλωσσική τους ικανότητα, η οποία τους επιτρέπει να αποκωδικοποιούν και να δημιουργούν γλωσσικά σχήματα με μια διαισθητική οδό που διαμορφώνεται σε ένα περιβάλλον καθημερινής γλωσσικής αλληλεπίδρασης. Καθώς τα παιδιά χρησιμοποιούν τις λέξεις στην προφορικότητά τους και τις επικοινωνούν συνομιλιακά, σταδιακά, κατανοούν και τις εσωτερικές εξαρτήσεις των γλωσσικών δομών και οικοδομούν πιο σύνθετες φόρμες, εξελίσσοντας τόσο τον ενδοπροσωπικό όσο και διαπροσωπικό γλωσσικό κώδικά τους. Αυτή ακριβώς η διαδικασία εμβαπτίζεται στην καθημερινή γλωσσική επικοινωνία και βρίσκεται σε έναν διαρκή επανακαθορισμό στα όρια των διαφορετικών γλωσσικών παιγνίων και περιστάσεων επικοινωνίας. Η καλλιέργεια του προφορικού λόγου και η ολοένα και μεγαλύτερη κατανόηση των δομικών εξαρτήσεων των γλωσσικών μονάδων, ενδεχομένως, ενισχύουν την αυτονομία των παιδιών και τα βοηθά να αυτοαναπτύσσονται και να εξελίσσονται επικοινωνιακά.

«Είμαστε τα μόνα πλάσματα που έχουν τη δυνατότητα να ανασυνδυάζουν ένα περιορισμένο σύνολο διακριτών στοιχείων (τις λέξεις) για να γεννήσουν ένα δυνητικά άπειρο σύνολο εκφράσεων (τις προτάσεις)» (Chomsky&Moro, 2024, 88, 90). Αυτός ο δημιουργικός δρόμος της γλωσσικής κατανόησης και παραγωγής αναδεικνύει το θέμα της μοναδικότητας κάθε ανθρώπινου προσώπου και της ιδιαίτερης γλωσσικής ταυτότητας που κατέχει. Από τα πρώτα του βήματα ο άνθρωπος αποζητά την επικοινωνία και τη συν-κατάθεση νοημάτων εντός αυτής, επομένως η καλλιέργεια της γλωσσικής έκφρασης είναι μια διαρκής ανάκτηση ελευθερίας και προσωπικής παρουσίας. Το κάθε ανθρώπινο πλάσμα διαθέτει το δικό του γλωσσικό αποτύπωμα, τη δική του εκφορά στο επικοινωνιακό πεδίο κι αυτό αποτελεί έναν μονοσήμαντο προσδιορισμό του στο κοινωνικό γίγνεσθαι. «Κάθε άνθρωπος έχει διαφορετικό πρόσωπο, θα πρέπει να υποθέσουμε επίσης πως κάθε άνθρωπος μιλά και διαφορετική γλώσσα» (Chomsky&Moro, 2024, 100).

4. Προβληματισμοί-Προτάσεις

Στην παρούσα εργασία επιχειρήθηκε να μελετηθεί η συμβολή της προφορικής έκφρασης των παιδιών για τη ενίσχυση της θέσης τους και της ανάδειξης της προσωπικής τους ελευθερίας. Προσεγγίστηκε η κοινωνική διάσταση της γλώσσας και η σημασία του διαρκούς μετασχηματισμού της σε έναν αναπτυξιακό ορίζοντα, όπου τα παιδιά δρουν και εξελίσσονται εντός των ορίων της ιστορικής πραγματικότητας ως ενεργά πρόσωπα που συνδιαλέγονται και συνδημιουργούν. Το εξαιρετικό της προφορικότητας είναι η ad hoc δήλωση των νοημάτων, η δυνατότητα μετασχηματισμού τους και ο εμπλουτισμός τους με κινηματικές-φωνολογικές μορφές. Παρά το ότι διέπεται από τις δικές της πρακτικές και χαρακτηρίζεται από τις αφηγηματικές φορτίσεις του

πλαισίου όπου εκτυλίσσεται, απελευθερώνεται σε σημαντικό βαθμό από την υπερβατικότητα της γραμματικοσυντακτικής δομής και αναπτύσσεται μέσω συντμήσεων και μεταφορών. Η προφορική έκφραση στην παιδική ηλικία είναι σημαντικό να ενισχύεται καθώς εκπροσωπεί άμεσα τον αυθορμητισμό της, τη δημιουργικότητα, την κοινωνική αλληλεπίδραση και την παιγνιακή διάθεση. Η εκφερόμενη φράση αφορά στη δημόσια ανταλλαγή νοημάτων στα πλαίσια μιας γλωσσικής συνάντησης, ενώ ταυτόχρονα κατέχει τη δύναμη να αποκαλύπτει και να αναδιαμορφώνει το πλαίσιο εκφοράς της.

Η προφορικότητα κατέχει μια αναπαραστασιακή δύναμη της πραγματικότητας και έχει πληρότητα σημασίας καθώς προσελκύει ολιστικά το ανθρώπινο πλάσμα σε διαπραγμάτευση του κόσμου και των στοιχείων που τον απαρτίζουν. Η μεταφορικότητα της και η διηνεκής γένεση νέων γλωσσικών σχημάτων και συνθέσεων νοημάτων συγκροτούν νέες διατυπώσεις και διανοίγουν το πλαίσιο της ανθρώπινης δράσης και ελευθερίας. Ο προφορικός λόγος είναι δημιουργικός, αυτοπαρατηρητικός και κατέχει το προνόμιο της δημόσιας έκθεσής του. «Η εφαρμογή μιας έννοιας αποτελεί κριτήριο της κατανόησής της. Η πράξη, δηλαδή, της εφαρμογής αποτελεί κριτήριο της πράξης της κατανόησης για τις έννοιες του γλωσσικού πεδίου» (Σακελλαριάδης, 2024, 165).

Αυτό που εξακολουθεί να προβληματίζει είναι σε ποιο παιδαγωγικό πλαίσιο και μέσω ποιων προσεγγίσεων ενδέχεται να ενισχυθεί ο προφορικός λόγος των παιδιών και να φροντίσει την εκπροσώπησή τους. Είναι σημαντικό να έχουν υφανθεί τέτοια πλαίσια και αντίστοιχες πρακτικές που να επιτρέπουν την αναίρεσή τους ή ακόμα πιο δημιουργικά την ακάματη ανασυγκρότησή τους, αναγνωρίζοντας σε παιδιά και παιδαγωγούς τη συμμετοχή σε μια κοινότητα διερευνητικού διαλόγου, στην οποία προβάλλονται οι προτάσεις και η φωνή τους. Ο άνθρωπος ως μέλος μιας διαλεγόμενης κοινότητας συνειδητοποιεί την ιδιαιτερότητά του, συνδέεται ενεργά με το κοινωνικό πεδίο και προσφέρει τους δικούς του εμπλουτισμούς και συνεισφορές. Αυτό τελικά είναι και το ευκταίο, η ζωντανή ροή λόγου και η οικοδόμηση συνεργατικής επικοινωνίας σε ένα κοινωνικό πλαίσιο όπου το ζητούμενο παραμένει η ανθρώπινη ελευθερία και η εκτύλιξη της μοναδικότητας του καθενός.

Εντός των ορίων σχολικών ομάδων με το όραμα σχολικών κοινοτήτων επικρατεί ο γόνιμος διάλογος και η δημοκρατική λήψη αποφάσεων. Η καλλιέργεια του προφορικού λόγου εκκινεί με τη συντονισμένη συνύπαρξη σε συνθήκες ανταλλαγής απόψεων, τη συστηματική διερεύνηση ζητημάτων και φιλοδοξεί να εκτείνεται σε νέους τόπους προβληματισμού και διατύπωσης ερωτημάτων κυρίως από την πλευρά των παιδιών (Haynes, 2009). Η παρουσία του παιδαγωγού και των παιδιών στη σχολική κοινότητα είναι μια συμπληρωματική σχέση και ο χρόνος που μοιράζονται είναι ένα κάλεσμα στο προσωπικό τους βίωμα. Με αυτό καλούνται να εμπλουτίσουν την εκπαιδευτική πράξη, να ενθαρρύνουν νέους διδακτικούς στόχους και να διαμορφώσουν τις προϋποθέσεις της συμμετοχής τους στις επικοινωνιακές περιστάσεις. Κι αυτό που τελικά πρέπει να τεθεί στο επίκεντρο της προβληματικής για την καλλιέργεια της αυτονομίας των παιδιών και της ενδυνάμωσης της φωνής τους είναι η εστίαση στο περιεχόμενο των αναλυτικών προγραμμάτων και η διαπραγμάτευση-αντιπροσώπευση των παιδιών ως πρόσωπα που ελεύθερα συν-διαλέγονται στις διαδικασίες λήψης αποφάσεων.

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ΣΤΑΓΟΝΕΣ ΖΩΗΣ: Ο ΡΟΛΟΣ ΤΗΣ ΣΧΟΛΙΚΗΣ ΚΟΙΝΟΤΗΤΑΣ ΣΤΗ ΔΙΑΜΟΡΦΩΣΗ ΥΠΕΥΘΥΝΩΝ ΚΑΙ ΕΝΕΡΓΩΝ ΠΟΛΙΤΩΝ

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Περίληψη

Η ενεργός πολιτειότητα προωθεί τη βιωσιμότητα, την κοινωνική δικαιοσύνη και την αειφορία, ενώ η εκπαίδευση διαδραματίζει καθοριστικό ρόλο στην ανάπτυξη υπεύθυνων πολιτών. Το άρθρο διερευνά τη συμβολή της σχολικής εκπαίδευσης στην ενίσχυση της ενεργού πολιτειότητας, εστιάζοντας στους Στόχους Βιώσιμης Ανάπτυξης (SDGs) του ΟΗΕ, όπως η ποιοτική εκπαίδευση (SDG 4), η πρόσβαση στο νερό (SDG 6) και η δράση για το κλίμα (SDG 13). Μέσα από ένα σχολικό διεπιστημονικό πρόγραμμα για τη λειψυδρία, οι μαθητές/τριες σε ρόλο επιστήμονα και δημοσιογράφου ερεύνησαν και ανέλαβαν δράσεις συλλογικής ευθύνης, βιώσιμης διαχείρισης φυσικών πόρων και ευαισθητοποίησης της κοινότητας. Μέσα από ερευνητικές εργασίες και βιωματικές δράσεις, ανέπτυξαν δεξιότητες συνεργασίας, κριτικής σκέψης και ανάληψης πρωτοβουλιών. Το άρθρο αναδεικνύει ότι η εκπαίδευση μπορεί να εμπνεύσει τους μαθητές και τις μαθήτριες να γίνουν φορείς κοινωνικής αλλαγής και προτείνει τρόπους ενσωμάτωσης της ενεργού πολιτειότητας στα σχολικά προγράμματα μέσω βιωματικών και συνεργατικών δράσεων.

Λέξεις κλειδιά: Λειψυδρία, Κλιματική Αλλαγή, Ενεργός Πολιτειότητα, Βιωσιμότητα

1. Εισαγωγή

Οι σύγχρονες περιβαλλοντικές και κοινωνικές προκλήσεις απαιτούν την καλλιέργεια μιας ενεργής, ενημερωμένης και κριτικά σκεπτόμενης γενιάς πολιτών. Στο πλαίσιο αυτό, η εκπαίδευση για τη βιώσιμη ανάπτυξη (Education for Sustainable Development – ESD) καλείται να υπερβεί την παραδοσιακή μετάδοση γνώσεων και να προσεγγίσει τη μάθηση ως μία συμμετοχική, βιωματική και άρρηκτα συνδεδεμένη με το κοινωνικό γίγνεσθαι, διαδικασία (UNESCO, 2020; Mochizuki & Fadeeva, 2010). Το σχολείο μπορεί να λειτουργήσει ως πυρήνας κοινωνικού μετασχηματισμού, παρέχοντας στους μαθητές και τις μαθήτριες τη δυνατότητα να εμπλακούν σε πραγματικά προβλήματα και να αναπτύξουν δεξιοτήτες έρευνας, συνεργασίας και συμμετοχής στα κοινά (Rieckmann, 2018; Tilbury, 2011). Μέσα από τέτοιες παιδαγωγικές πρακτικές καλλιεργείται η ενεργός πολιτειότητα, που αποτελεί βασικό συστατικό της βιώσιμης ανάπτυξης.

Στο πλαίσιο αυτό σχεδιάστηκε και υλοποιήθηκε το διεπιστημονικό πρόγραμμα «Σταγόνες Ζωής» στο 1ο Πρότυπο Γυμνάσιο Ιλίου, με σκοπό την καλλιέργεια της ενεργού πολιτειότητας των μαθητών/τριών, μέσα από μια μετασχηματιστική παιδαγωγική προσέγγιση, που αναδεικνύει τη στενή σχέση επιστήμης και κοινωνίας στην αντιμετώπιση κοινωνικών και περιβαλλοντικών προκλήσεων, στο πλαίσιο της εκπαίδευσης για τη βιώσιμη ανάπτυξη (Nolet, 2016; Wals, 2011). Προσεγγίζοντας τη λειψυδρία ως κοινωνικοεπιστημονικό ζήτημα, που απαιτεί επιστημονική κατανόηση και κοινωνική ευαισθητοποίηση, επιδιώχθηκε η διασύνδεση της επιστήμης με την κοινωνική πραγματικότητα. Μέσω της ανάληψης ρόλων επιστήμονα και δημοσιογράφου και τη συμμετοχή σε ερευνητικές και βιωματικές δραστηριότητες, επιδιώχθηκε όχι μόνο η απόκτηση γνώσεων των μαθητών/τριών, αλλά και η καλλιέργεια δεξιοτήτων και η αλλαγή της στάσης τους.

Η παρούσα εργασία παρουσιάζει τη θεωρητική τεκμηρίωση, τη μεθοδολογία και την πρακτική εφαρμογή του προγράμματος, αναδεικνύοντας τον τρόπο με τον οποίο η διεπιστημονική συνεργασία και η διερεύνηση πραγματικών προβλημάτων μπορούν να μετασχηματίσουν τη σχολική εμπειρία σε πεδίο ενεργού μάθησης και κοινωνικής δράσης.

2. Θεωρητικό υπόβαθρο

2.1. Ενεργός πολιτειότητα και βιώσιμη ανάπτυξη

Η ενεργός πολιτειότητα αποτελεί θεμέλιο λίθο για τη διαμόρφωση δίκαιων και βιώσιμων κοινωνιών. Δεν περιορίζεται σε θεωρητικές γνώσεις, αλλά εστιάζει στην ικανότητα και τη βούληση των πολιτών να συμμετέχουν ενεργά στη δημόσια ζωή, να συνεργάζονται και να συνδιαμορφώνουν το κοινό μέλλον (UNESCO, 2023).

Η έννοια της ενεργού πολιτειότητας στη σύγχρονη εποχή συνδέεται στενά με τη βιωσιμότητα. Η βιωσιμότητα, όπως αυτή αποτυπώνεται στους Στόχους Βιώσιμης Ανάπτυξης (SDGs) του ΟΗΕ, στηρίζεται σε μια ολιστική προσέγγιση που συνδυάζει την προστασία του περιβάλλοντος, την οικονομική ανάπτυξη και την κοινωνική δικαιοσύνη. Όπως υπογραμμίζει η «Agenda 2030» του ΟΗΕ, η επίτευξη των SDGs προϋποθέτει την ύπαρξη πολιτών που κατανοούν την πολυπλοκότητα των κοινωνικών και περιβαλλοντικών προκλήσεων και είναι πρόθυμοι να αναλάβουν δράση (United Nations, 2015). Η βιώσιμη ανάπτυξη δεν είναι απλώς ζήτημα τεχνοκρατικής διαχείρισης, αλλά πολιτική και ηθική επιλογή που σχετίζεται με την κατανομή πόρων, την κοινωνική δικαιοσύνη και τη μακροπρόθεσμη ευημερία (Agyeman et al., 2003; Barry, 2006).

Η ενεργός πολιτειότητα ενδυναμώνει τους πολίτες να συμμετέχουν σε συλλογικές πρωτοβουλίες, να προωθούν πρακτικές υπεύθυνης κατανάλωσης και να συμβάλλουν στη διαμόρφωση πολιτικών που ευνοούν την κοινωνική συνοχή και την περιβαλλοντική ισορροπία (Dobson, 2007). Η περιβαλλοντική διάσταση της ενεργού πολιτειότητας σχετίζεται με τη δέσμευση για βιώσιμη διαχείριση των πόρων και την υιοθέτηση πρακτικών που μειώνουν τις περιβαλλοντικές επιπτώσεις (Barry, 2006). Παράλληλα, η κοινωνική διάσταση της ενεργού πολιτειότητας αφορά τη συμμετοχή των πολιτών στην προώθηση της ισότητας, της δικαιοσύνης και της κοινωνικής συνοχής. Οι επιπτώσεις της περιβαλλοντικής κρίσης, όπως η λειψυδρία ή η ρύπανση, πλήττουν δυσανάλογα τις ευάλωτες κοινωνικές ομάδες, εντείνοντας τις κοινωνικές ανισότητες (Schlosberg, 2013). Η έννοια της περιβαλλοντικής δικαιοσύνης, που συνίσταται στην ίση πρόσβαση όλων στα περιβαλλοντικά αγαθά και στη δίκαιη κατανομή των περιβαλλοντικών επιπτώσεων, αποτελεί κρίσιμη παράμετρο για την επίτευξη μιας πραγματικά βιώσιμης κοινωνίας (Agyeman et al., 2003).

Η κλιματική αλλαγή, η λειψυδρία, η απώλεια βιοποικιλότητας και άλλες σύγχρονες προκλήσεις καταδεικνύουν ότι η βιωσιμότητα είναι μια πολιτική υπόθεση. Οι ενεργοί πολίτες καλούνται όχι μόνο να ενημερώνονται, αλλά και να συμμετέχουν στη διαμόρφωση λύσεων. Η συλλογική δράση και η κοινωνική κινητοποίηση, όπως φάνηκε και σε παγκόσμια κινήματα πολιτών, αποτελούν βασικούς μοχλούς πίεσης για την υιοθέτηση βιώσιμων πολιτικών (Thunberg, 2019).

Η ενεργός πολιτειότητα, επομένως, αποτελεί αναπόσπαστο στοιχείο της βιώσιμης ανάπτυξης. Καλλιεργεί την υπευθυνότητα, τη δημοκρατική κουλτούρα και την ικανότητα των πολιτών να σκέφτονται κριτικά και να δρουν με προοπτική το κοινό καλό, τόσο στο παρόν όσο και στο μέλλον (Westheimer & Kahne, 2004).

2.2. Επιστήμη, κοινωνία και ενεργός πολιτειότητα

Η επιστήμη δεν αποτελεί απομονωμένη και ουδέτερη δραστηριότητα, αλλά μια κοινωνική πρακτική που συνδέεται άμεσα με τις ανάγκες, τις αξίες και τις επιλογές της κοινωνίας (Latour, 1987).

Η ενσωμάτωση της επιστημονικής σκέψης και η ενεργή εμπλοκή των πολιτών στη διαδικασία παραγωγής και διάχυσης της γνώσης, όπως συμβαίνει σε προσεγγίσεις τύπου «citizen science», καλλιεργεί την κριτική σκέψη και ενδυναμώνει τους ανθρώπους, ώστε να συμμετέχουν συνειδητά και υπεύθυνα στον δημόσιο βίο (Irwin, 1995). Η επικοινωνία της επιστήμης διαδραματίζει

καθοριστικό ρόλο στη διαμόρφωση ενεργών και ενημερωμένων πολιτών. Όπως επισημαίνουν οι Bucchi και Trench (2008), η αποτελεσματική επικοινωνία της επιστήμης επιτρέπει στους πολίτες να κατανοούν πολύπλοκα ζητήματα, να διαμορφώνουν τεκμηριωμένες απόψεις και να συμμετέχουν στη λήψη αποφάσεων με υπεύθυνο τρόπο. Η επικοινωνία της επιστήμης ενισχύει επιπλέον την κοινωνική συνοχή και τη συμμετοχή των πολιτών σε ζητήματα κοινού ενδιαφέροντος, όπως η κλιματική αλλαγή, μέσα από τεκμηριωμένη πληροφόρηση και δημόσιο διάλογο (Schäfer, 2012).

Η στενή σχέση μεταξύ επιστήμης και κοινωνίας αναδεικνύεται ως κρίσιμος παράγοντας για την καλλιέργεια της ενεργού πολιτειότητας. Η επιστημονική γνώση, όταν μεταδίδεται με σαφήνεια και σεβασμό στην πολυπλοκότητα των θεμάτων, γίνεται καταλύτης κοινωνικής κινητοποίησης και συλλογικής δράσης (Bucchi & Trench, 2008). Σε αυτό το πλαίσιο, η εκπαίδευση διαδραματίζει καθοριστικό ρόλο, ως ο θεσμός που μπορεί να γεφυρώσει την επιστήμη με την κοινωνία, καλλιεργώντας πολίτες που αντιλαμβάνονται τη γνώση ως εργαλείο αλλαγής.

Η σύνδεση αυτή αναδεικνύεται ιδιαίτερα, όταν εξετάζουμε τον ρόλο του σχολείου ως φορέα προώθησης της ενεργού πολιτειότητας και της βιωσιμότητας.

2.3. Το σχολείο ως πυλώνας προώθησης της ενεργού πολιτειότητας

Η εκπαίδευση διαδραματίζει καθοριστικό ρόλο στη διαμόρφωση πολιτών που μπορούν να συμμετέχουν ενεργά στη δημοκρατική ζωή και να συμβάλλουν στη βιώσιμη ανάπτυξη της κοινωνίας (UNESCO, 2017). Δεν αρκεί ωστόσο η παροχή θεωρητικών γνώσεων. Απαιτείται η καλλιέργεια στάσεων και δεξιοτήτων που ενισχύουν την κοινωνική υπευθυνότητα και την ουσιαστική κατανόηση των κοινωνικών και περιβαλλοντικών προκλήσεων (Biesta & Lawy, 2006).

Η βιωματική μάθηση αποτελεί ένα από τα πιο ισχυρά εργαλεία στην εκπαίδευση για την ενεργό πολιτειότητα. Σύμφωνα με τον Kolb (1984), οι μαθητές/τριες μαθαίνουν καλύτερα όταν συμμετέχουν ενεργά σε πραγματικά προβλήματα και κοινωνικές καταστάσεις. Αποκτούν έτσι ουσιαστικές δεξιότητες και εμβαθύνουν τη γνώση τους, ενώ παράλληλα αναπτύσσουν μια βαθύτερη κατανόηση του ρόλου τους ως πολίτες (Sterling, 2001). Η ένταξη της βιωματικής μάθησης στα σχολικά προγράμματα έχει αποδειχθεί ιδιαίτερα αποτελεσματική στην ενίσχυση της συμμετοχής των μαθητών/τριών σε περιβαλλοντικές και κοινωνικές δράσεις (Westheimer & Kahne, 2004). Για παράδειγμα, η εμπλοκή τους σε περιβαλλοντικές πρωτοβουλίες και η συνεργασία με φορείς της τοπικής κοινότητας συμβάλλουν στην καλλιέργεια της κοινωνικής συνείδησης και υπευθυνότητας (Tilbury, 2011). Όταν οι μαθητές/τριες συμμετέχουν ενεργά σε τέτοιου είδους δράσεις, δεν μαθαίνουν απλώς για την ενεργό πολιτειότητα, αλλά την ασκούν στην πράξη.

Η UNESCO (2020) έχει αναδείξει την εκπαίδευση για τη βιώσιμη ανάπτυξη (ESD) ως βασικό μέσο για την ενίσχυση της ενεργού πολιτειότητας. Η ESD στοχεύει στην ανάπτυξη δεξιοτήτων που επιτρέπουν στους μαθητές και τις μαθήτριες να λαμβάνουν τεκμηριωμένες αποφάσεις σχετικά με περιβαλλοντικά και κοινωνικά ζητήματα, να αντιλαμβάνονται τη σύνδεση μεταξύ τους, να συμμετέχουν ενεργά στη διαμόρφωση μιας πιο δίκαιης και βιώσιμης κοινωνίας (Sterling, 2011) και να αξιολογούν τις κοινωνικές και πολιτικές αποφάσεις, όχι μεμονωμένα, αλλά στο πλαίσιο των συνολικών επιπτώσεών τους στη βιωσιμότητα και την κοινωνική δικαιοσύνη (Jickling & Wals, 2008). Τα σχολεία δεν είναι απλώς χώροι όπου μεταδίδεται γνώση, είναι κατεξοχήν χώροι κοινωνικοποίησης και διαμόρφωσης υπεύθυνων και ενεργών πολιτών (Dewey, 1916).

3. Το πρόγραμμα «Σταγόνες Ζωής»

3.1. Παρουσίαση και μεθοδολογική προσέγγιση

Το εκπαιδευτικό πρόγραμμα «Σταγόνες Ζωής» υλοποιήθηκε στο 1ο Πρότυπο Γυμνάσιο Ιλίου, κατά τη διάρκεια του σχολικού έτους 2024-2025. Στο πλαίσιο του προγράμματος, 32 μαθητές/τριες των ομίλων αστρονομίας και σχολικής εφημερίδας αντιμετώπισαν τη λειψυδρία, ως ένα σύνθετο κοινωνικό και περιβαλλοντικό ζήτημα με σοβαρές περιβαλλοντικές, οικονομικές και κοινωνικές επιπτώσεις (Gleick, 2014). Πρόκειται για ένα διεπιστημονικό περιβαλλοντικό πρόγραμμα, που σχεδιάστηκε με σκοπό την καλλιέργεια της ενεργού πολιτειότητας των μαθητών/τριών, επιδιώκοντας

την ενίσχυση της κριτικής σκέψης, της περιβαλλοντικής υπευθυνότητας και της ικανότητας των μαθητών/τριών να δρουν τεκμηριωμένα ως ενημερωμένοι πολίτες, αναγνωρίζοντας τη σύνδεση ανάμεσα στην επιστημονική γνώση και τη λήψη υπεύθυνων αποφάσεων για κοινά προβλήματα, όπως η λειψυδρία. Μέσα από τη συνεργασία μαθητών/τριών που αναλαμβάνουν τον ρόλο του επιστήμονα και του δημοσιογράφου, επιδιώχθηκε η ανάδειξη της σχέσης επιστήμης και κοινωνίας και η ανάπτυξη δεξιοτήτων διερεύνησης, επικοινωνίας και συνεργασίας, ενθαρρύνοντάς τους να λειτουργούν ως υπεύθυνοι και δραστήριοι πολίτες, να προτείνουν λύσεις και να συμμετέχουν σε δράσεις που ενισχύουν τη βιωσιμότητα στην καθημερινή ζωή, εντός και εκτός σχολείου.

Το πρόγραμμα «Σταγόνες Ζωής» συνδυάστηκε με το σχολικό πρόγραμμα «Climate Detectives» του Ευρωπαϊκού Οργανισμού Διαστήματος (ESA) και του ελληνικού τμήματος του Ευρωπαϊκού Γραφείου Πόρων Εκπαίδευσης για το Διάστημα (ESERO). Μέσω της μελέτης κλιματικών προβλημάτων, ενθαρρύνθηκε η συμμετοχή στην επιστημονική διαδικασία, προάγοντας τον επιστημονικό γραμματισμό και την ενεργό πολιτειότητα μέσω της βιωματικής και διερευνητικής μάθησης (ESA, 2024). Η προσέγγιση αυτή ενίσχυσε τη σύνδεση επιστήμης και κοινωνίας, δίνοντας τη δυντότητα στους μαθητές και τις μαθήτριες να διεξάγουν επιστημονική έρευνα και να συμβάλουν ενεργά στην επίλυση ενός κλιματικού προβλήματος της περιοχής τους.

Προσεγγίζοντας τη λειψυδρία ως κοινωνικοεπιστημονικό ζήτημα που συνδέεται με την κλιματική αλλαγή, τη βιώσιμη διαχείριση των φυσικών πόρων και την υπεύθυνη κατανάλωση, το πρόγραμμα συνέβαλε ουσιαστικά στην επίτευξη μίας σειράς Στόχων Βιώσιμης Ανάπτυξης (ΣΒΑ) του ΟΗΕ, όπως ο ΣΒΑ 4.7 (Εκπαίδευση για τη Βιώσιμη Ανάπτυξη και την Ενεργό Πολιτειότητα), ΣΒΑ 6 (Καθαρό Νερό και Αποχέτευση), ΣΒΑ 11 (Βιώσιμες Πόλεις και Κοινότητες) και ΣΒΑ 13 (Δράση για το Κλίμα) (United Nations, 2015).

Η υλοποίηση του προγράμματος βασίστηκε στη μεθοδολογία Project-Based Learning (PBL), που προάγει τη βιωματική μάθηση και την εφαρμογή γνώσεων και δεξιοτήτων με ενεργή εμπλοκή σε αυθεντικά προβλήματα, συνδέοντας τη σχολική γνώση με την πραγματική ζωή και την κοινωνική πραγματικότητα (Kolb, 1984·Furco, 2010). Αξιοποιήθηκαν επιπλέον η διερευνητική μάθηση (Inquiry-Based Learning), η ομαδοσυνεργατική μέθοδος και η μάθηση μέσω επιμερισμού ρόλων (Barron & Darling-Hammond, 2008).

Οι μαθητές/τριες εργάστηκαν σε δύο ομάδες: Η ομάδα του ομίλου αστρονομίας (επιστήμονες), με την υποστήριξη των υπεύθυνων εκπαιδευτικών, διεξήγαγε έρευνα με βάση την επιστημονική μέθοδο. Οι μαθητές/τριες της σχολικής εφημερίδας (δημοσιογράφοι) διεξήγαγαν τη δική τους δημοσιογραφική έρευνα. Οι δύο ομάδες είχαν στενή συνεργασία σε όλες τις φάσεις, με τακτικές συναντήσεις, ανταλλαγή ευρημάτων και προσαρμογή στρατηγικής σύμφωνα με την πορεία της έρευνας.

3.2. Η εφαρμογή

Η υλοποίηση του προγράμματος πραγματοποιήθηκε σε τέσσερις διακριτές φάσεις:

Φάση 1 – Ευαισθητοποίηση και εντοπισμός του προβλήματος: Η εισαγωγική φάση είχε στόχο την ευαισθητοποίηση των μαθητών/τριών ως προς τις περιβαλλοντικές και κοινωνικές διαστάσεις της λειψυδρίας. Μέσα από πολυτροπικό υλικό (βίντεο, εικόνες, άρθρα, επιστημονικές πηγές), οι μαθητές/τριες ήρθαν σε επαφή με τις παγκόσμιες και τοπικές προεκτάσεις του προβλήματος και συμμετείχαν σε συζητήσεις και δραστηριότητες. Δημιούργησαν νοητικούς χάρτες, συζήτησαν τις αιτίες και τις συνέπειες της κλιματικής αλλαγής και διατύπωσαν ερωτήματα, όπως «Ποιες οι αιτίες μείωσης των υδάτινων αποθεμάτων στην Αττική;» και «Ποιος ο ρόλος των ανθρώπινων δραστηριοτήτων στη λειψυδρία;». Τα ερωτήματα αυτά ομαδοποιήθηκαν και αποτέλεσαν τη βάση για τον σχεδιασμό της ερευνητικής πορείας (Chin & Osborne, 2008), με στόχο την κατανόηση των αιτιών και συνεπειών της λειψυδρίας στην Αττική και τη διερεύνηση της σχέσης της με τις μεταβολές στις βροχοπτώσεις και τη θερμοκρασία.

Με την υποστήριξη των εκπαιδευτικών, οι μαθητές/τριες οργάνωσαν τον τρόπο διερεύνησης και κατανεμήθηκαν σε ομάδες, με βάση τα ενδιαφέροντα και τις δεξιότητές τους. Η ομάδα των επιστημόνων ανέλαβε ρόλους όπως υπεύθυνοι οπτικοποίησης δορυφορικών δεδομένων, αναλυτές

δεδομένων και υπεύθυνοι κοινοποίησης ευρημάτων. Η ομάδα των δημοσιογράφων ανέλαβε ρόλους, όπως συντάκτες άρθρων, ερωτηματολογίων και συνεντεύξεων.

Φάση 2 – Έρευνα: Οι μαθητές-επιστήμονες οπτικοποίησαν και ανέλυσαν δορυφορικά και ιστορικά δεδομένα μέσω εργαλείων όπως το Copernicus Browser, Google Earth Engine, Teal Tool και Εθνικό Αστεροσκοπείο Αθηνών, καθώς και δεδομένα κατανάλωσης από την ΕΥΔΑΠ, προκειμένου να εκτιμήσουν τον κίνδυνο της λειψυδρίας στην Αττική. Σε συνεργασία με τους μαθητές-δημοσιογράφους δημιούργησαν ερωτηματολόγιο για την οικιακή χρήση νερού, που διένειμαν στις οικογένειές τους. Οι επιστήμονες επεξεργάστηκαν τα αποτελέσματα με Excel και τα παρουσίασαν με γραφήματα και στατιστικές συσχετίσεις (European Commission, 2020). Παράλληλα, οι δημοσιογράφοι συνέτασσαν άρθρα, σχεδίαζαν ψηφιακές αφίσες και infographics για τη σχολική εφημερίδα. Οι μαθητές/τριες δεν αρκέστηκαν στην τεχνική ερμηνεία των δεδομένων, αλλά μετέφρασαν τα αποτελέσματα σε συμπεράσματα με κοινωνική σημασία και τα παρουσίασαν στην σχολική και την ευρύτερη κοινότητα, αναδεικνύοντας τη στενή σχέση επιστήμης και κοινωνίας.

Η συνεργασία ενισχύθηκε μέσα από κοινές συναντήσεις με ειδικούς, συνεντεύξεις και συζητήσεις. Στο πλαίσιο αυτό, προσκάλεσαν μέλη της τοπικής κοινωνίας να σχολιάσουν τα ευρήματα και παρακολούθησαν την διάλεξη «Παρατηρώντας τη Γη από το Διάστημα», που πραγματοποιήθηκε από το ESERO Greece, σε συνεργασία με το Γραφείο Διάχυσης της Αστρονομίας στην Ελλάδα της Διεθνούς Αστρονομικής Ένωσης (IAU), όπου είχαν την ευκαιρία να αλληλεπιδράσουν με επιστήμονες και να θέσουν τα ερωτήματά τους.

Η έρευνα των μαθητών/τριών ανέδειξε τον αυξημένο κίνδυνο λειψυδρίας στην Αττική και την ανάγκη άμεσων μέτρων βιώσιμης διαχείρισης.

Φάση 3 – Οργάνωση δράσεων: Αξιοποιώντας τα επιστημονικά ευρήματα, οι μαθητές/τριες ανέπτυξαν δράσεις ενημέρωσης και ευαισθητοποίησης σχετικά με τη βιώσιμη διαχείριση του νερού. Προκειμένου να κοινοποιήσουν τα ευρήματά τους και να προτείνουν πρακτικές εξοικονόμησης νερού στη σχολική και την ευρύτερη κοινότητα, σχεδίασαν infographics και δημοσίευσαν άρθρα στη σχολική εφημερίδα. Η αφίσα στην Εικόνα 1 δημοσιεύτηκε ως ένθετο στη σχολική εφημερίδα και αναρτήθηκε στους χώρους του σχολείου. Επιπλέον, εφάρμοσαν πιλοτικά προτεινόμενα μέτρα στην καθημερινότητά τους. Κατέγραψαν για μία συγκεκριμένη χρονική περίοδο πρακτικές χρήσης νερού, σχεδίασαν ατομικά πλάνα εξοικονόμησης και κατέγραψαν τις αλλαγές στις συνήθειες και στις αντιλήψεις τους. Η διαδικασία έδειξε πώς μικρές καθημερινές πρακτικές συμβάλλουν στην καλλιέργεια περιβαλλοντικής υπευθυνότητας. Η συνεργασία των δύο ομάδων αποδείχθηκε καταλυτική και στη φάση αυτή, αναδεικνύοντας την αλληλεξάρτηση επιστήμης και κοινωνίας και τη σημασία της ενεργού πολιτειότητας στην αντιμετώπιση περιβαλλοντικών κρίσεων.

Εικόνα 1: Αφίσα

Φάση 4 – Αναστοχασμός: Στο τέλος του προγράμματος, οι μαθητές/τριες συμμετείχαν σε δραστηριότητες αποτίμησης της εμπειρίας, όπως συζητήσεις, ομαδικές συνεντεύξεις, φύλλα αναστοχασμού και γραπτές αφηγήσεις. Κατέγραψαν προκλήσεις, συναισθήματα και αλλαγές στις στάσεις τους απέναντι στο περιβάλλον, την επιστήμη και τον ρόλο τους ως ενεργοί πολίτες. Μέσα από τον αναστοχασμό αναγνωρίστηκε η σημασία της σχέσης γνώσης και δράσης, διαφάνηκε η

απόκτηση αίσθησης κοινωνικής ευθύνης και αναδείχθηκε ο μετασχηματισμός στις στάσεις και την προθυμία προσωπικής εμπλοκής των μαθητών/τριών σε θέματα βιωσιμότητας. Το πρόγραμμα καλλιέργησε δεξιότητες συνεργασίας, οργάνωσης, έρευνας και διαχείρισης πληροφοριών, ενισχύοντας την ενεργό πολιτειότητα και τη μετάβαση από τον προβληματισμό στη δράση (UNESCO, 2023; ΙΕΠ, 2024).

3.3. Αξιολόγηση και αποτελέσματα

Η υλοποίηση του προγράμματος «Σταγόνες Ζωής» αποτελεί ένα παράδειγμα μετασχηματιστικής εκπαίδευσης για την ενεργό πολιτειότητα. Η παράλληλη αξιοποίηση τόσο της επιστημονικής όσο και της διερευνητικής δημοσιογραφικής μεθόδου αποτελεί βασικό καινοτόμο στοιχείο του προγράμματος αυτού. Οι δύο ομάδες μαθητών/τριών (επιστήμονες-δημοσιογράφοι) συνεργάστηκαν στενά, δημιουργώντας ένα περιβάλλον όπου η επιστήμη και η επικοινωνία λειτουργούσαν συμπληρωματικά. Έτσι, οι μαθητές/τριες όχι μόνο διερεύνησαν ένα πραγματικό κλιματικό πρόβλημα, αλλά απέκτησαν και δεξιότητες επικοινωνίας, συνεργασίας και διάχυσης επιστημονικής γνώσης. Μέσα από την υλοποίηση του προγράμματος ανέπτυξαν την ικανότητα να μετασχηματίζουν τη γνώση σε δράση, συμβάλλοντας σε μία πιο δίκαιη και βιώσιμη κοινωνία (Gleick, 2014; UNESCO, 2023).

Η αξιολόγηση της αποτελεσματικότητας του προγράμματος πραγματοποιήθηκε μέσω ερωτηματολογίων, συνεντεύξεων, φύλλων αναστοχασμού και παρατήρησης και έδειξε τα εξής:

Κατανόηση της σχέσης λειψυδρίας και κλιματικής αλλαγής: Πριν την υλοποίηση, 11 από τους 32 μαθητές/τριες αναγνώριζαν τη σύνδεση λειψυδρίας – κλιματικής αλλαγής. Μετά το πρόγραμμα, το ποσοστό αυξήθηκε σε 100%, αναδεικνύοντας τη συμβολή της βιωματικής μάθησης στην ενίσχυση της επιστημονικής και περιβαλλοντικής συνείδησης.

Ανάπτυξη δεξιοτήτων: Το σύνολο των μαθητών/τριών δήλωσε πως ανέπτυξε δεξιότητες συνεργασίας, επικοινωνίας και ανάληψης πρωτοβουλιών και συμμετείχε έμπρακτα σε δράσεις ενεργού πολιτειότητας.

Μετασχηματισμός στάσεων: Οι 30 από τους 32 συμμετέχοντες ανέφεραν ότι η εμπειρία τους βοήθησε να επανεξετάσουν τη σχέση τους με το περιβάλλον και να αναπτύξουν μία πιο ενεργή στάση απέναντι σε ζητήματα που επηρεάζουν την κοινωνία και το περιβάλλον τους.

Ανάληψη δράσης: Πριν το πρόγραμμα, 10 μαθητές/τριες εφάρμοζαν ήδη πρακτικές εξοικονόμησης νερού στο σπίτι. Ο αριθμός αυτός ανέβηκε στους 32 μετά το πέρας του προγράμματος. Αξίζει να σημειωθεί ότι όλοι/ες οι μαθητές/τριες του σχολείου ενεργοποιήθηκαν και έδειξαν προθυμία να συμβάλλουν στην δράση εξοικονόμησης νερού στο σχολείο.

Το σύνολο των δράσεων καλλιέργησε στους μαθητές/τριες αίσθηση κοινωνικής ευθύνης. Τόνισαν ότι μέσα από τη συνεργασία, την ανάληψη ρόλων και την επίλυση αυθεντικών προβλημάτων, βίωσαν το σχολείο ως πεδίο κοινωνικής αλλαγής και όχι ως παθητικό χώρο μάθησης (Sterling, 2001· Jickling & Wals, 2008).

Συνοψίζοντας, το πρόγραμμα «Σταγόνες Ζωής» προσέφερε μια εμπειρία μάθησης που συνέδεσε τη γνώση με τη δράση και την επιστήμη με την κοινωνική ευθύνη. Αποτελεί χαρακτηριστικό παράδειγμα εφαρμογής της Εκπαίδευσης για τη Βιώσιμη Ανάπτυξη, ενισχύοντας γνωστικές και κοινωνικές δεξιότητες, αλλά και τη διάθεση των νέων να λειτουργούν ως φορείς θετικής αλλαγής στην κοινότητά τους.

4. Συμπεράσματα και μελλοντικές προοπτικές

Η υλοποίηση του προγράμματος «Σταγόνες Ζωής» ανέδειξε, με σαφή και τεκμηριωμένο τρόπο, τον ρόλο της εκπαίδευσης ως καταλύτη κοινωνικής ευαισθητοποίησης και ενεργού συμμετοχής. Η ενσωμάτωση βιωματικών, συνεργατικών και ερευνητικών δραστηριοτήτων μέσα στο σχολικό περιβάλλον προσέφερε στους μαθητές/τριες την ευκαιρία να αναπτύξουν όχι μόνο γνωστικές δεξιότητες, αλλά και στάσεις και αξίες που συνδέονται με την ενεργό πολιτειότητα και τη βιωσιμότητα (Kolb, 1984· Westheimer & Kahne, 2004).

Το πρόγραμμα δεν περιορίστηκε στην απλή προσέγγιση της λειψυδρίας ως περιβαλλοντικό φαινόμενο, αλλά την ανέδειξε ως ένα σύνθετο κοινωνικοεπιστημονικό ζήτημα, στο οποίο συγκλίνουν στοιχεία περιβαλλοντικής δικαιοσύνης, υπεύθυνης κατανάλωσης, άνισης πρόσβασης σε φυσικούς πόρους και κοινωνικών ανισοτήτων (Gleick, 2014; Schlosberg, 2013). Σε αυτό το πλαίσιο, η επιστήμη δεν παρουσιάστηκε ως θεωρητική γνώση, αλλά ως ζωντανό εργαλείο ανάλυσης, κατανόησης και μετασχηματισμού της κοινωνικής πραγματικότητας (Latour, 1987; Irwin, 1995).

Ιδιαίτερη αξία είχε η προσέγγιση που ενσωματώνει τη σχέση επιστήμης και κοινωνίας: οι μαθητές/τριες, λειτουργώντας ως επιστήμονες και δημοσιογράφοι, καλλιέργησαν δεξιότητες διερεύνησης, επεξεργασίας δεδομένων, επικοινωνίας και δημόσιας παρέμβασης, καθιστώντας τη γνώση προσβάσιμη στην τοπική κοινότητα. Η συνεργασία αυτή ανέδειξε τη σημασία της επιστημονικής επικοινωνίας στη διαμόρφωση ενημερωμένων, υπεύθυνων πολιτών (Bucchi & Trench, 2008).

Από παιδαγωγική σκοπιά, το πρόγραμμα συνιστά ένα παράδειγμα μετασχηματιστικής εκπαίδευσης (Wals, 2011), καθώς ενίσχυσε την ικανότητα των μαθητών/τριών να αναστοχάζονται, να αναλαμβάνουν δράση και να βλέπουν τον εαυτό τους ως παράγοντα αλλαγής. Η εμπειρία του σχολείου δεν αποτέλεσε απλώς ένα πλαίσιο μάθησης, αλλά ένα ζωντανό πεδίο κοινωνικής εμπλοκής και ενεργού συμμετοχής.

Ως μελλοντική προοπτική, η εμπειρία αυτή δημιουργεί ένα πρότυπο που μπορεί να υιοθετηθεί από άλλα σχολεία, με δυνατότητα διεπιστημονικής προσέγγισης και εμπλουτισμού μέσω συνεργασιών με επιστημονικούς και κοινωνικούς φορείς. Η εφαρμογή αντίστοιχων προγραμμάτων μπορεί να ενισχύσει:

- την παιδαγωγική αξιοποίηση αυθεντικών δεδομένων και τεχνολογικών εργαλείων·
- τη σύνδεση του σχολείου με την τοπική κοινωνία·
- την καλλιέργεια στάσεων που ευνοούν την αειφορία, τη βιωσιμότητα και τη δικαιοσύνη.

Η μεταφορά της εμπειρίας σε ευρύτερο επίπεδο, εντός τοπικών δικτύων σχολείων, αλλά και μέσα από συνεργασία με πανεπιστήμια και ερευνητικούς φορείς, μπορεί να ενισχύσει την ακαδημαϊκή, κοινωνική και περιβαλλοντική διάσταση της εκπαίδευσης. Προγράμματα σαν το «Σταγόνες Ζωής» αναδεικνύουν ότι η εκπαιδευτική πράξη έχει τη δύναμη να επηρεάσει πραγματικά τους μαθητές και τις μαθήτριες καθώς και την ευρύτερη κοινότητα, ώστε να αναλάβουν δράση και να γίνουν φορείς κοινωνικής αλλαγής.

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EAT GREEN: Η ΠΡΟΩΘΗΣΗ ΤΗΣ ΒΙΩΣΙΜΗΣ ΑΝΑΠΤΥΞΗΣ ΚΑΙ ΤΗΣ ΕΝΕΡΓΟΥ ΠΟΛΙΤΕΙΟΤΗΤΑΣ ΜΕΣΩ ΤΗΣ ΕΠΙΧΕΙΡΗΜΑΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

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Περίληψη

Η εικονική επιχείρηση «Eat Green», που αναπτύχθηκε από μαθητές του 1ου Πρότυπου Γυμνασίου Ιλίου, αποτελεί ένα καινοτόμο εκπαιδευτικό πρόγραμμα που προάγει την ενεργό πολιτειότητα, τη βιώσιμη ανάπτυξη και τη συνεργασία με την τοπική αυτοδιοίκηση και άλλους φορείς. Σε συνεργασία με τον Δήμο Ιλίου, οι μαθητές αξιοποίησαν ανεκμετάλλευτα ελαιόδεντρα για τη δημιουργία προϊόντων υψηλής διατροφικής αξίας, ενισχύοντας την τοπική οικονομία και την κοινωνική υπευθυνότητα.Η επιχείρηση αναπτύχθηκε στο πλαίσιο του Junior Achievement Greece, παρέχοντας στους μαθητές γνώσεις και εργαλεία για τη διαμόρφωση μιας βιώσιμης επιχειρηματικής ιδέας. Το πρόγραμμα συνδυάζει τη βιωματική εκπαίδευση με τους Στόχους Βιώσιμης Ανάπτυξης (Στόχος 12: Υπεύθυνη Κατανάλωση και Παραγωγή, Στόχος 8: Οικονομική Ανάπτυξη). Η πρωτοβουλία θέτει τις βάσεις για μελλοντικές επεκτάσεις, προωθώντας τη συνεργασία σχολείων, τοπικών φορέων και εκπαιδευτικών οργανισμών, ενισχύοντας τον κοινωνικό και περιβαλλοντικό αντίκτυπο.

Λέξεις κλειδιά: εικονική επιχείρηση, ενεργός πολιτειότητα, βιώσιμη ανάπτυξη

1. **Εισαγωγή**

Η επιχειρηματική εκπαίδευση αποτελεί έναν από τους βασικούς πυλώνες της σύγχρονης εκπαιδευτικής διαδικασίας, καθώς συμβάλλει στην καλλιέργεια δεξιοτήτων που σχετίζονται με την καινοτομία, τη δημιουργικότητα, τη λήψη αποφάσεων και την επίλυση προβλημάτων. Ιδιαίτερα σε ένα διαρκώς μεταβαλλόμενο οικονομικό και κοινωνικό περιβάλλον, η ικανότητα προσαρμογής και η ανάπτυξη επιχειρηματικής σκέψης καθίστανται ζωτικής σημασίας τόσο για την ατομική όσο και για τη συλλογική πρόοδο (Neck & Corbett, 2018). Μέσω της βιωματικής μάθησης, η επιχειρηματική εκπαίδευση προσφέρει στους μαθητές την ευκαιρία να εφαρμόσουν τις γνώσεις τους σε πραγματικές ή προσομοιωμένες καταστάσεις, ενισχύοντας την ενεργή συμμετοχή τους στη διαδικασία μάθησης και προάγοντας τη δημιουργική σκέψη (Lackéus, 2014).

Η βιωματική μάθηση, όπως περιγράφεται από το μοντέλο του Kolb (1984), καθιστά τη μαθησιακή διαδικασία δυναμική και προσανατολισμένη σε ρεαλιστικές συνθήκες, επιτρέποντας στους μαθητές και τις μαθήτριες να μαθαίνουν μέσα από την εμπειρία. Ενσωματώνοντας τις αρχές της επιχειρηματικής εκπαίδευσης σε ένα πλαίσιο βιωματικής εκπαίδευσης, οι μαθητές/τριες έχουν τη δυνατότητα να αναπτύξουν σημαντικές δεξιότητες, ενώ ταυτόχρονα ενισχύεται η αυτονομία τους και η ικανότητά τους να αναλαμβάνουν πρωτοβουλίες (Pittaway & Cope, 2007).

Στο πλαίσιο αυτό, η εικονική επιχείρηση «Eat Green», που υλοποιήθηκε από μαθητές και μαθήτριες του 1ου Πρότυπου Γυμνασίου Ιλίου μέσω του προγράμματος Junior Achievement Greece, αποτέλεσε μια καινοτόμο μαθησιακή εμπειρία που συνέδεσε την επιχειρηματική εκπαίδευση με τη βιώσιμη ανάπτυξη και την ενεργό πολιτειότητα. Οι μαθητές/τριες είχαν την ευκαιρία να αναπτύξουν μια επιχειρηματική ιδέα που εστιάζει στην αξιοποίηση ανεκμετάλλευτων φυσικών πόρων, στη στήριξη των τοπικών παραγωγών και στην προώθηση βιώσιμων μοντέλων κατανάλωσης. Μέσα από

τη διαδικασία αυτή, απέκτησαν γνώσεις σχετικά με την κυκλική οικονομία, την κοινωνική επιχειρηματικότητα και τη χρήση ψηφιακών εργαλείων για την προώθηση επιχειρηματικών δραστηριοτήτων (Schaltegger & Wagner, 2011).

Η συγκεκριμένη εργασία εξετάζει τη σημασία της επιχειρηματικής εκπαίδευσης στο σχολικό περιβάλλον, εστιάζοντας στη βιωματική εφαρμογή της μέσω της δημιουργίας της «Eat Green». Παρουσιάζεται το θεωρητικό πλαίσιο που στηρίζει τη μαθησιακή διαδικασία, περιγράφεται η μεθοδολογία υλοποίησης της επιχείρησης και αναλύονται τα αποτελέσματα της εφαρμογής της. Τέλος, συζητείται ο αντίκτυπος που είχε η δράση αυτή στην ανάπτυξη δεξιοτήτων των μαθητών/τριών, στην ενίσχυση της περιβαλλοντικής τους συνείδησης και στη διαμόρφωση της αντίληψής τους για την ενεργό πολιτειότητα, ενώ διατυπώνονται προτάσεις για την περαιτέρω αξιοποίηση της επιχειρηματικής εκπαίδευσης στο σχολικό περιβάλλον.

2. Θεωρητικό υπόβαθρο

2.1. Η επιχειρηματική εκπαίδευση ως ένα εργαλείο βιωματικής μάθησης

Η επιχειρηματική εκπαίδευση έχει αναδειχθεί ως μία από τις πιο σύγχρονες και αποτελεσματικές προσεγγίσεις για την καλλιέργεια δεξιοτήτων που σχετίζονται με την οικονομική ανάπτυξη, την κοινωνική υπευθυνότητα και την καινοτομία. Η ενσωμάτωσή της στα τυπικά και άτυπα εκπαιδευτικά προγράμματα δεν αποσκοπεί αποκλειστικά στην προετοιμασία μελλοντικών επιχειρηματιών, αλλά επιδιώκει και την ανάπτυξη δεξιοτήτων του 21ου αιώνα, όπως η δημιουργικότητα, η ομαδοσυνεργατικότητα, η κριτική σκέψη, η λήψη αποφάσεων και η επίλυση προβλημάτων, οι οποίες είναι κρίσιμες για τη σύγχρονη αγορά εργασίας και την κοινωνική συνοχή (Lackéus, 2014).

Τα τελευταία χρόνια, η επιχειρηματική εκπαίδευση έχει συνδεθεί στενά με τη βιωματική μάθηση, καθώς οι μαθητές/τριες μαθαίνουν μέσα από την ενεργή συμμετοχή σε πραγματικές ή προσομοιωμένες επιχειρηματικές δραστηριότητες. Η διαδικασία αυτή τους επιτρέπει να εφαρμόζουν τη θεωρία στην πράξη, ενισχύοντας την κατανόηση των βασικών αρχών της επιχειρηματικότητας και της οικονομίας (Neck & Corbett, 2018).

Σύμφωνα με τον Kolb (1984), η μάθηση συντελείται μέσα από έναν κύκλο εμπειριών με τέσσερα στάδια: τη συγκεκριμένη εμπειρία (Concrete Experience), την αναστοχαστική παρατήρηση (Reflective Observation), την αφηρημένη εννοιολόγηση (Abstract Conceptualization) και τον ενεργό πειραματισμό (Active Experimentation). Η εφαρμογή του κύκλου του Kolb καθιστά τη μαθησιακή διαδικασία δυναμική και προσανατολισμένη στη δράση. Μέθοδοι όπως η μάθηση μέσω δράσης (learning by doing), η επίλυση προβλημάτων (problem-based learning) και η παιδαγωγική δημιουργίας αξιών (value creation pedagogy) επιτρέπουν στους μαθητές να αποκτήσουν ουσιαστική εμπειρία, συμμετέχοντας σε επιχειρηματικά εγχειρήματα ή προσομοιώσεις (Lackéus, 2014). Ένα χαρακτηριστικό παράδειγμα αποτελεί η ανάπτυξη εικονικών επιχειρήσεων. Μέσα από αυτή τη διαδικασία οι μαθητές/τριες έρχονται αντιμέτωποι με πραγματικές προκλήσεις και αναπτύσσουν δεξιότητες στη λήψη αποφάσεων και στη διαχείριση ρίσκου, σε ένα ασφαλές μαθησιακό περιβάλλον (European Commission, 2020). Επιπλέον, μέσα από επιχειρηματικά παιχνίδια και προγράμματα προσομοίωσης, εφαρμόζουν τις γνώσεις τους σε ρεαλιστικά σενάρια (Vanevenhoven, 2013).

Η βιωματική μάθηση δεν περιορίζεται στις δραστηριότητες εντός τάξης. Επισκέψεις σε επιχειρήσεις, συνεργασίες με επαγγελματίες και συμμετοχή σε διαγωνισμούς ενισχύουν τη σύνδεση των μαθητών με τον πραγματικό κόσμο και προσφέρουν πολύτιμες εμπειρίες από την αγορά εργασίας (Pittaway & Cope, 2007).

Συνοψίζοντας, η επιχειρηματική εκπαίδευση δεν αποτελεί μόνο μέσο εκμάθησης για τη δημιουργία και διαχείριση μιας επιχείρησης. Είναι ένα σύγχρονο εκπαιδευτικό εργαλείο που προετοιμάζει τους μαθητές/τριες να ανταποκρίνονται σε προκλήσεις, να σκέφτονται δημιουργικά, να λαμβάνουν αποφάσεις με αυτοπεποίθηση και να εφαρμόζουν καινοτόμες λύσεις. Μέσω αυτής της προσέγγισης, καλλιεργούνται δεξιότητες απαραίτητες τόσο για την επαγγελματική όσο και για την κοινωνική τους ανάπτυξη.

2.2. Η καλλιέργεια της ενεργού πολιτειότητας μέσω της επιχειρηματικής εκπαίδευσης

Η ενεργός πολιτειότητα αναφέρεται στη συμμετοχή των πολιτών σε δράσεις που προάγουν το κοινό καλό, ενισχύοντας τη δημοκρατική λειτουργία και την κοινωνική συνοχή (Crick & Hoskins, 2010). Στο πλαίσιο της εκπαίδευσης, η προώθησή της απαιτεί τη διαμόρφωση ατόμων που διαθέτουν τις γνώσεις και τις ικανότητες να συμμετέχουν υπεύθυνα και ενεργά στη διαμόρφωση της κοινωνίας τους (Horváth, 2017). Η επιχειρηματική εκπαίδευση μπορεί να συνεισφέρει ουσιαστικά σε αυτή τη διαδικασία, ενσωματώνοντας αρχές κοινωνικής υπευθυνότητας, συνεργασίας και δημοκρατικής συμμετοχής, ενισχύοντας παράλληλα την αυτονομία και την καινοτομία των μαθητών (Bacigalupo et al., 2016).

Η επιχειρηματική εκπαίδευση προάγει την ενεργό πολιτειότητα μέσα από τρεις βασικούς πυλώνες. Αρχικά, η κοινωνική ευθύνη επιτρέπει στους μαθητές να ανταποκριθούν σε κοινωνικά και περιβαλλοντικά ζητήματα μέσω της δημιουργίας βιώσιμων επιχειρηματικών πρωτοβουλιών (Heinonen & Poikkijoki, 2006). Επιπλέον, η συνεργασία μεταξύ γενεών τούς φέρνει σε επαφή με επαγγελματίες και κοινωνικούς φορείς, ενισχύοντας την ανταλλαγή εμπειριών και γνώσης (Lozano et al., 2017). Τέλος, η δημοκρατική συμμετοχή τούς δίνει τη δυνατότητα να λαμβάνουν αποφάσεις και να συμμετέχουν ενεργά στη σχολική και κοινωνική ζωή, καλλιεργώντας τη συνεργασία και τη δημοκρατική σκέψη (Horváth, 2017).

Η βιώσιμη ανάπτυξη αποτελεί κεντρικό άξονα της επιχειρηματικής εκπαίδευσης, καθώς προωθεί τη δημιουργία κοινωνικά υπεύθυνων επιχειρήσεων και την εφαρμογή αρχών κυκλικής οικονομίας (Schaltegger & Wagner, 2011). Πρωτοβουλίες που στηρίζονται σε αυτήν συμβάλλουν στην επίτευξη των Στόχων Βιώσιμης Ανάπτυξης, όπως η ποιοτική εκπαίδευση (Στόχος 4), η αξιοπρεπής εργασία (Στόχος 8) και η υπεύθυνη κατανάλωση (Στόχος 12) (United Nations, 2015; UNESCO, 2017).

Η σύγχρονη έρευνα υπογραμμίζει ότι η βιωματική μάθηση είναι καθοριστική για την ενίσχυση της ενεργού πολιτειότητας, καθώς οι μαθητές συμμετέχουν σε ρεαλιστικές προκλήσεις, σχεδιάζοντας λύσεις με κοινωνικό και περιβαλλοντικό αντίκτυπο (Horváth, 2017). Η προσέγγιση αυτή ευθυγραμμίζεται με την παιδαγωγική της δημιουργίας αξίας (value creation pedagogy), όπου οι μαθητές δεν περιορίζονται στη θεωρία αλλά εφαρμόζουν ενεργά τις δεξιότητές τους για την πρόοδο της κοινωνίας (Lackéus, 2014).

Η σύνδεση της επιχειρηματικής εκπαίδευσης με την ενεργό πολιτειότητα υπερβαίνει το σχολικό περιβάλλον. Οι μαθητές προετοιμάζονται να λειτουργούν ως φορείς θετικής αλλαγής, διαμορφώνοντας βιώσιμες και καινοτόμες λύσεις για το μέλλον (Lackéus, 2014). Προγράμματα όπως το Junior Achievement Greece προσφέρουν στους μαθητές τη δυνατότητα να δημιουργούν κοινωνικές επιχειρήσεις, ενισχύοντας τόσο την επιχειρηματική τους σκέψη όσο και την κοινωνική υπευθυνότητα (European Commission, 2020).

3. Η δημιουργία εικονικής επιχείρησης στο 1ο Πρότυπο Γυμνάσιο Ιλίου

3.1. Η ιδέα πίσω από την «Eat Green» και ο σκοπός του εκπαιδευτικού εγχειρήματος

Η «Eat Green» είναι μια εικονική επιχείρηση που γεννήθηκε στο 1ο Πρότυπο Γυμνάσιο Ιλίου, μέσα από τη συνεργασία 20 μαθητών/τριών στο πλαίσιο του ομίλου «Επιχειρώ και Δημιουργώ» και του προγράμματος Junior Achievement Greece. Πρόκειται για ένα καινοτόμο εγχείρημα, με το οποίο συνδυάστηκε η βιωματική επιχειρηματική εκπαίδευση με την κοινωνική υπευθυνότητα και τη βιώσιμη ανάπτυξη. Η επιχειρηματική ιδέα προέκυψε ως απάντηση σε κρίσιμες κοινωνικές και περιβαλλοντικές προκλήσεις, όπως η ανάγκη στήριξης μικρών παραγωγών, η προώθηση της υγιεινής διατροφής και η αξιοποίηση ανεκμετάλλευτων φυσικών πόρων.

Η σύλληψη της ιδέας δημιουργίας της «Eat Green» πραγματοποιήθηκε μέσω μιας διαδικασίας (ideation process), η οποία περιλάμβανε καταιγισμό ιδεών (brainstorming), ανάλυση της τοπικής οικονομίας και αναζήτηση βιώσιμων λύσεων σε υπαρκτά προβλήματα (Bacigalupo et al., 2016). Σε αυτή τη διαδικασία, οι μαθητές/τριες αναγνώρισαν πως ο σύγχρονος καταναλωτής αναζητά ποιοτικά,

βιολογικά τρόφιμα, ενώ ταυτόχρονα απαιτεί διαφάνεια στην προέλευση και την παραγωγική διαδικασία (Lozano et al., 2017).

Οι μαθητές/τριες πραγματοποίησαν έρευνα αγοράς και διαπίστωσαν πως στην τοπική κοινωνία του Ιλίου υπήρχαν ανεκμετάλλευτοι φυσικοί πόροι, όπως τα ελαιόδεντρα του Δήμου, τα οποία δεν αξιοποιούνταν αποδοτικά. Έτσι, αποφάσισαν να στηρίξουν την επιχειρηματική τους ιδέα αφενός στην αξιοποίηση αυτών των πόρων, με σκοπό τη μεταποίηση του ελαιοκάρπου και στη συνέχεια και άλλων τοπικών ποιοτικών προϊόντων υψηλής διατροφικής αξίας, καθώς και στη συνεργασία με τοπικούς παραγωγούς, ώστε να ενισχυθεί η τοπική οικονομία και να υποστηριχθεί η βιωσιμότητα των μικρών επιχειρήσεων, και αφετέρου στη δημιουργία ενός καινοτόμου e-shop και μιας εφαρμογής κινητού (app), μέσω των οποίων οι καταναλωτές θα μπορούσαν να αγοράζουν προϊόντα απευθείας από τους παραγωγούς, χωρίς μεσάζοντες.

Αυτή η προσέγγιση επιχειρηματικότητας με κοινωνικό αντίκτυπο βασίζεται σε σύγχρονα μοντέλα κοινωνικής και βιώσιμης επιχειρηματικότητας, που ενσωματώνουν τις αρχές της κυκλικής οικονομίας και της υπεύθυνης κατανάλωσης (Schaltegger & Wagner, 2011). Ο στόχος της «Eat Green» ήταν διττός. Αφενός, η επιχείρηση σχεδιάστηκε ώστε να προσφέρει στους μαθητές μια πλήρη βιωματική εμπειρία επιχειρηματικότητας, δίνοντάς τους τη δυνατότητα να κατανοήσουν βασικές αρχές λειτουργίας μιας επιχείρησης, όπως τη διαχείριση οικονομικών, τη στρατηγική μάρκετινγκ και την εφοδιαστική αλυσίδα (supply chain), να εξοικειωθούν με τη λήψη επιχειρηματικών αποφάσεων και να αναπτύξουν δεξιότητες ομαδικής εργασίας, ηγεσίας και καινοτομίας (Neck & Corbett, 2018). Αφετέρου, η Eat Green επιδίωκε να συμβάλει στη βιώσιμη ανάπτυξη, ενισχύοντας την τοπική οικονομία και την κοινωνική υπευθυνότητα, με βασικές προτεραιότητες την προστασία του περιβάλλοντος, μέσω της αξιοποίησης φυσικών πόρων με βιώσιμο τρόπο, τη στήριξη μικρών παραγωγών με δίκαιη και άμεση διάθεση των προϊόντων τους, και την ενημέρωση των καταναλωτών για τη σημασία της κυκλικής οικονομίας, ενθαρρύνοντάς τους να υιοθετήσουν υπεύθυνες καταναλωτικές συνήθειες (Wiek et al., 2011).

3.2. Η εφαρμογή της επιχειρηματικής ιδέας της «Eat Green» μέσω του κύκλου εμπειριών του Kolb

Η ανάπτυξη της Eat Green βασίστηκε σε μια ολοκληρωμένη μεθοδική προσέγγιση, η οποία περιλάμβανε την εκπαίδευση, την έρευνα αγοράς, τον σχεδιασμό προϊόντων, τη στρατηγική μάρκετινγκ και το επιχειρηματικό πλάνο. Η δομή της διαδικασίας υλοποίησης της επιχείρησης στηρίχθηκε στο μοντέλο βιωματικής μάθησης του Kolb (1984), το οποίο αποτελείται από τέσσερα στάδια, όπως αυτό παρουσιάστηκε στο θεωρητικό μέρος της παρούσας εργασίας. Μέσω αυτής της προσέγγισης, οι μαθητές/τριες είχαν τη δυνατότητα να μετατρέψουν τη θεωρητική γνώση σε πρακτική εμπειρία, ακολουθώντας βήματα παρόμοια με εκείνα μιας πραγματικής επιχειρηματικής δραστηριότητας (Kolb, 1984). Στη συνέχεια παρουσιάζονται λεπτομερώς τα βήματα εφαρμογής της εικονικής επιχείρησης «Eat Green» σύμφωνα με τον κύκλο εμπειριών του Kolb.

Στο στάδιο της «συγκεκριμένης εμπειρίας (Concrete Experience), οι μαθητές/τριες ήρθαν σε άμεση επαφή με τις βασικές αρχές της επιχειρηματικότητας και της βιώσιμης ανάπτυξης. Παρακολούθησαν εκπαιδευτικά σεμινάρια μέσω του Junior Achievement Greece, Πραγματοποίησαν συζητήσεις τόσο μεταξύ τους όσο και με επιχειρηματίες του τόπου, με μέντορες του JA Greece και με ειδικούς επιστήμονες του Δήμου Ιλίου, και διερεύνησαν βασικές αρχές επιχειρηματικότητας Επιπλέον παρακολούθησαν εκπαιδευτικά σεμινάρια μέσω του Junior Achievement Greece τα οποία περιλάμβαναν:

- Εισαγωγή στη δημιουργία και διαχείριση μιας επιχείρησης.
- Ανάλυση της κοινωνικής και πράσινης επιχειρηματικότητας.
- Μελέτη περιπτώσεων επιτυχημένων βιώσιμων επιχειρήσεων.
- Κατανόηση των αρχών της κυκλικής οικονομίας και της ανακύκλωσης (Schaltegger & Wagner, 2011).

Τέλος, οι μαθητές/τριες διερεύνησαν πώς μια επιχείρηση μπορεί να στηριχθεί στη βιώσιμη παραγωγή και διανομή, εστιάζοντας στην προστασία του περιβάλλοντος και τη μείωση της σπατάλης φυσικών πόρων (Lozano et al., 2017).

Στο δεύτερο στάδιο της αναστοχαστικής παρατήρησης (Reflective Observation), αναπτύχθηκε η επιχειρηματική ιδέα. Οι μαθητές/τριες κλήθηκαν να αναστοχαστούν πάνω στις πληροφορίες που συγκέντρωσαν και επεξεργάστηκαν τις γνώσεις τους, προκειμένου να εντοπίσουν ευκαιρίες στην τοπική αγορά. Χρησιμοποιώντας τεχνικές καταιγισμού ιδεών (brainstorming) και SWOT ανάλυσης, οι μαθητές/τριες προσδιόρισαν τα βασικά πλεονεκτήματα της Eat Green:

- Προώθηση υγιεινών, βιολογικών προϊόντων, ανταποκρινόμενοι στη ζήτηση για ποιοτική και υπεύθυνη κατανάλωση.
- Σύνδεση μικρών παραγωγών με την αγορά, ενισχύοντας την τοπική οικονομία και δημιουργώντας ένα δίκαιο εμπορικό δίκτυο.
- Ανάπτυξη ενός καινοτόμου e-shop και μιας mobile εφαρμογής, επιτρέποντας την εύκολη πρόσβαση των καταναλωτών σε προϊόντα απευθείας από τους παραγωγούς.
- Υιοθέτηση ενός βιώσιμου επιχειρηματικού μοντέλου, βασισμένου στην κυκλική οικονομία και τη βιωσιμότητα (Bacigalupo et al., 2016).

Οι μαθητές/τριες πραγματοποίησαν έρευνα αγοράς και διαπίστωσαν πως υπήρχε αυξανόμενη ζήτηση για προϊόντα υψηλής διατροφικής αξίας με διαφάνεια στην παραγωγική διαδικασία. Αναγνώρισαν επίσης ότι υπήρχαν ανεκμετάλλευτοι φυσικοί πόροι, όπως τα ελαιόδεντρα του Δήμου Ιλίου, τα οποία δεν αξιοποιούνταν αποδοτικά

Αξιοποιώντας τις γνώσεις τους, οι μαθητές/τριες προχώρησαν στο τρίτο στάδιο της αφηρημένης εννοιολόγησης (Abstract Conceptualization), όπου μετέτρεψαν τις πληροφορίες τους σε συγκεκριμένες στρατηγικές για τη λειτουργία της επιχείρησης.

- Συνεργάστηκαν με το Δήμο Ιλίου, για την περισυλλογή ανεκμετάλλευτων προϊόντων (ελαιοκάρπου) από δέντρα του Δήμου.
- Συνεργάστηκαν με μικρούς παραγωγούς από διάφορες περιοχές της Ελλάδας, εξασφαλίζοντας προϊόντα με αυστηρά ποιοτικά και περιβαλλοντικά κριτήρια.
- Δημιούργησαν το e-shop και την εφαρμογή κινητού, ενσωματώνοντας καινοτόμες ψηφιακές λύσεις για εύκολες και ασφαλείς αγορές (Osterwalder & Pigneur, 2010).
- Διαμόρφωσαν τη στρατηγική της επιχείρησης, καθορίζοντας το επιχειρηματικό μοντέλο, τη δομή των προϊόντων και την εφοδιαστική αλυσίδα.

Οι μαθητές/τριες αξιοποίησαν την τεχνολογία και το ψηφιακό μάρκετινγκ, προκειμένου να διασφαλίσουν τη βιωσιμότητα και την ανάπτυξη της επιχείρησης (Neck & Corbett, 2018).

Στο τελευταίο στάδιο του ενεργού πειραματισμού (Active Experimentation), πέρασαν από τον σχεδιασμό στην πρακτική εφαρμογή της επιχείρησης, όπου δοκίμασαν και προσαρμόστηκαν στις απαιτήσεις της αγοράς.

- Ανέπτυξαν το επιχειρηματικό μοντέλο του e-shop και της εφαρμογής κινητού, σχεδιάζοντας ένα πλαίσιο λειτουργίας που επιτρέπει στους καταναλωτές να αποκτούν εύκολα και γρήγορα βιολογικά προϊόντα, με βάση τις αρχές της κυκλικής οικονομίας.
- Σχεδίασαν στρατηγικές προώθησης, προτείνοντας social media καμπάνιες, συνεργασίες με τοπικές επιχειρήσεις και διαδικτυακές διαφημίσεις, προσομοιώνοντας την πραγματική εμπορική λειτουργία της επιχείρησης.
- Παρακολούθησαν και ανέλυσαν δεδομένα αγοράς, αξιολογώντας καταναλωτικές τάσεις και προτείνοντας διορθωτικές ενέργειες, βασιζόμενοι σε θεωρητικά εργαλεία και επιχειρηματικές στρατηγικές (Pittaway & Cope, 2007).
- Πραγματοποίησαν μια εκτίμηση της δυναμικής της επιχείρησης, προσομοιώνοντας τη συγκέντρωση πάνω από 2.000 προϊόντων από 50 διαφορετικούς παραγωγούς και σχεδιάζοντας πιθανές συνεργασίες χονδρικής με delicatessen και mini markets, προκειμένου να κατανοήσουν την εφαρμογή της θεωρίας στην πράξη.

Με την ολοκλήρωση του κύκλου βιωματικής μάθησης, οι μαθητές/τριες δεν είχαν απλώς αποκτήσει επιχειρηματικές γνώσεις, αλλά είχαν αποκτήσει και δεξιότητες προσαρμοστικότητας, ηγεσίας και δημιουργικής σκέψης (Wiek et. al., 2011).

Η εφαρμογή της επιχειρηματικής ιδέας «Eat Green» μέσω του μοντέλου βιωματικής μάθησης του Kolb επέτρεψε στους μαθητές/τριες να βιώσουν την πλήρη διαδικασία ίδρυσης και διαχείρισης μιας επιχείρησης. Ακολουθώντας μια δομημένη προσέγγιση, κατόρθωσαν να συνδέσουν την επιχειρηματικότητα με τη βιώσιμη ανάπτυξη, δημιουργώντας ένα λειτουργικό και υπεύθυνο επιχειρηματικό μοντέλο που προάγει τη βιώσιμη κατανάλωση και την κοινωνική ευθύνη.

3.3. Αξιολόγηση της δράσης και αποτελέσματα

Η εικονική επιχείρηση *Eat Green*, που αναπτύχθηκε στο 1ο Πρότυπο Γυμνάσιο Ιλίου στο πλαίσιο του προγράμματος *Εικονική Επιχειρηματικότητα* του *Junior Achievement Greece*, αποτέλεσε μια βιωματική μαθησιακή εμπειρία, η οποία επέτρεψε στους μαθητές και τις μαθήτριες να αποκτήσουν πολύτιμες δεξιότητες επιχειρηματικότητας και κοινωνικής υπευθυνότητας. Παρότι πρόκειται για προσομοίωση πραγματικής επιχείρησης, οι συμμετέχοντες/ουσες κλήθηκαν να εφαρμόσουν γνώσεις και στρατηγικές που χρησιμοποιούνται στον επιχειρηματικό κόσμο, καθιστώντας το πρόγραμμα ένα ισχυρό εργαλείο ανάπτυξης δεξιοτήτων του 21ου αιώνα (Lackéus, 2014).

Η αξιολόγηση της εφαρμογής της *Eat Green* επικεντρώθηκε στην αποτελεσματικότητα της επιχειρηματικής προσομοίωσης και στις δεξιότητες που απέκτησαν οι μαθητές/τριες μέσα από τη διαδικασία. Η μεθοδολογία αξιολόγησης περιλάμβανε ερωτηματολόγια, ημερολόγια παρατήρησης, συνεντεύξεις και ανάλυση επιχειρηματικού σχεδίου, προσφέροντας μια συνδυαστική εικόνα της επίδρασης του προγράμματος στη μαθητική κοινότητα (Pittaway & Cope, 2007).

Ένα από τα βασικά αποτελέσματα του προγράμματος ήταν η ανάπτυξη επιχειρηματικών δεξιοτήτων, με έμφαση στη δημιουργική σκέψη, τη στρατηγική ανάλυση και την επίλυση προβλημάτων. 19 από τους 20 μαθητές/τριες αναγνώρισαν ότι η συμμετοχή τους βοήθησε να κατανοήσουν τις διαδικασίες ίδρυσης και διαχείρισης μιας επιχείρησης, όπως τον σχεδιασμό επιχειρηματικού πλάνου, τη στρατηγική μάρκετινγκ και τη διαχείριση των οικονομικών (Neck & Corbett, 2018). Το σύνολο των συμμετεχόντων ανέφερε ότι βελτίωσε τις δεξιότητές του/της στη λήψη αποφάσεων και τη στρατηγική σκέψη, μέσα από την ανάλυση SWOT και την εφαρμογή πραγματικών επιχειρηματικών στρατηγικών (Fayolle & Gailly, 2008). Επίσης, 19 στους 20 δήλωσαν ότι αισθάνονται πλέον πιο ικανοί να αναπτύξουν και να παρουσιάσουν μια επιχειρηματική ιδέα, καθώς απέκτησαν γνώσεις σχετικά με την επιχειρηματική επικοινωνία και τις πωλήσεις (Gibb, 2002), ενώ μόλις ένας/μία δεν αισθάνεται αρκετά ασφαλής. Η εμπειρία της δημιουργίας εικονικής επιχείρησης τους επέτρεψε να κατανοήσουν τη σημασία της καινοτομίας, καθώς έπρεπε να αναζητήσουν λύσεις για τη βιωσιμότητα, τη διαχείριση πόρων και τη σύνδεση παραγωγών με καταναλωτές (Rasmussen & Sørheim, 2006).

Παράλληλα, οι μαθητές/τριες επικεντρώθηκαν στην προώθηση της κυκλικής οικονομίας και της υπεύθυνης κατανάλωσης, γεγονός που συνέβαλε στην ανάπτυξη περιβαλλοντικής συνείδησης και στην κατανόηση των αρχών της βιώσιμης επιχειρηματικότητας. Σύμφωνα με το ερωτηματολόγιο αποτίμησης, οι 19 στους 20 ανέφεραν ότι το πρόγραμμα τους βοήθησε να κατανοήσουν πολύ καλά τη σημασία της κυκλικής οικονομίας και των βιώσιμων επιχειρηματικών πρακτικών (Lozano et al., 2017), ενώ ένας/μία μόνο ικανοποιητικά. Το σύνολο των συμμετεχόντων δήλωσε ότι θα προτιμούσε να υποστηρίζει τοπικούς παραγωγούς και επιχειρήσεις με κοινωνική και περιβαλλοντική υπευθυνότητα, αναγνωρίζοντας τον ρόλο των επιχειρήσεων στη μείωση του περιβαλλοντικού αποτυπώματος (Wiek et al., 2011). Επιπλέον, σημείωσαν ότι η έμφαση στην κοινωνική καινοτομία τούς βοήθησε να αντιληφθούν πώς η επιχειρηματικότητα μπορεί να λειτουργήσει ως εργαλείο θετικής αλλαγής, ενισχύοντας τις τοπικές κοινωνίες και προωθώντας βιώσιμες λύσεις στα σύγχρονα προβλήματα (Lackéus, 2016).

Τέλος, η ενσωμάτωση τεχνολογικών εργαλείων στη λειτουργία της *Eat Green* πρόσφερε στους μαθητές και τις μαθήτριες πολύτιμες γνώσεις για το ψηφιακό επιχειρείν και το ηλεκτρονικό εμπόριο.

Οι 18 από τους 20 δήλωσαν ότι η εμπειρία της ανάπτυξης του e-shop και της εφαρμογής τούς βοήθησε να κατανοήσουν καλύτερα τη διαδικασία δημιουργίας μιας διαδικτυακής επιχείρησης (Zhang et al., 2004), ενώ οι 2 ότι ήταν ήδη αρκετά εξοικειωμένοι. Το σύνολο όμως των συμμετεχόντων ανέφερε ότι εξοικειώθηκε με στρατηγικές προώθησης μέσω social media, συνειδητοποιώντας τη σημασία της διαδικτυακής παρουσίας για τις επιχειρήσεις και αποκτώντας καλύτερη εικόνα του επιχειρηματικού μάρκετινγκ, ιδιαίτερα στη διαχείριση πελατειακών σχέσεων (Fayolle & Gailly, 2008).

4. Συμπεράσματα

Η υλοποίηση της εικονικής επιχείρησης Eat Green στο 1ο Πρότυπο Γυμνάσιο Ιλίου ανέδειξε τη δυναμική της επιχειρηματικής εκπαίδευσης ως εργαλείο βιωματικής μάθησης, που ενισχύει τόσο την ανάπτυξη επιχειρηματικών δεξιοτήτων όσο και την καλλιέργεια της ενεργού πολιτειότητας και της περιβαλλοντικής συνείδησης. Το πρόγραμμα, στο πλαίσιο της εικονικής επιχειρηματικότητας του Junior Achievement Greece, έδωσε στους μαθητές και τις μαθήτριες τη δυνατότητα να εφαρμόσουν στην πράξη αρχές της βιώσιμης επιχειρηματικότητας, να αλληλεπιδράσουν με την τοπική κοινωνία και να κατανοήσουν τη σημασία της κυκλικής οικονομίας και της κοινωνικής υπευθυνότητας.

Τα αποτελέσματα της εργασίας καταδεικνύουν ότι η επιχειρηματική εκπαίδευση, όταν βασίζεται σε βιωματικές μεθόδους, μπορεί να μετασχηματίσει τη μαθησιακή διαδικασία, ενισχύοντας τόσο τη θεωρητική γνώση όσο και την πρακτική εφαρμογή της. Η αξιολόγηση του προγράμματος έδειξε ότι οι μαθητές/τριες ανέπτυξαν δεξιότητες του 21ου αιώνα, όπως η κριτική σκέψη, η δημιουργικότητα, η λήψη αποφάσεων και η ικανότητα επίλυσης προβλημάτων, στοιχεία απαραίτητα για την ένταξή τους στη σύγχρονη κοινωνία και αγορά εργασίας (Neck & Corbett, 2018).

Παράλληλα, η «Eat Green» λειτούργησε ως ένα παράδειγμα κοινωνικής καινοτομίας, ενισχύοντας την αντίληψη των μαθητών/τριών για τον ρόλο των επιχειρήσεων στη βιώσιμη ανάπτυξη. Η εστίαση στην υποστήριξη μικρών παραγωγών, στη βιώσιμη διαχείριση φυσικών πόρων και στην ευαισθητοποίηση των καταναλωτών δημιούργησε μια βάση για την κατανόηση της διασύνδεσης μεταξύ οικονομίας, κοινωνίας και περιβάλλοντος. Οι μαθητές/τριες συνειδητοποίησαν πώς μια επιχειρηματική δραστηριότητα μπορεί να είναι οικονομικά βιώσιμη, και παράλληλα να προωθεί την κοινωνική δικαιοσύνη και την περιβαλλοντική υπευθυνότητα (Schaltegger & Wagner, 2011).

Ένα επίσης αρκετά ενδιαφέρον εύρημα της παρούσας εργασίας ήταν η ενσωμάτωση της τεχνολογίας στην εκπαιδευτική διαδικασία. Η ανάπτυξη ενός e-shop και μιας εφαρμογής για κινητές συσκευές βοήθησαν τους μαθητές/τριες να αποκτήσουν γνώσεις για τον ψηφιακό μετασχηματισμό των επιχειρήσεων και να εξοικειωθούν με στρατηγικές προώθησης μέσω των social media και των ψηφιακών εργαλείων μάρκετινγκ (Zhang et al., 2004). Αυτή η εμπειρία αποδεικνύει το γεγονός, ότι η ψηφιακή επιχειρηματικότητα μπορεί να ενσωματωθεί αποτελεσματικά στην εκπαίδευση, επιτρέποντας στους μαθητές/στις μαθήτριες να κατανοήσουν καλύτερα τις προκλήσεις και τις ευκαιρίες του σύγχρονου επιχειρηματικού περιβάλλοντος.

Επιπλέον, η χρήση του κύκλου βιωματικής μάθησης του Kolb στην ανάπτυξη της επιχείρησης απέδειξε ότι η θεωρία και η πράξη μπορούν να συνδυαστούν αποτελεσματικά για τη δημιουργία μιας δυναμικής εκπαιδευτικής εμπειρίας. Οι μαθητές πέρασαν από τα στάδια της συγκεκριμένης εμπειρίας, της αναστοχαστικής παρατήρησης, της αφηρημένης εννοιολόγησης και του ενεργού πειραματισμού, γεγονός που τους επέτρεψε να εμβαθύνουν σε κάθε στάδιο της επιχειρηματικής διαδικασίας και να αναπτύξουν δεξιότητες προσαρμοστικότητας και ανθεκτικότητας (Kolb, 1984).

Συνοψίζοντας, η εικονική επιχείρηση Eat Green απέδειξε ότι η επιχειρηματική εκπαίδευση μπορεί να λειτουργήσει ως ένα εργαλείο ανάπτυξης δεξιοτήτων και κοινωνικής υπευθυνότητας, δίνοντας στους μαθητές και τις μαθήτριες τη δυνατότητα να εφαρμόσουν στην πράξη γνώσεις που σχετίζονται με την οικονομία, την τεχνολογία, την αειφορία και τη συνεργασία. Η επιτυχία του προγράμματος ενισχύει την ανάγκη για την περαιτέρω ενσωμάτωση της επιχειρηματικής εκπαίδευσης στο εκπαιδευτικό σύστημα, ενθαρρύνοντας τη δημιουργία καινοτόμων μαθησιακών

δράσεων, που συνδέουν τη θεωρία με την πράξη και προετοιμάζουν τους μαθητές/τις μαθήτριες για τις προκλήσεις του μέλλοντος.

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"ΕΜΦΥΛΑ ΠΑΙΧΝΙΔΙΑ". ΔΙΔΑΚΤΙΚΗ ΕΦΑΡΜΟΓΗ ΤΗΣ ΠΑΙΔΑΓΩΓΙΚΗΣ ΠΡΟΣΕΓΓΙΣΗΣ ΤΗΣ ΜΑΘΗΣΗΣ ΜΕΣΩ ΣΧΕΔΙΑΣΜΟΥ, ΣΤΗΝ ΕΙΔΙΚΟΤΗΤΑ ΒΟΗΘΩΝ ΒΡΕΦΟΝΗΠΙΟΚΟΜΩΝ ΕΣΠΕΡΙΝΟΥ ΕΠΑ.Λ. ΣΤΗΝ ΑΝΑΤΟΛΙΚΗ ΘΕΣΣΑΛΟΝΙΚΗ

Παντζή Ανδριανή
Εκπαιδευτικός ΠΕ87.09

Περίληψη

Στόχος της παρούσας εργασίας είναι να παρουσιάσει τη μεθοδολογία και τα αποτελέσματα εφαρμογής μιας συμμετοχικής και συμπεριληπτικής εκπαιδευτικής παρέμβασης διάρκειας 8 διδακτικών ωρών, η οποία στηρίζεται στην παιδαγωγική προσέγγιση της Μάθησης μέσω Σχεδιασμού. Η εν λόγω προσέγγιση αναδεικνύει μεταξύ άλλων, τον μετασχηματισμό της σχολικής τάξης σε κοινότητα μάθησης, αξιοποιώντας το γνωσιακό κεφάλαιο και τις βιογραφίες των μαθητών ως πόρο μάθησης. Η εκπαιδευτική παρέμβαση πραγματοποιήθηκε κατά το τρέχον σχολικό έτος 2024-2025, σε 16 ενήλικες μαθήτριες οι οποίες φοιτούν στη Γ΄ τάξη Τομέα Υγείας-Πρόνοιας-Ευεξίας, στην ειδικότητα βοηθών βρεφονηπιοκόμων εσπερινού ΕΠΑ.Λ. στην Ανατολική Θεσσαλονίκη.

Τα αποτελέσματα εφαρμογής του μοντέλου αξιολογούνται ως εξαιρετικά. Στο πλαίσιο αυτό, η παρούσα μελέτη επιδιώκει να συμβάλει στην ενημέρωση της εκπαιδευτικής κοινότητας σχετικά με την παιδαγωγική προσέγγιση της Μάθησης μέσω Σχεδιασμού, την εφαρμογή της στην πράξη και τα μαθησιακά οφέλη που απορρέουν από αυτήν, καθώς και στην αξιοποίησή της για την ενίσχυση της συνεργασίας μεταξύ των εκπαιδευτικών.

Λέξεις κλειδιά: μάθηση μέσω σχεδιασμού, κοινότητα μάθησης, ενήλικοι μαθητές, βοηθοί βρεφονηπιοκόμοι

1. Εισαγωγή

Στη σύγχρονη βιβλιογραφία, οι κοινότητες μάθησης αποτελούν βασικό χαρακτηριστικό των σχολείων του 21ου αιώνα και εξαιρετικά αποτελεσματική εκπαιδευτική πρακτική (West,Williams, 2017). Ανάμεσα στα θετικά αποτελέσματα της συμμετοχής των μαθητών σε κοινότητες μάθησης, συγκαταλέγονται: η αύξηση της ακαδημαϊκής επίδοσης, η μείωση της σχολικής διαρροής, η βελτίωση των γνωστικών ικανοτήτων, η εδραίωση του σεβασμού προς τη διαφορετικότητα όλων των μαθητών κ.ά. (West, Williams, 2017).

Υπό την οπτική αυτή, προκρίνεται ο μετασχηματισμός της αίθουσας διδασκαλίας σε κοινότητα μάθησης, μέσω του σχεδιασμού οργανωμένων εκπαιδευτικών δραστηριοτήτων οι οποίες να προάγουν την πνευματική συντροφικότητα και τη συνεργατική μάθηση (National Research Council, 2000). Ο όρος *κοινότητες μάθησης* χρησιμοποιείται ποικιλοτρόπως στη βιβλιογραφία, χωρίς ωστόσο να διατυπώνεται ένας σαφής ορισμός (Kilpatrick et al., 2003). Στην παρούσα εργασία, ο όρος συνδέεται με την προώθηση της μάθησης και με τη βαθύτερη κατανόηση του γνωστικού αντικειμένου στο πλαίσιο του προγράμματος σπουδών, καθώς και με την αλληλεπίδραση μεταξύ των μαθητών και με τους εκπαιδευτικούς (Kilpatrick et al., 2003).

Οι κοινότητες μάθησης με βάση την ανωτέρω προσέγγιση, υποστηρίζουν τους μαθητές, έτσι ώστε να είναι σε θέση να κατευθύνουν οι ίδιοι τη μάθησή τους, να συνεργάζονται και να ακούν τους άλλους και να αναπτύσσουν τρόπους αντιμετώπισης σύνθετων ζητημάτων και προβλημάτων που απαιτούν διαφορετικά είδη εμπειρογνωμοσύνης (Bielaczyc, Collins, 1999). Στη βιβλιογραφία, εντοπίζονται τρία τουλάχιστον επειχειρήματα τα οποία αιτιολογούν, γιατί είναι αναγκαίο να αξιοποιούνται οι κοινότητες μάθησης στο εκπαιδευτικό πλαίσιο (Bielaczyc, Collins, 1999).

- *Κοινωνικο-δομικό επιχείρημα.* Η κοινωνικο-κονστρουκτιβιστική προσέγγιση για την εκπαίδευση, χαρακτηριστική των Dewey και Vygotsky, τονίζει ότι η θεωρία της ατομικής μάθησης, είναι εσφαλμένη. Αντίθετα, η κοινωνικο-κονστρουκτιβιστική άποψη θεωρεί ότι οι άνθρωποι μαθαίνουν καλύτερα, όχι αφομοιώνοντας αυτά που τους λένε, αλλά μέσω της αλληλεπίδρασης και της ομαδοσυνεργατικής μάθησης. Προκειμένου τα άτομα να μάθουν πώς να κατασκευάζουν τη γνώση, είναι απαραίτητο η διαδικασία να διαμορφώνεται και να υποστηρίζεται από την περιβάλλουσα κοινότητα. Αυτό συμβαίνει σε μια κοινότητα μάθησης.
- *Το επιχείρημα "μαθαίνω για να μαθαίνω".* Υποστηρίζεται ότι οι σύγχρονες απαιτήσεις από τα σχολεία έχουν διαφοροποιηθεί σε σχέση με το παρελθόν και στόχος της σύγχρονης εκπαίδευσης είναι η δημιουργία "ειδημόνων μαθητών" ή "έξυπνων αρχάριων" (Bielaczyc, Collins, 1999). Η αλλαγή αυτή οφείλεται: α) στη ραγδαία αύξηση του όγκου των γνώσεων και των πληροφοριών, με αποτέλεσμα κανείς να μην μπορεί να αφομοιώσει στο σχολείο όλα όσα θα χρειάζεται να γνωρίζει στη ζωή του και β) εξαιτίας των μεταβαλλόμενων απαιτήσεων στην εργασία και με τη χρήση της τεχνολογίας, όπου απαιτείται οι εργαζόμενοι να έχουν αναπτύξει ανώτερους τύπους σκέψης, όπως η αφηρημένη σκέψη και να μαθαίνουν διαρκώς νέες δεξιότητες.
- *Διαπολιτισμικό επιχείρημα.* Η έλευση των νέων τεχνολογιών έχει εκμηδενίσει τις αποστάσεις, ενώ ταυτόχρονα οι κοινωνίες καθίστανται όλο και περισσότερο πλουραλιστικές, λόγω της ανάμειξης ανθρώπων από διαφορετικούς πολιτισμούς. Κατά συνέπεια, οι άνθρωποι είναι αναγκαίο να είναι ικανοί να αλληλεπιδρούν θετικά και συνεργάζονται με ανθρώπους από διαφορετικό υπόβαθρο. Προκειμένου λοιπόν, οι μαθητές να προετοιμαστούν να ζήσουν και να εργαστούν σε πολυπολυτισμικές κοινωνίες, είναι αναγκαίο η σχολική εκπαίδευση να οικοδομήσει ένα μαθησιακό περιβάλλον που να προάγει τη συνεργασία και τον κοινωνικό χαρακτήρα της μάθησης. Η ατομική συμβολή στη γνώση κάθε ατόμου πρέπει να γίνεται σεβαστή και η κοινότητα οφείλει να συνθέτει τις διαφορετικές απόψεις. Αυτού του είδους το μαθησιακό περιβάλλον επιτυγχάνεται μέσω των κοινοτήτων μάθησης.

Η παιδαγωγική προσέγγιση της Μάθησης μέσω Σχεδιασμού-Learning by Design των M. Kalantzis και B. Cope (University of Illinois), αναδεικνύει μεταξύ άλλων, τον μετασχηματισμό της σχολικής τάξης σε κοινότητα μάθησης. Επίσης, ιδιαίτερη έμφαση αποδίδει σε αρχές όπως: η διαφορετικότητα και η συμπερίληψη, η εισαγωγή μιας νέας επιστημολογίας για την προέλευση, για τη φύση και για την έκταση της γνώσης, και ο σχεδιασμός μαθησιακών εμπειριών σε επίπεδο εφαρμογής προς τον σκοπό της επίτευξης μιας αποτελεσματικής μάθησης (Αρβανίτη, 2013). Η εν λόγω προσέγγιση προσφέρει ένα νέο επιστημονικό κοινωνιογνωσιακό υπόβαθρο για την εκπαίδευση και αφορά στο τρίπτυχο: "*κοινότητα μάθησης-πρόγραμμα σπουδών-παιδαγωγική"* (Αρβανίτη, 2013, 10).

Τι προσφέρει στην εκπαιδευτική διαδικασία το μοντέλο της "Μάθησης μέσω Σχεδιασμού";

- Προβλέπει την πολυπλοκότητα του περιβάλλοντος μέσα στο οποίο λαμβάνει χώρα και εξελίσσεται η διδασκαλία.
- Αξιοποιεί τη διαφορετικότητα και τον βιόκοσμο των μαθητών ως πόρο και ευκαιρία μάθησης.
- Υποστηρίζει τη διαφοροποιημένη διδασκαλία και τον σχεδιασμό της σε ένα πολυτροπικό περιβάλλον, με τη δυνατότητα εισαγωγής αρχείων εικόνας, βίντεο, ήχου, εγγράφων κλπ.
- Εστιάζει στη δημιουργία νοήματος και την ενεργό παραγωγή γνώσης, μέσα από τη δημιουργία διαφορετικών γνωσιακών δραστηριοτήτων.
- Μέσω της εύχρηστης ηλεκτρονικής πλατφόρμας σχεδιασμού (Learning Module), προωθεί τη συνεχή ανατροφοδότηση του εκπαιδευτικού σχεδιασμού και την ανοιχτή επικοινωνία και αλληλεπίδραση με εκπαιδευτικούς της ίδιας ειδικότητας οι οποίοι έχουν τους ίδιους διδακτικούς στόχους.
- Προωθεί τη δημιουργία της κοινότητας μάθησης, τόσο στο επίπεδο της τάξης, όσο και στο επίπεδο της επαγγελματικής ομάδας των εκπαιδευτικών.

Η Μάθηση μέσω Σχεδιασμού χρησιμοποιεί οκτώ "Γνωσιακές Διαδικασίες". Η Γνωσιακή Διαδικασία είναι ένας τύπος δραστηριότητας που αντιπροσωπεύει έναν ξεχωριστό τρόπο δημιουργίας και απόκτησης γνώσης και μάθησης (Kalantzis, Cope, 2013, 327). Ως σχεδιαστές περιβαλλόντων μάθησης, οι εκπαιδευτικοί μπορούν να επιλέξουν οποιονδήποτε συνδυασμό των Γνωσιακών Διαδικασιών. Ο σκοπός της σύνδεσης της κάθε Γνωσιακής Διαδικασίας με διαφορετικές δραστηριότητες είναι να παρακινηθούν οι εκπαιδευτικοί να σκεφτούν το κατάλληλο εύρος και την αλληλουχία και συνεκτικότητα των μαθησιακών δραστηριοτήτων, ανάλογα με τους μαθητές τους και το γνωστικό αντικείμενο (Kalantzis, Cope, 2013) (βλ. Εικόνα 1). Η προσεκτική και κατάλληλη ανάπτυξη και εφαρμογή του φάσματος των Γνωσιακών Διαδικασιών, αποσκοπεί στην καλλιέργεια δεξιοτήτων ανώτερων τύπων σκέψης και βαθύτερης μάθησης.

Εικόνα 3: Γνωσιακές Διαδικασίες (Πηγή: https://newlearningonline.com/learning-by-design/pedagogy)

Experiencing/Βιώνοντας…

- το γνωστό - οι μαθητές εκφράζουν τις δικές τους εμπειρίες, γνώσεις, συναισθήματα, απόψεις και ενδιαφέροντα στο μαθησιακό περιβάλλον (Kalantzis, Cope, 2013, 328)
- το νέο - οι μαθητές συμμετέχουν σε νέες μαθησιακές εμπειρίες, άγνωστο μαθησιακό περιεχόμενο ή πτυχές γνωστών πραγμάτων και καταστάσεων που δεν είχαν παρατηρήσει (Kalantzis, Cope, 2013, 329)

Conceptualising/Εννοιολογώντας…

- με ορολογία - οι μαθητές διακρίνουν, κατηγοριοποιούν, ομαδοποιούν και αποσαφηνίζουν όρους και τους ορίζουν (Kalantzis, Cope, 2013, 332)
- με θεωρία - οι μαθητές κάνουν γενικεύσεις χρησιμοποιώντας έννοιες, γίνονται οι ίδιοι θεωρητικοί με ενεργό τρόπο, συνδέουν όρους σε εννοιολογικούς χάρτες ή θεωρίες (Kalantzis, Cope, 2013, 334)

Analysing/Αναλύοντας…

- λειτουργικά - οι μαθητές αναλύουν λογικές συνδέσεις, διερευνούν αιτίες και αποτελέσματα, δομές και λειτουργίες (Kalantzis, Cope, 2013, 335)

- κριτικά - οι μαθητές αξιολογούν τα δικά τους κίνητρα και προοπτικές ή των άλλων ανθρώπων και εντοπίζουν τα συμφέροντα πίσω από μια πράξη ή έναν ισχυρισμό (Kalantzis, Cope, 2013, 336)

Applying/Εφαρμόζοντας…

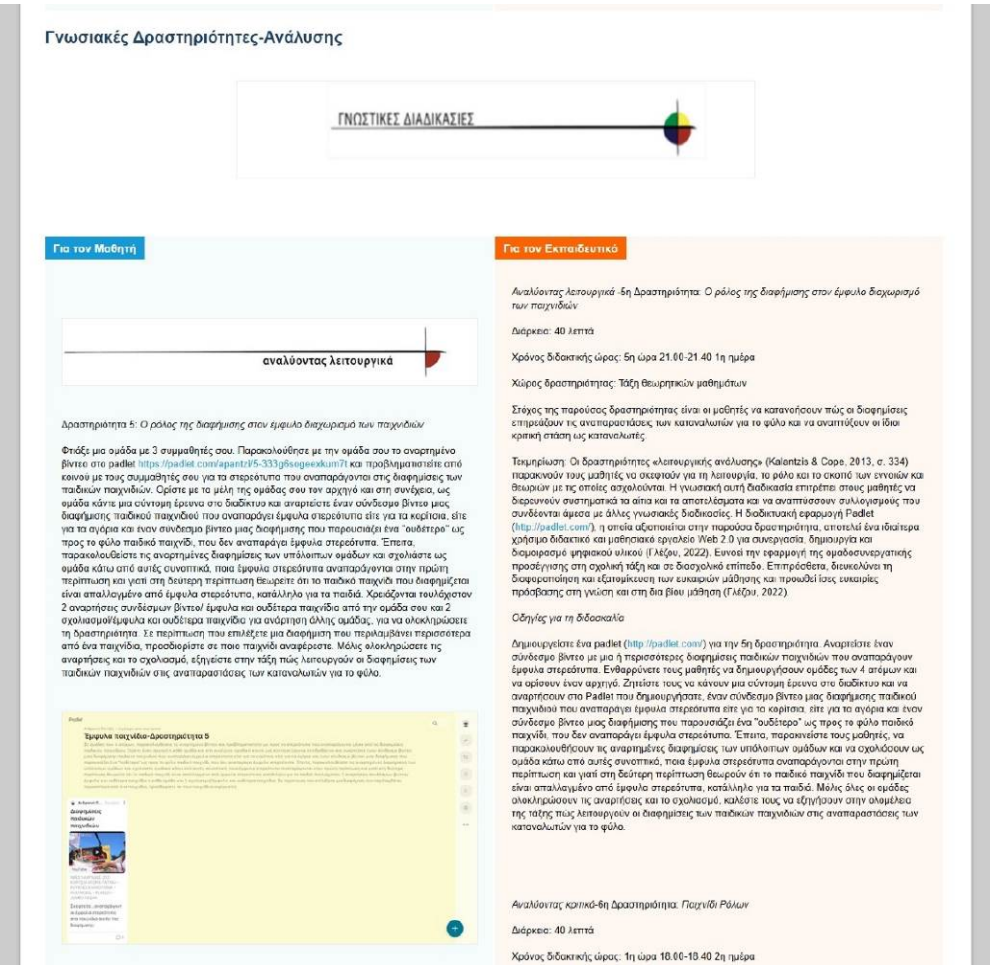
- κατάλληλα - οι μαθητές εφαρμόζουν τη νέα μάθηση σε πραγματικές καταστάσεις και ελέγχουν την εγκυρότητά τους, ή περνούν από τη θεωρία στην πράξη, μέσα από ένα σχετικό παράδειγμα (Kalantzis, Cope, 2013, 337)
- δημιουργικά - οι μαθητές κάνουν μια καινοτόμο και δημιουργική παρέμβαση στον κόσμο και επιτυγχάνουν τη μεταφορά της γνώσης σε νέα πλαίσια (Kalantzis, Cope, 2013, 338)

Η αξιολόγηση στη Μάθηση μέσω Σχεδιασμού είναι ολιστική και συνεχής και πρέπει να είναι ενσωματωμένη στον εκπαιδευτικό σχεδιασμό κάθε μαθησιακής ενότητας. Η παρακολούθηση της απόδοσης των εκπαιδευομένων, η παροχή αποδεικτικών στοιχείων της ενεργητικής εμπλοκής τους και του επιπέδου συνεργασίας τους στην ομάδα, καθώς και των μετασχηματισμών τους σε κάθε γνωσιακή διαδικασία, αποτελεί απαραίτητο στοιχείο της μαθησιακής διαδικασίας.

Η αξιολόγηση δεν περιορίζεται στο μικρο-επίπεδο της τάξης, αλλά συνδέεται ευρύτερα με την εκπαιδευτική αξιολόγηση η οποία προσεγγίζεται σε τρεις διαστάσεις: 1. την αξιολόγηση της επίδοσης του μαθητή, 2. την εκπαιδευτική αξιολόγηση και 3. την έρευνα (Kalantzis, Cope, 2013, 410). Επιπρόσθετα, σε κάθε εκπαιδευτικό σχεδιασμό, προβλέπονται μετά την ολοκλήρωση της ενότητας, περαιτέρω "Μαθησιακές Διαδρομές" οι οποίες μπορούν να περιλαμβάνουν σχετικές μαθησιακές ενότητες που δύνανται να μελετηθούν ή άλλες δραστηριότητες εμπέδωσης της μάθησης σε περιβάλλοντα εκτός της αίθουσας διδασκαλίας.

Λαμβάνοντας υπόψη τα παραπάνω, η παρούσα μελέτη εστιάζει στην παρουσίαση της μαθησιακής ενότητας, με τίτλο "Εμφυλα Παιχνίδια", όπως σχεδιάστηκε και εφαρμόστηκε κατά το τρέχον σχολικό έτος 2024-2025, σε 16 ενήλικες μαθήτριες οι οποίες φοιτούν στη Γ΄ τάξη Τομέα Υγείας-Πρόνοιας-Ευεξίας, στην ειδικότητα βοηθών βρεφονηπιοκόμων εσπερινού επαγγελματικού λυκείου στην Ανατολική Θεσσαλονίκη, σύμφωνα με την παιδαγωγική προσέγγιση της Μάθησης μέσω Σχεδιασμού, καθώς και στα αποτελέσματα εφαρμογής της. Δίνεται ένας πλήρης εκπαιδευτικός σχεδιασμός, όπως αναπτύχθηκε στο ηλεκτρονικό σχεδιαστικό εργαλείο της Μαθησιακής Ενότητας (Learning Module) στην πλατφόρμα CGScholar (https://cgscholar.com/home/).

Η Μαθησιακή Ενότητα στο διαδικτυακό σχεδιαστικό εργαλείο, έχει δύο όψεις: Η μια πλευρά απευθύνεται στον εκπαιδευτικό-συνάδελφο-επαγγελματία (έτσι, τα σχέδια μάθησης μπορούν να διαμοιράζονται μέσω της πλατφόρμας με τους συναδέλφους) και η άλλη πλευρά απευθύνεται στους μαθητές, στη "γλώσσα" της τάξης (έτσι, οι μαθητές μπορούν να έχουν πρόσβαση στη Μαθησιακή Ενότητα και να αναλάβουν έναν αυτόνομο ρόλο στη μάθησή τους), με τη συνδρομή των νέων τεχνολογιών μαθήτριες (βλ. Εικόνα 2). Στην εργασία αυτή, παρουσιάζεται αναλυτικά η πλευρά η οποία απευθύνεται στις μαθήτριες.



Εικόνα 4: Στιγμιότυπο οθόνης του σχεδιαστικού εργαλείου Learning Module

Στόχος της εργασίας είναι να αναδείξει τα παιδαγωγικά οφέλη και τη διάσταση της δημιουργίας μιας κοινότητας μάθησης στην πράξη, στο πλαίσιο της Μάθησης μέσω Σχεδιασμού και να ενθαρρύνει τους εκπαιδευτικούς να αξιοποιήσουν το διαδικτυακό περιβάλλον του CGScholar το οποίο διατίθεται δωρεάν, για τον ψηφιακό σχεδιασμό μαθησιακών ενοτήτων και για την προώθηση της δημιουργίας συνεργατικών δικτύων και επαγγελματικών κοινοτήτων μάθησης.

Η εργασία αναπτύσσεται σε δυο μέρη. Στο πρώτο μέρος περιγράφεται αναλυτικά ο εκπαιδευτικός σχεδιασμός και τα αποτελέσματα εφαρμογής του, ενώ στο δεύτερο μέρος παρατίθενται τα συμπεράσματα.

2. Κυρίως μέρος

2.1. Παρουσίαση του εκπαιδευτικού σχεδιασμού “Εμφυλα Παιχνίδια”

- Γνωστικό Αντικείμενο: Αγωγή Βρέφους και Νηπίου (Θεωρία και Εργαστήριο)
- Θεματική Ενότητα/Σχολικά Βιβλία: 1. Αγωγή Προσχολικής Ηλικίας – Κεφάλαιο 12.2: Παιχνίδι και εκμάθηση των κοινωνικών ρόλων και 12.3: Παιχνίδι και προσωπικότητα του παιδιού και 2. Βρεφοκομία – Κεφάλαιο 15: Το Παιχνίδι. Πρόγραμμα σπουδών ΦΕΚ 64/τ.Β΄/2016
- Ηλικία εκπαιδευομένων: Ενήλικες (18+)
- Μαθησιακό επίπεδο των εκπαιδευομένων: Γνωρίζουν γενικά, ποιο είναι το κατάλληλο ψυχοπαιδαγωγικό υλικό με βάση την ηλικία των παιδιών προσχολικής ηλικίας. Δεν έχουν εμβαθύνει στην έμφυλη διάσταση των παιδικών παιχνιδιών.
- Χρονική διάρκεια: 2 ημέρες (8 διδακτικές ώρες)

Η Μαθησιακή Ενότητα αποτελεί παράδειγμα διεξαγωγής διαφοροποιημένης διαπολιτισμικής διδασκαλίας. Βασικός σκοπός του διδακτικού σεναρίου είναι: Οι μαθήτριες να ευαισθητοποιηθούν

ως προς τα έμφυλα παιχνίδια και ως επαγγελματίες βοηθοί βρεφονηπιοκόμοι, κατά την οργάνωση του παιδαγωγικού μαθησιακού περιβάλλοντος και κατά την επαγγελματική τους πρακτική με τα παιδιά πρώιμης παιδικής ηλικίας, να είναι σε θέση να επιλέγουν και να διαθέτουν ποικιλία παιχνιδιών, απαλλαγμένα από έμφυλα στερεότυπα.

Οι μαθήτριες

- να αναστοχαστούν τα προσωπικά τους στερεότυπα για το παιδικό παιχνίδι
- να αποκαλύψουν πληροφορίες από το βιόκοσμο και τη βιογραφία τους, καθώς και τις προϋπάρχουσες γνώσεις τους σχετικά με την έμφυλη διάσταση των παιδικών παιχνιδιών
- να γνωρίσουν τον εαυτό τους και τις συμμαθήτριές τους
- να καλλιεργήσουν την ενσυναίσθηση για τα παιδιά που βιώνουν έμφυλες διακρίσεις στο παιδικό παιχνίδι
- να διαπραγματευτούν ζητήματα ισότητας, συμπερίληψης και αποδοχής που σχετίζονται με το φύλο και το παιδικό παιχνίδι

Οι μαθήτριες

- να αποκτήσουν το απαραίτητο λεξιλόγιο που χρειάζονται και τη γλώσσα, για να ασχοληθούν και να συζητήσουν για τα έμφυλα παιχνίδια
- να συνδέσουν τις σχετικές έννοιες με τα έμφυλα παιχνίδια που μαθαίνουν
- να δημιουργήσουν μια σύντομη θεωρία για τα έμφυλα παιχνίδια
- να επιτύχουν βαθιά κατανόηση για τα έμφυλα παιχνίδια

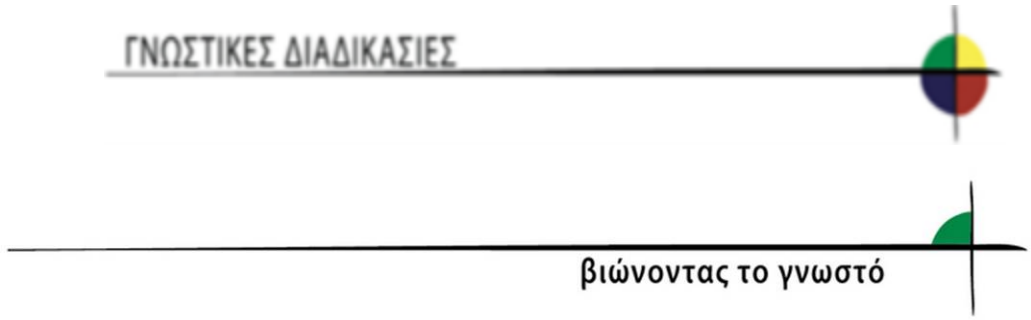
Οι μαθήτριες

- να κατανοήσουν πώς οι διαφημίσεις επηρεάζουν τις αναπαραστάσεις των καταναλωτών για το φύλο και να αναπτύξουν οι ίδιοι κριτική στάση ως καταναλωτές.
- να εξετάσουν τις επιδράσεις από την άποψη διαφόρων παραγόντων, όπως κοινωνικών ή προσωπικών και να ενθαρρυνθούν να τις σκεφτούν από την άποψη των βραχυπρόθεσμων, αλλά και των μακροπρόθεσμων συνεπειών τους, ώστε να αναπτύξουν την επιθυμητή συμπεριφορά και τις ικανότητες για τη συμπερίληψη όλων των παιδιών στο παιδικό παιχνίδι, χωρίς διακρίσεις

Οι μαθήτριες

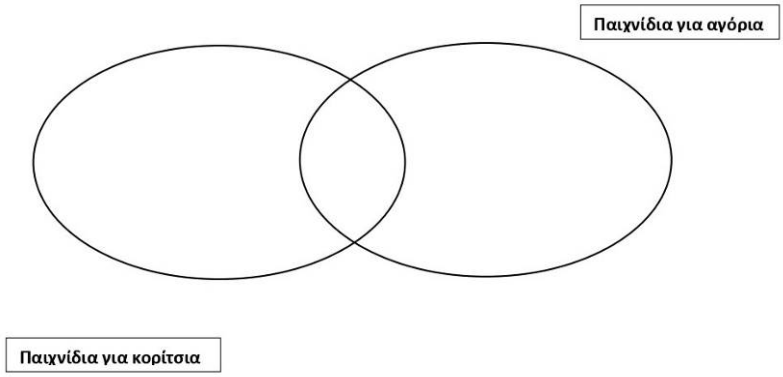
- να εφαρμόσουν με τον κατάλληλο τρόπο, τις γνώσεις για τα έμφυλα παιχνίδια που έχουν αποκομίσει από την εμπλοκή τους στη μαθησιακή διαδικασία
- να αναπτύξουν μεταγνωστικές δεξιότητες

- να εφαρμόσουν όσα έχουν μάθει από την εμπλοκή τους στη μαθησιακή διαδικασία με διαφορετικούς και δημιουργικούς τρόπους



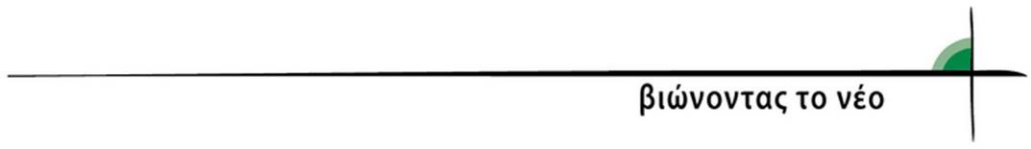
Δραστηριότητα 1 (Διάρκεια: 40 λεπτά): *Η δική σου εμπειρία παιχνιδιού*

Παρουσίασε στην τάξη μια προσωπική φωτογραφία ή μια εικόνα από το διαδίκτυο ή και περισσότερες, αν το επιθυμείς, από τα παιδικά σου παιχνίδια. Στη συνέχεια, παρατήρησε με προσοχή όλες τις φωτογραφίες των παιχνιδιών που παρουσίασες εσύ και οι συμμαθήτριές σου. Έπειτα, συμπλήρωσε στον αριστερό κύκλο του διαγράμματος Venn στο φύλλο εργασίας που σας μοίρασα, ποια παιχνίδια κατά τη γνώμη σου είναι για τα κορίτσια και αντίστοιχα στον δεξιό κύκλο, ποια παιχνίδια είναι για τα αγόρια. Τα παιχνίδια που θεωρείς ότι ταιριάζουν και στα δυο φύλα, θα τα καταγράψεις στον κοινό χώρο που δημιουργείται από τις τομές των δυο κύκλων.



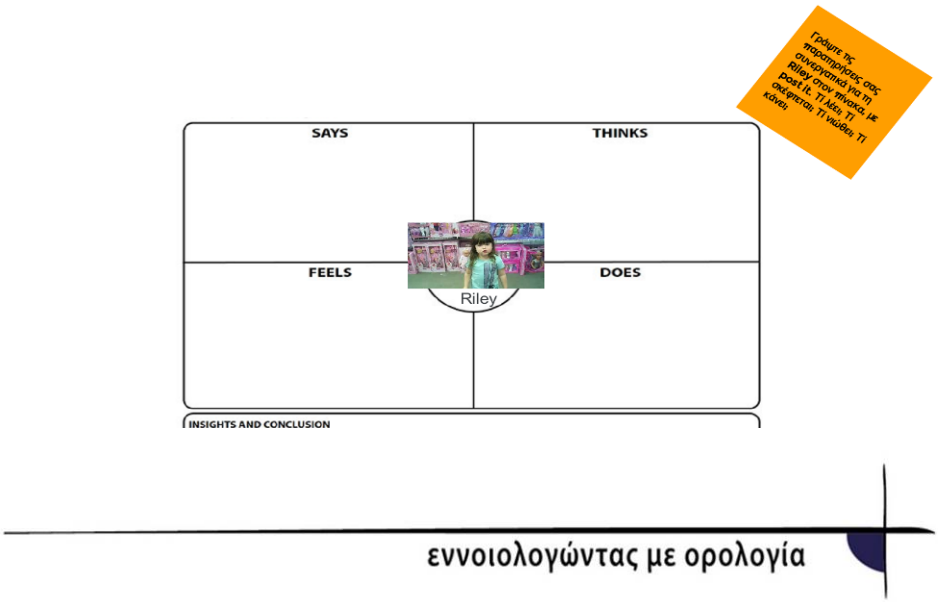
Μόλις ολοκληρώσεις την καταγραφή, περίγραψε τα αποτελέσματα της εργασίας σου σε όλη την τάξη. Μετά την παρουσίαση των αποτελεσμάτων, καλείσαι να συμμετέχεις στη συζήτηση στην τάξη, απαντώντας στις εξής ερωτήσεις:

- Παρουσιάζουν διαφορές τα παιδικά παιχνίδια ως προς το φύλο; Αν ναι, γιατί πιστεύεις ότι συμβαίνει αυτό;
- Τί σκέφτεσαι για αυτές τις διαφορές που εντοπίζεις στα παιδικά παιχνίδια;
- Πώς θα ένιωθες, αν έπαιζες με παιχνίδια που παίζει το αντίθετο φύλο; Θα σου φαινόταν περίεργο;
- Τί θα συνέβαινε κατά τη γνώμη σου, αν τα αγόρια έπαιζαν με κούκλες;



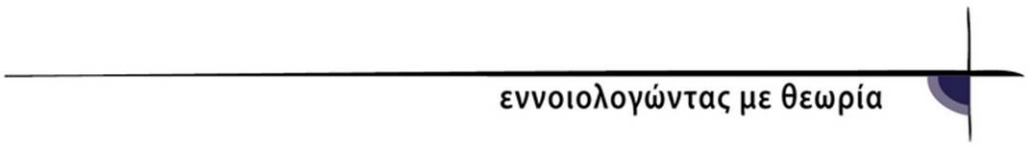
Δραστηριότητα 2 (Διάρκεια: 40 λεπτά): *Γιατί όλα τα κορίτσια πρέπει να αγοράζουν ροζ πράγματα και όλα τα αγόρια πρέπει να αγοράζουν πράγματα με διαφορετικά χρώματα;*

Ένα πεντάχρονο κορίτσι, η Riley "πιάστηκε" από την κάμερα στον "ροζ διάδρομο" ενός καταστήματος παιχνιδιών στις ΗΠΑ. Παρακολούθησε με προσοχή στην οθόνη τι έχει να μας πει στο σύντομο βίντεο που ακολουθεί https://www.youtube.com/watch?v=-CU040Hqbas. Στη συνέχεια, δημιούργησε μια ομάδα με 2 συμμαθήτριές σου και γράψτε από μια παρατήρηση στον πίνακα η κάθε ομάδα, με χαρτάκια post it, τοποθετώντας τα στον αντίστοιχο άξονα που αφορά (δηλαδή τι λέει η Riley, τι σκέφτεται, τι αισθάνεται, τι κάνει). Μόλις ολοκληρώσεις με την ομάδα σου τις αναρτήσεις στον πίνακα, συζήτησε στην τάξη. Τί διαπιστώνεις από το περιεχόμενο του βίντεο και του πίνακα; Πώς σχετίζεται το βίντεο και οι παρατηρήσεις στον πίνακα, με την εμπειρία σου; Τί θα απαντούσες στο ερώτημα της Riley: *"Γιατί όλα τα κορίτσια πρέπει να αγοράζουν ροζ πράγματα και όλα τα αγόρια πρέπει να αγοράζουν πράγματα με διαφορετικά χρώματα;"*.



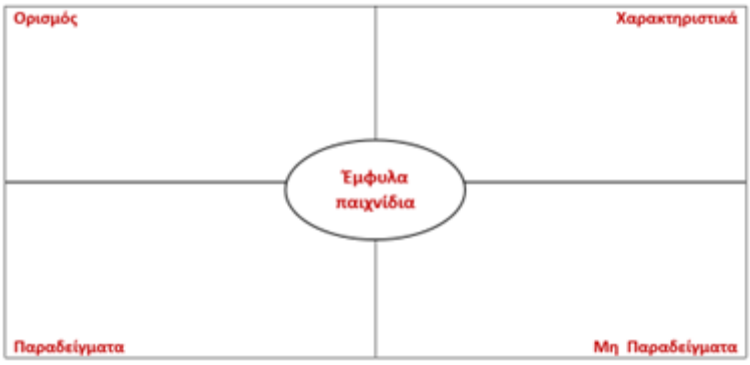
Δραστηριότητα 3 (Διάρκεια: 20 λεπτά): *Think - Pair – Share*

Μελέτησε με προσοχή το κείμενο της Δήμητρας Κογκίδου: *"Τα έμφυλα παιχνίδια των παιδιών: Μήπως τα "κοριτσίστικα» παιχνίδια βλάπτουν σοβαρά τα κορίτσια;"* . Αναζήτησε τις βασικές ιδέες-έννοιες του κειμένου, σκέψου με βάση όσα γνωρίζεις για το θέμα για 1-3 λεπτά και κράτησε σημειώσεις στο τετράδιό σου. Έπειτα, διάλεξε μια συμμαθήτριά σου, συζητήστε τις ιδέες σας για το κείμενο και δημιουργήστε μαζί έναν εννοιολογικό χάρτη σε μια κόλλα Α4. Μόλις όλα τα ζευγάρια ολοκληρώσετε τον εννοιολογικό σας χάρτη, μοιραστείτε τις ιδέες σας με την υπόλοιπη τάξη. Στο τέλος, εγώ θα συγκεντρώσω τις έννοιες που δημιουργήσατε όλες οι δυάδες στον χάρτη σας, σε έναν συγκεντρωτικό εννοιολογικό χάρτη στον πίνακα μαρκαδόρου.

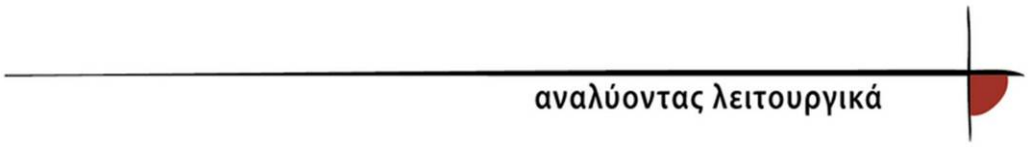


Δραστηριότητα 4 (Διάρκεια: 20 λεπτά): *Δημιούργησε μια σύντομη θεωρία για τα έμφυλα παιχνίδια*

Στη δραστηριότητα αυτή, καλείσαι ατομικά να συνδέσεις τις έννοιες που σχετίζονται με τα έμφυλα παιχνίδια, όπως τις επεξεργαστήκαμε στη δραστηριότητα 3, δημιουργώντας ένα σύντομο θεωρητικό πλαίσιο. Σε αυτό, θα σε βοηθήσει το μοντέλο Frayer, όπως παρουσιάζεται στη συνέχεια. Μπορείς να σχεδιάσεις στο τετράδιό σου έναν αντίστοιχο γραφικό οργανωτή και να καταγράψεις τις ιδέες σου.

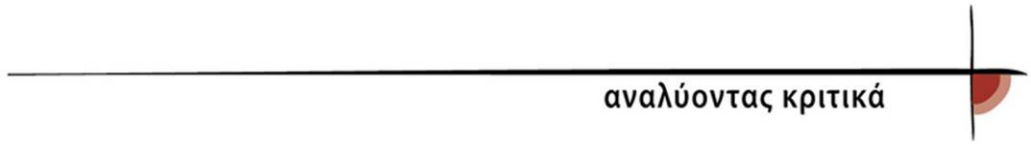


Όταν ολοκληρώσεις την εργασία σου στον γραφικό οργανωτή, γράψε στο τετράδιό σου μια σύντομη θεωρία για τα έμφυλα παιχνίδια στην οποία θα περιλαμβάνονται η σημασία, τα χαρακτηριστικά και το νόημα της έννοιας "έμφυλα παιχνίδια" και παρουσίασέ την στην τάξη. Η θεωρία σου, θα αξιολογηθεί από τις συμμαθήτριές σου κι εσύ θα μπορείς να αξιολογήσεις τη δική τους.



Δραστηριότητα 5 (Διάρκεια: 40 λεπτά): *Ο ρόλος της διαφήμισης στον έμφυλο διαχωρισμό των παιχνιδιών*

Φτιάξε μια ομάδα με 3 συμμαθήτριές σου. Παρακολούθησε με την ομάδα σου το αναρτημένο βίντεο στο padlet που θα σας κοινοποιήσω και προβληματιστείτε από κοινού με τις συμμαθήτριές σου για τα στερεότυπα που αναπαράγονται στις διαφημίσεις των παιδικών παιχνιδιών. Ορίστε με τα μέλη της ομάδας σου την αρχηγό και στη συνέχεια, ως ομάδα κάντε μια σύντομη έρευνα στο διαδίκτυο και αναρτήστε έναν σύνδεσμο βίντεο μιας διαφήμισης παιδικού παιχνιδιού που αναπαράγει έμφυλα στερεότυπα, είτε για τα κορίτσια, είτε για τα αγόρια και έναν σύνδεσμο βίντεο μιας διαφήμισης που παρουσιάζει ένα "ουδέτερο" ως προς το φύλο παιδικό παιχνίδι το οποίο δεν αναπαράγει έμφυλα στερεότυπα. Έπειτα, παρακολουθήστε τις αναρτημένες διαφημίσεις των υπόλοιπων ομάδων και σχολιάστε ως ομάδα κάτω από αυτές συνοπτικά, ποια έμφυλα στερεότυπα αναπαράγονται στην πρώτη περίπτωση και γιατί στη δεύτερη περίπτωση θεωρείτε ότι το παιδικό παιχνίδι που διαφημίζεται είναι απαλλαγμένο από έμφυλα στερεότυπα, κατάλληλο για τα παιδιά. Χρειάζονται τουλάχιστον 2 αναρτήσεις συνδέσμων βίντεο/ έμφυλα και ουδέτερα παιχνίδια από την ομάδα σου και 2 σχολιασμοί/έμφυλα και ουδέτερα παιχνίδια για ανάρτηση άλλης ομάδας, για να ολοκληρώσετε τη δραστηριότητα. Σε περίπτωση που επιλέξετε μια διαφήμιση που περιλαμβάνει περισσότερα από ένα παιχνίδια, προσδιορίστε σε ποιο παιχνίδι αναφέρεστε. Μόλις ολοκληρώσετε τις αναρτήσεις και το σχολιασμό, εξηγήστε στην τάξη πώς λειτουργούν οι διαφημίσεις των παιδικών παιχνιδιών στις αναπαραστάσεις των καταναλωτών για το φύλο.



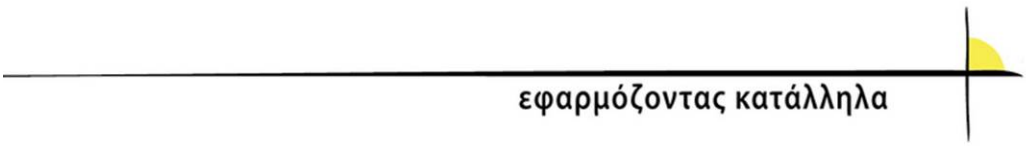
Δραστηριότητα 6 (Διάρκεια: 40 λεπτά): *Παιχνίδι Ρόλων*

Σου δίνεται το παρακάτω σενάριο:

Εργάζεσαι ως παιδαγωγός σε παιδικό σταθμό, σε τμήμα παιδιών ηλικίας 3 – 4 ετών και έχεις παρατηρήσει την ώρα του ελεύθερου παιχνιδιού ότι ο Κ. (3,5 ετών) προτιμάει να παίζει με τα παιχνίδια που βρίσκονται στην γωνιά του κουκλόσπιτου και συγκεκριμένα στην κουζίνα. Εκεί, συνήθως βρίσκονται κάποια κορίτσια όπως η Ε. (3 ετών), η Μ. (4 ετών) και η Π. (3,5 ετών) τα οποία, είτε θα έχουν αγκαλιά από μια κούκλα μωρό, είτε θα κάθονται στο τραπέζι με τα κουζινικά και θα συζητούν. Ο Κ. συνήθως αναλαμβάνει το μαγείρεμα και το σερβίρισμα του φαγητού στα κορίτσια. Τα παιδιά δείχνουν να συνεργάζονται και να μοιράζονται τον χώρο με ιδιαίτερη ευχαρίστηση. Σε μία συζήτηση με τον πατέρα του Κ., έγινε αναφορά στις προτιμήσεις του Κ. στο παιχνίδι στη γωνιά του κουκλόσπιτου. Ο πατέρας τότε, εξέφρασε έντονα την δυσαρέσκειά του, με το επιχείρημα ότι ως αγόρι δεν θα πρέπει ο γιός του να ασχολείται με τα παιχνίδια της κουζίνας, αλλά με “αγορίστικα” παιχνίδια, όπως αυτοκίνητα και οικοδομικό υλικό.

Δημιούργησε ένα ζευγάρι με μια συμμαθήτριά σου, όπου η μια θα υποδύεται τον πατέρα του Κ. και η δεύτερη την παιδαγωγό. Ανάλογα με τον ρόλο που θα υποδυθείς, καλείσαι: α) να εξηγήσεις ως παιδαγωγός στον πατέρα του Κ., την παιδαγωγική αξία του παιχνιδιού στο κουκλόσπιτο και να αντικρούσεις τα επιχειρήματά του ως προς τα έμφυλα στερεότυπα στο παιδικό παιχνίδι, β) να εκφράσεις, ως πατέρας του Κ., την αντίδρασή σου να παίζει ο γιός σου στη γωνιά κουκλόσπιτου και να αντικρούσεις τα επιχειρήματα της παιδαγωγού.

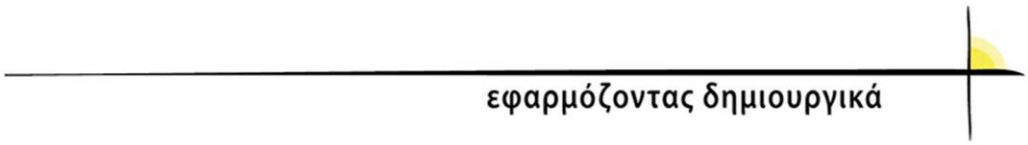
Όταν ολοκληρώσετε, άλλαξε ρόλους με τη συμμαθήτριά σου και επανάλαβε το παιχνίδι εκφράζοντας τις απόψεις και τα επιχειρήματα της αντίθετης πλευράς. Στο τέλος, θα έχετε την ευκαιρία να κάνετε τις παρατηρήσεις σας για τον εαυτό σας και για τις συμμαθήτριές σας, όπως κι εγώ προς εσάς, σε σχέση με τα ζητούμενα της δραστηριότητας, αλλά και να μοιραστείτε τα συναισθήματά σας από τη δραστηριότητα αυτή με όλη την τάξη.



Δραστηριότητα 7 (Διάρκεια: 40 λεπτά): *Κουίζ*

Συμπλήρωσε το κουίζ, στην ψηφιακή φόρμα πατώντας εδώ https://forms.gle/x6piYvJfks8sZKXX7. Έχεις στη διάθεσή σου 15 λεπτά. Μόλις ολοκληρώσεις

το κουίζ, θα μπορείς να δεις τις σωστές απαντήσεις και τη βαθμολογία σου. Στη συνέχεια, θα συζητήσουμε όλοι μαζί στην τάξη τα αποτελέσματα.



Δραστηριότητα 8 (Διάρκεια: 80 λεπτά): *Think – Tac – Toe (Τρίλιζα)*

Επίλεξε 3 τετράγωνα από τον παρακάτω πίνακα, με τις δραστηριότητες που προτιμάς. Έχεις χρόνο 2 διδακτικές ώρες. Μόλις ολοκληρώσεις και τις 3 δραστηριότητες, θα έχεις κάνει "τρίλιζα". Μπορείς να χρησιμοποιήσεις ό,τι χρειάζεσαι από τα υλικά και τον εξοπλισμό του εργαστηρίου βρεφονηπιοκομίας.

Δημιούργησε μια αφίσα πληροφόρησης για τα έμφυλα στερεότυπα στα παιδικά παιχνίδια.	**Δημιούργησε μια διαφήμιση ενημέρωσης του κοινού, με όποιον τρόπο θέλεις για τα έμφυλα στερεότυπα στα παιδικά παιχνίδια.**	**Κατασκεύασε ένα «ουδέτερο» παιδικό παιχνίδι.**
Γράψε ένα άρθρο για μια εφημερίδα, σχετικά με τα έμφυλα στερεότυπα στα παιδικά παιχνίδια.	**Φτιάξε ένα τραγούδι που θα απευθύνεται στα μικρά παιδιά και θα τα παροτρύνει να παίζουν με όλα τα παιχνίδια.**	**Δημιούργησε ένα βίντεο σχετικό με τα έμφυλα στερεότυπα στα παιδικά παιχνίδια, με θέμα της επιλογής σου.**
Γράψε ένα γράμμα διαμαρτυρίας προς ένα πολυκατάστημα, που θα διαμαρτύρεσαι για την τοποθέτηση των παιδικών παιχνιδιών στους διαδρόμους, με βάση το φύλο.	**Δημιούργησε έναν θεατρικό μονόλογο για τα έμφυλα παιχνίδια και παρουσίασέ τον στην τάξη.**	**Δημιούργησε μια ψηφιακή παρουσίαση για να συμμετέχεις σε ένα συνέδριο με θέμα: «Παιχνίδια και έμφυλα στερεότυπα».**

2.2. Αποτελέσματα της εκπαιδευτικής παρέμβασης

Τα μαθησιακά αποτελέσματα της εκπαιδευτικής παρέμβασης, περιλαμβάνουν την αξιολόγηση από την εκπαιδευτικό, την ομαδική αξιολόγηση, την αξιολόγηση από ομοτίμους, και την αυτοαξιολόγηση κάθε μαθήτριας (Kalantzis, Cope, 2013, 409-455). Μπορεί να αναφέρεται σε ειδικά σχεδιασμένα εργαλεία ή σε μια περιγραφή του μαθησιακού αποτελέσματος μετά την εφαρμογή των Γνωστικών Διαδικασιών.

Με βάση τα παραπάνω, λαμβάνοντας υπόψη την ανταπόκριση των μαθητριών στη μαθησιακή ενότητα, τα αποτελέσματα κρίνονται ως εξαιρετικά, διότι:

- Επιτεύχθηκαν οι μαθησιακοί στόχοι στο σύνολό τους.
- Ο εκπαιδευτικός σχεδιασμός ανταποκρίθηκε στα μαθησιακά προφίλ, τα ενδιαφέροντα και τις προτιμήσεις κάθε μαθήτριας και όλης της ομάδας της τάξης.
- Κατά την εφαρμογή των δραστηριοτήτων, συμμετείχαν όλες ανεξαιρέτως οι μαθήτριες.
- Οι μαθήτριες αναδείχθηκαν ενεργοί παραγωγοί της γνώσης.
- Οι επιλεγμένες δραστηριότητες παρείχαν στις μαθήτριες πολλαπλούς τρόπους νοηματοδότησης, ώστε να διασφαλιστεί η συμμετοχή και το ενδιαφέρον κάθε μαθήτριας.
- Ο εκπαιδευτικός σχεδιασμός καλλιέργησε στις μαθήτριες συνεργατικές δεξιότητες.
- Ο εκπαιδευτικός σχεδιασμός παρείχε διαρκή ροή ανατροφοδότησης.
- Ο εκπαιδευτικός σχεδιασμός προώθησε ποικίλες μορφές αξιολόγησης.

3. Συμπεράσματα

Η παρούσα εργασία είχε ως στόχο να παρουσιάσει τη μεθοδολογία και τα αποτελέσματα εφαρμογής μιας συμμετοχικής και συμπεριληπτικής εκπαιδευτικής παρέμβασης διάρκειας 8 διδακτικών ωρών, η οποία στηρίζεται στην παιδαγωγική προσέγγιση της Μάθησης μέσω Σχεδιασμού (Learning by Design). Τα αποτελέσματα του εκπαιδευτικού σχεδιασμού στην πράξη, κατέδειξαν ότι το εν λόγω μοντέλο προωθεί τόσο τον μετασχηματισμό των γνώσεων, των στάσεων και των δεξιοτήτων των μαθητών, όσο και την ανάπτυξη μεταγνωστικών δεξιοτήτων, εδραιώνοντας τη δημιουργία μιας κοινότητας μάθησης εντός της αίθουσας διδασκαλίας. Από την εφαρμογή επίσης, γίνεται φανερό ότι η Μάθηση μέσω Σχεδιασμού θέτει στο επίκεντρο τη διαχείριση της διαφορετικότητας και τη συμπερίληψη στις σύγχρονες πλουραλιστικές σχολικές τάξεις και την εφαρμογή της διαφοροποιημένης διδασκαλίας.

Ο συνδυασμός αξιοποίησης της επιστημονικής προσέγγισης του μοντέλου, σε συνδυασμό με τη χρήση της διαδικτυακής πλατφόρμας CGScholar, καθιστά τον σύγχρονο εκπαιδευτικό εκτός από σχεδιαστή περιβαλλόντων μάθησης, έναν αναστοχαζόμενο ερευνητή και έναν συνεργατικό επαγγελματία που μοιράζεται και μαθαίνει στο πλαίσιο της επαγγελματικής του ομάδας.

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Ξενόγλωσση

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ΟΙ ΣΛΑΒΟΙ ΚΑΙ Η ΕΝΣΩΜΑΤΩΣΗ ΤΟΥΣ ΣΤΟΝ ΒΥΖΑΝΤΙΝΟ ΚΟΣΜΟ,ΙΣΤΟΡΙΚΕΣ ΕΞΕΛΙΞΕΙΣ ΚΑΙ ΕΚΧΡΙΣΤΙΑΝΙΣΜΟΣ

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Περίληψη

Το άρθρο εξετάζει την έλευση, εγκατάσταση και ένταξη των Σλάβων στη Βυζαντινή Αυτοκρατορία από τον 6ο έως τον 10ο αιώνα μ.Χ. Αναλύεται η προέλευση των Σλάβων και οι θεωρίες γύρω από αυτήν, ενώ παράλληλα περιγράφονται οι μετακινήσεις τους λόγω γεωπολιτικών και οικονομικών παραγόντων. Εξετάζονται οι σχέσεις τους με τους Βυζαντινούς, από συμμαχίες έως εξεγέρσεις, καθώς και ο τρόπος ζωής και οι οικισμοί τους. Σημαντικό ρόλο στην ενσωμάτωσή τους διαδραμάτισαν οι σκλαβηνίες, οι διοικητικές αρχές και η σταδιακή οικονομική και στρατιωτική ένταξή τους. Τέλος, ο εκχριστιανισμός τους μέσω της αποστολής των Κύριλλου και Μεθοδίου συνέβαλε στην πολιτισμική τους ενσωμάτωση και στη διαμόρφωση της σλαβικής ταυτότητας, εδραιώνοντας τη βυζαντινή επιρροή στα Βαλκάνια.

Λέξεις κλειδιά: Σλάβοι, Βυζαντινή Αυτοκρατορία, Εκχριστιανισμός, Σκλαβηνίες

1. Εισαγωγή

Στην εισήγηση γίνεται λόγος για τις σχέσεις των Σλάβων με τους Βυζαντινούς και γενικότερα την Βυζαντινή αυτοκρατορία. Πιο συγκεκριμένα, δίνεται έμφαση στην έλευση, εγκατάσταση, και ένταξη των Σλάβων στην Βυζαντινή αυτοκρατορία καθ' όλη τη διάρκεια των αιώνων ύπαρξης της. Οι Σλάβοι αποτελούν μια ομάδα ινδοευρωπαϊκών λαών οι οποίοι μιλούν γλώσσες που μοιάζουν μεταξύ τους και έχουν τις ρίζες τους σε μια Παλαιοσλαβική γλώσσα, την πρώτη σλαβική γλώσσα των προϊστορικών χρόνων των Σλάβων. Η διάσπαση των Σλάβων οδήγησε στην δημιουργία πολλών μικρότερων ομάδων οι οποίες χωρίζονται σε τρεις κατηγορίες. Στην πρώτη κατηγορία, τους ανατολικούς Σλάβους, συμπεριλαμβάνονται οι Ρώσοι, οι Λευκορώσοι και οι Ουκρανοί ενώ στη δεύτερη κατηγορία, τους δυτικούς Σλάβους, οι Πολωνοί, οι Τσέχοι και οι Σλοβάκοι. Μία τρίτη κατηγορία, οι νότιοι Σλάβοι, περιλαμβάνει τους Βούλγαρους, τους Σέρβους, τους Κροάτες και άλλους λαούς της περιοχής των Βαλκανίων (Μουστάκας, 2015).

Στα πλαίσια αυτής της εργασίας παρουσιάζονται στα παρακάτω κεφάλαια ορισμένα ζητήματα τα οποία σχετίζονται με την προέλευση, την έλευση των Σλάβων, τις περιοχές που εγκαταστάθηκαν, τις σχέσεις τους με το βυζαντινό κράτος και την αφομοίωση τους από αυτό. Στο πρώτο μέρος γίνεται αναφορά κυρίως στην προέλευση των Σλάβων, στα χαρακτηριστικά αυτού του λαού, στην εγκατάσταση των Σλάβων και στον τρόπο ζωής τους.

Στο τρίτο μέρος γίνεται αναφορά στις σχέσεις που δημιουργήθηκαν ανάμεσα στους Βυζαντινούς και στους Σλάβους, όπως επίσης και κάποιες εξεγέρσεις των Σλάβων.

Στο τέταρτο μέρος γίνεται αναφορά στις υποχρεώσεις που είχαν οι Σλάβοι προς τον βυζαντινό αυτοκράτορα τόσο διοικητικά όσο και οικονομικά. Στο πέμπτο μέρος γίνεται μια μικρή αναφορά στις εγκαταστάσεις των Σλάβων στον Νότο, τις σκλαβηνίες και τις αρχοντίες ενώ το έκτο κεφάλαιο αναφέρεται στην ιεραποστολή των αγίων Κύριλλου και Μεθόδιου στην Μοραβία στα πλαίσια του εκχριστιανισμού των Σλάβων.

2. Κυρίως μέρος

2.1. Η προέλευση των Σλάβων

Η μετακίνηση των Σλάβων πρέπει να τοποθετηθεί μέσα σε ένα πλαίσιο μιας γενικότερης αναστάτωσης που εμφανίζεται στην Ευρώπη με την λεγόμενη «μετανάστευση των λαών». Αυτές οι μετακινήσεις συμβαίνουν στην κεντρική και ανατολική Ευρώπη με λαούς όπως οι Γότθοι και οι

Ούννοι και επίσης δημιουργούνται μεταξύ τους και ορισμένες συγκρούσεις. Από αυτές τις ανακατατάξεις φαίνεται πως επηρεάστηκαν και οι Σλάβοι και αναγκάστηκαν να μετακινηθούν νοτιότερα. Μια άλλη αιτία της μετακίνησης τους ίσως ήταν οι αρχέγονες πρακτικές καλλιέργειας που είχαν με αποτέλεσμα να αχρηστεύουν τις καλλιεργήσιμες εκτάσεις γης τους και για αυτό αναγκάστηκαν να μετακινηθούν και να αναζητήσουν καινούργιες εκτάσεις. Ο Jordanes κάνει μια αναφορά για τους Σλάβους στο έργο του με τίτλο «Getica», το οποίο γράφτηκε κατά τα μέσα του 6ου αι. μ.Χ. στην Κωνσταντινούπολη. Σε αντίθεση με τον Προκόπιο ο Jordanes αναφέρει ότι οι Σλάβοι έχουν στην κορυφή της εξουσίας τους κάποιον βασιλιά. Αντίθετα ο Προκόπιος στο έργο του «Υπέρ των πολέμων» αναφέρει ότι οι Σλάβοι αποφάσιζαν δημοκρατικά για τις υποθέσεις τους χωρίς να έχουν κάποιον άρχοντα να αποφασίζει για αυτούς (Μουστάκας, 2015).

2.2. Η εγκατάσταση των Σλάβων

Η εγκατάσταση συμβαίνει κατά τα χρόνια του βυζαντινού αυτοκράτορα Ηρακλείου, δηλαδή τα χρόνια 610-641, και οι Σλάβοι χαρακτηρίζονται από τους Βυζαντινούς ως «πρόσφυγες» ή «φυγάδες». Λαμβάνοντας υπόψη τα διαθέσιμα αφηγηματικά κείμενα τα οποία αναφέρονται στην οικονομική, πολιτική και διοικητική σχέση των Σλάβων με τους Βυζαντινούς, κυρίως μέσα από την ορολογία, γίνονται φανερά ορισμένα στοιχεία για τον τρόπο με τον οποίο έβλεπαν οι Βυζαντινοί την εγκατάσταση των σλαβικών φύλων. Πέρα από τα αφηγηματικά κείμενα πηγές αποτελούν επίσης δημόσια έγγραφα, σφραγίδες και εκκλησιαστικοί κατάλογοι (Λεβενιώτης, 2016).

Τον 6ο και 7ο αιώνα μ.Χ. η Βυζαντινή αυτοκρατορία αντιμετωπίζει συνεχείς κρίσεις οι οποίες προέρχονται από την συγκέντρωση λαών στα σύνορα της. Τον 5ο και 6ο αιώνα μεγάλα αστικά κέντρα όπως η Αλεξάνδρεια και η Αντιόχεια αποτέλεσαν κέντρα μεγάλων λαϊκών εξεγέρσεων ενώ οι συνθήκες ζωής χειροτέρευαν. Η πιο σημαντική βυζαντινή πόλη των Βαλκανίων, η Θεσσαλονίκη, δέχεται πολλούς πρόσφυγες από όλες τις επαρχίες στις οποίες εισέβαλλαν Σλάβοι. Όσοι πηγαίνουν στην Κωνσταντινούπολη δεν διαθέτουν τα οικονομικά μέσα για να βρουν στέγη. Στα μέσα του 6ου αιώνα. η Στάση του Νίκα ενισχύει ακόμα περισσότερο την κοινωνική κρίση ενώ προς το τέλος της βασιλείας του Ιουστινιανού σταματά η κατασκευή νέων κτισμάτων. Η κρίση αυτή συνεχίζεται τον 7ο αιώνα. μ.Χ. όταν σταματούν όλες οι επισκευές εκτός από κάποια τείχη. Μετά την πολιορκία της Κωνσταντινούπολης από τους Αβαροσλάβους το 626 μ.Χ. το κατεστραμμένο υδραγωγείο του Ουάλεντος χρειάστηκε 140 χρόνια για να επισκευαστεί. Μέχρι τα μέσα του 7ου αιώνα η αρχαία πολιτιστική παράδοση της Χερσονήσου του Αίμου σταματάει ενώ η έλευση των Σλάβων διέκοψε την επικοινωνία της Βυζαντινής αυτοκρατορίας με την Δύση.

Οι διαθέσιμες πηγές μπορούν να δώσουν μια σχετικά ασφαλή εικόνα για την σχέση των Σλάβων με τον Βυζαντινό αυτοκράτορα και το κράτος. Το ίδιο ισχύει και για το πολιτικό καθεστώς των Σλάβων και τις συνέπειες που είχε η εγκατάσταση τους στο βυζαντινό κράτος καθώς και για το πολιτισμικό-κοινωνικό τους υπόβαθρο. Αρχικά φαίνεται πως υπήρχαν διαφορετικές σχέσεις εξάρτησης. Η μονιμότητα των Σλάβων στα βυζαντινά εδάφη χαρακτηρίζεται από τις «σκλαβηνίες», οι οποίες διέθεταν μια σχετική αυτονομία. Υπήρχαν σλαβικές ομάδες οι οποίες είχαν κάποιους επικεφαλείς, κάποιους άρχοντες, και δεν υπάγονταν απόλυτα στους νόμους της βυζαντινής εξουσίας, ανάλογα με τον βαθμό που αυτή υπήρχε σε κάθε περιοχή. Η ολοκληρωτική ενσωμάτωση αυτών των ομάδων στο βυζαντινό κράτος έγινε με πολλούς τρόπους, κυρίως στην περιφέρεια της Μακεδονίας. Από τη μια οι Σλάβοι σταδιακά και ειρηνικά υπάγονταν πολιτικά στο βυζαντινό κράτος ενώ από την άλλη οι Βυζαντινοί πραγματοποιούσαν εκστρατείες προκειμένου να επιβληθούν στους Σλάβους. Σε κάποιες περιοχές αυτό γινόταν και με τους δύο τρόπους. Από τα μέσα του 7ου αιώνα μέχρι και τον 9ο αιώνα μ.Χ. ηγήθηκαν σε τέτοιες εκστρατείες ακόμα και αυτοκράτορες. Η ένταξη των Σλάβων γινόταν στην κάθε βυζαντινή τοπική διοίκηση. Μία από αυτές τις εκστρατείες ήταν του Σταυράκιου, λογοθέτη του δρόμου, το 783 στις νότιες περιοχές της Χερσονήσου του Αίμου, όπου ανάγκασε τους Σλάβους να γίνουν Βυζαντινοί υπήκοοι (Λεβενιώτης, 2013).

Ο 6ος αι. π.Χ. αποτέλεσε αιώνα αναταραχών για τη Βυζαντινή αυτοκρατορία όσον αφορά την ακεραιότητα των συνόρων της. Λαοί όπως οι Σλάβοι και οι Άβαρες απειλούν με την παρουσία τους στα Βαλκάνια την αυτοκρατορία. Οι Λογγοβάρδοι λεηλατούν περιοχές της Ιταλίας και αποκόβουν

την Ρώμη από τις βυζαντινές κτήσεις. Αρχαιολογικά ευρήματα, όπως νομίσματα, μαρτυρούν εισβολές των Σκλαβήνων νότια του Δούναβη, μία το 571 και μία το 578. Μετέπειτα κατευθύνονται σε περιοχές της Ελλάδας, όπως η Πελοπόννησος, χωρίς να πραγματοποιούν κάποιου είδους εγκατάσταση. Μετά την λεηλασία της Αθήνας, οι Σλάβοι λεηλατούν το 586 την Κόρινθο, και εξαπλώνονται ακόμα περισσότερο στην νότια Ελλάδα. Η προσπάθεια τους για την κατάληψη της Θεσσαλονίκης συνεχίζεται στις αρχές του επόμενου αιώνα, το 618, μαζί με τους Αβάρους, ωστόσο η Θεσσαλονίκη συνεχίζει να αντιστέκεται (Morrison, 2014).

2.3. Τρόπος ζωής και οικισμοί

Με την έλευση τους στα βυζαντινά εδάφη οι Σλάβοι ήταν ημινομάδες γεωργοί και το κλίμα το οποίο προτιμούσαν βρισκόταν συνήθως σε χαμηλότερα υψόμετρα, σε περιοχές οι οποίες καλύπτονταν από δάση και έλη. Συνήθως δεν προτιμούσαν τις στέππες και επέλεγαν τις κοιλάδες προκειμένου να φτάσουν σε ορεινές περιοχές και να δραστηριοποιηθούν εκεί. Οι οικισμοί τους χτίζονται δίπλα σε ποταμούς, είτε μικρούς είτε μεγάλους και επιλέγουν και τους μικρούς λόφους οι οποίοι είναι συνήθως ξηροί και τα εδάφη τους εμφανίζουν μια κλιμάκωση. Από τα αρχαιολογικά ευρήματα τα σπίτια των Σλάβων ήταν μισοθαμένα στο έδαφος και είχαν μήκος από τρία έως τέσσερα μέτρα. Μέσα σε αυτές τις οικίες βρισκόταν επίσης σε μια γωνιά ένας πέτρινος θολωτός φούρνος. Οι τοίχοι κατασκευάζονταν από στοιβαγμένους κορμούς δέντρων και στήριζαν την στέγη, για την οποία χρησιμοποιούνταν δεμένα φυτά, μαζί με έναν κεντρικό στύλο. Οι μικρότεροι οικισμοί αποτελούνταν από οκτώ έως δέκα σπίτια ενώ οι μεγαλύτεροι οικισμοί σχηματίζονταν με την ένωση τεσσάρων έως δέκα μικρότερων συνοικισμών. Οι κοινωνίες που σχηματίζονταν από αυτές τις ενώσεις αριθμούσαν μερικούς εκατοντάδες ανθρώπους. Αυτοί οι οικισμοί είχαν χαρακτηριστικά προσωρινής εγκατάστασης και ο τρόπος ζωής των Σλάβων ήταν αρκετά πρωτόγονος (Morrison, 2014).

Η κυριότερη πηγή εγκατάστασης των Σλάβων είναι η ύπαιθρος. Στην ύστερη αρχαιότητα ίσχυε το αντίθετο, δηλαδή, οι πόλεις παρουσίαζαν έντονη κινητικότητα τόσο οικονομικά όσο και κοινωνικά. Αυτή η στροφή προς την ύπαιθρο ονομάζεται «εξαγροτισμός». Σε αυτό φυσικά υπήρχαν και πόλεις που εξαιρούνταν. Μία από αυτές ήταν η Θεσσαλονίκη η οποία, πέρα από την Κωνσταντινούπολη, παρέμεινε σταθερά για την Βυζαντινή αυτοκρατορία, το κυριότερο εκκλησιαστικό, οικονομικό και διοικητικό της κέντρο κατέχοντας παράλληλα μια ιδιαίτερη θέση στα γράμματα και τις τέχνες και στην γενικότερη πολιτισμική εικόνα της αυτοκρατορίας (Λεβενιώτης, 2016).

Ο πρωτόγονος τρόπος ζωής αλλάζει όταν οι Σλάβοι έρχονται σε επαφή με τους ήδη εγκατεστημένους πληθυσμούς των περιοχών στις οποίες εγκαθίστανται. Σε αυτό τους βοήθησε η προσαρμοστική τους ικανότητα. Ένας από αυτούς τους πληθυσμούς ήταν οι Δάκες οι οποίοι βρίσκονταν στην σημερινή Ρουμανία. Οι ασχολίες των Σλάβων στο νέο τους τόπο κατοικίας είναι κυρίως η γεωργία, η εκτροφή βοοειδών και μικρών ζώων και η αλιεία. Αργότερα αναπτύσσονται περισσότερο και μαθαίνουν την ακτοπλοΐα, ενώ καλλιεργούν σιτάρι και εκτρέφουν άλογα. Όσο αναπτύσσονται οι Σλάβοι έχουν ανάγκη από περισσότερη γη για να καλλιεργήσουν και η ενασχόληση τους με τον πόλεμο αποσκοπεί στην αποκόμιση λαφύρων από τους εχθρούς τους. Οι Σλάβοι ενεργούσαν κυρίως σε μικρές ομάδες οι οποίες μετακινούνται είτε με άμαξες είτε πεζοί μέσα από δύσβατες περιοχές. Οι πολεμικές τακτικές που χρησιμοποιούν δεν είναι πολύ ανεπτυγμένες και η ανάγκη για κατάληψη ισχυρών θέσεων ωθεί τους Σλάβους να μιμηθούν τις τακτικές των Αβάρων και να φτιάξουν πολιορκητικές μηχανές. Στα πλαίσια ενός κοινού πολέμου ή μιας στρατιωτικής επιχείρησης, οι Σλάβοι δεν διαθέτουν ανεπτυγμένη διπλωματία αλλά συσπειρώνονται ως φυλές για να αντιμετωπίσουν τους εχθρούς τους. Μια τέτοια μαζική επίθεση ήταν αυτή της Θεσσαλονίκης το 586 μ.Χ. (Morrison, 2014).

2.4. Σχέσεις Βυζαντινών και Σλάβων

Πέρα από τις εντάσεις που υπήρξαν με τον πληθυσμό των Σλάβων, οι Βυζαντινοί συνήψαν συμμαχίες με ορισμένους από αυτούς. Τέτοιοι σύμμαχοι ήταν κυρίως εγκατεστημένοι στις βόρειες και τις δυτικές περιοχές της Χερσονήσου του Αίμου. Σε αυτές τις περιοχές οι Βυζαντινοί έχασαν τον

έλεγχο κατά τον 7ο αιώνα μ.Χ. . Τέτοιες σλαβικές ομάδες, των οποίων οι σχέσεις με τον αυτοκράτορα ήταν τυπικά συμμαχικές, ήταν οι Πρωτοσέρβοι και οι Πρωτοκροάτες στην Δαλματία και οι Σεβέρεις και οι Επτά γεννεές στον Κάτω Δούναβη. Οι περιοχές του Κάτω Δούναβη βρίσκονταν υπό τον έλεγχο της Βυζαντινής αυτοκρατορίας μέχρι το 680 μ.Χ. οπότε μέχρι εκείνο τον χρόνο σλαβικές ομάδες που κατοικούσαν στην περιοχή πλήρωναν φόρο. Άλλες πάλι σλαβικές ομάδες είχαν αποκτήσει τον πλήρη έλεγχο των περιοχών και αρνήθηκαν την εξουσία του αυτοκράτορα. Αυτές οι συνθήκες κράτησαν μέχρι την άνοδο του Βασιλείου Α' το 867 στον βυζαντινό θρόνο και μέχρι να αρχίσει ο εκχριστιανισμός των σλαβικών φύλων. Κάποιοι σλαβικοί πληθυσμοί επιβλήθηκαν τόσο πολύ σε ορισμένες περιοχές που οι άρχοντες τους επέβαλαν σε διαφορετικούς πληθυσμούς φόρο υποτελείας (Λεβενιώτης, 2013).

Όπως έγινε ήδη φανερό οι Σλάβοι των νότιων περιοχών των Βαλκανίων δεν είχαν την ίδια τύχη με τους βόρειους. Οι σλαβικοί πληθυσμοί σε αυτές τις περιοχές ήταν πλήρως υποταγμένοι στον βυζαντινό αυτοκράτορα και υπάγονταν κανονικά στις τοπικές διοικητικές αρχές των Βυζαντινών και όφειλαν να ακολουθούν τους βυζαντινούς νόμους και τις υποχρεώσεις που είχαν προς το κράτος. Ο Curta αναφέρεται σε διαφορετικές ονομασίες των σλαβικών πληθυσμών, όπως «Σκλάβοι», «Σκλαβησιανοί», «Σκλαβήνοι» και «Σθλάβοι» ώστε να ξεχωρίσει την κάθε σλαβική ομάδα ανάλογα με το πολιτικό της καθεστώς και την προέλευση της. Οι Σκλαβήνοι και οι Σθλάβοι υποδηλώνονται ως σλαβικοί πληθυσμοί της Πελοποννήσου οι οποίοι βρίσκονταν κάτω από την εξουσία και τις δικαιοδοσίες του αυτοκράτορα (Λεβενιώτης, 2013).

Πέρα από τις δύο παραπάνω περιπτώσεις οι Βυζαντινοί είχαν να αντιμετωπίσουν εξεγέρσεις σλαβικών πληθυσμών οι οποίοι βρίσκονταν υπό τον έλεγχο του βυζαντινού κράτους. Αυτοί οι Σλάβοι προσπαθούσαν να δημιουργήσουν ορισμένες εντάσεις σε διάφορες βυζαντινές περιφέρειες του Νότου προκειμένου να εξασφαλίσουν την αυτονομία τους. Αυτές οι ταραχές ή εξεγέρσεις συνήθως αντιμετωπίζονταν επιτυχημένα από τους Βυζαντινούς ή ακόμα σε ορισμένες περιπτώσεις ο αυτοκράτορας ήταν επιεικής με τους σλαβικούς πληθυσμούς. Κάποιες φορές αυτό γινόταν έπειτα από μετάνοια των σλαβικών πληθυσμών οι οποίοι ζητούσαν ειρήνη από τον αυτοκράτορα. Τέτοιες εξεγέρσεις είχαν σημειωθεί στις περιοχές της Σουβδελιτίας και της Βέροιας τα χρόνια του Μιχαήλ, ή του Β' ή του Γ', οι οποίοι τελούν αυτοκράτορες του Βυζαντίου τις αρχές του 9ου αι. μέχρι και το 867. Η εξέγερση αυτή απέτυχε αλλά ο αυτοκράτορας συγχώρησε την εφαρμογή της. Τον 7ο και 8ο αιώνα εξεγέρσεις γίνονται στην Μακεδονία ενώ το ίδιο συμβαίνει και τον 9ο και 10ο αιώνα στην νότια Ελλάδα. Μία από αυτές συνέβη στην Πάτρα το 805 επί αυτοκράτορα Νικηφόρου Α', όταν οι εξεγερμένοι κατέλαβαν σπίτια Ελλήνων αλλά τελικά υποχώρησαν και κατέφυγαν στο μητροπολιτικό ναό του Αγίου Ανδρέα ζητώντας άσυλο.

2.4.1 Η ίδρυση του Βουλγαρικού Χανάτου και η σχέση του με τους Σλάβους

Ιδιαίτερη σημασία στην ιστορία των Σλάβων στην περιοχή των Βαλκανίων έχει η ίδρυση του Πρώτου Βουλγαρικού Χανάτου το 681 μ.Χ. από τον Ασπαρούχ (Obolensky, 1971). Παρότι πολλοί ταυτίζουν τους Βουλγάρους με τους Σλάβους, είναι σημαντικό να διευκρινιστεί ότι οι πρώτοι ανήκαν σε τουρκικής προέλευσης φύλο από την κεντρική Ασία (Avenarius, 1985). Με την εγκατάστασή τους νοτίως του Δούναβη, οι Βούλγαροι υπέταξαν τοπικούς σλαβικούς πληθυσμούς, δημιουργώντας ένα κράτος μεικτής πληθυσμιακής σύνθεσης (Avenarius, 1985· Obolensky, 1971).

Το Βουλγαρικό Χανάτο αποτέλεσε μόνιμη πρόκληση για το Βυζάντιο, ιδιαίτερα λόγω της στρατηγικής του θέσης και των επεκτατικών του τάσεων. Παράλληλα, μέσω της πολιτισμικής ώσμωσης μεταξύ Βουλγάρων και Σλάβων, οι τελευταίοι απέκτησαν έναν ενιαίο λόγο ύπαρξης μέσα στο νέο κράτος. Η μετέπειτα υιοθέτηση του χριστιανισμού από το Βουλγαρικό κράτος επί του Βόρη Α' (865 μ.Χ.) συνδέεται έμμεσα με την ευρύτερη βυζαντινή πολιτική επιρροή στην περιοχή και την ενίσχυση του βυζαντινού πολιτισμικού μοντέλου (Obolensky, 1971**).**

2.5. Οικονομική και διοικητική ένταξη

Οι πρώτοι Σλάβοι που εγκαταστάθηκαν στις νότιες περιοχές των Βαλκανίων καθώς και οι απόγονοι τους εντάχθηκαν πλήρως στο αγροτικό περιβάλλον των περιοχών τους, όπου ήταν είτε εξαρτημένοι είτε ελεύθεροι καλλιεργητές. Αυτοί καλλιεργούσαν κυρίως σιτάρι και όσπρια ενώ άλλοι κατείχαν και κάποιες εκτάσεις γης. Είναι πολύ πιθανό ότι το οικονομικό πλαίσιο των Σλάβων εντάχθηκε σε αυτό των Βυζαντινών και συγκεκριμένα στον «Νόμο Γεωργικό», σύστημα δικαίου για τους πάροικους, αφενός τον «μορτίτη», ο οποίος με δικά του μέσα παραγωγής καλλιεργούσε την γη και προσέφερε το 1/10 της παραγωγής στον ιδιοκτήτη, και τον «ημισειαστό», ο οποίος καλλιεργούσε την γη κάποιου άλλου αλλά με τα μέσα του ίδιου και όφειλε να παραδώσει την μισή παραγωγή στον ιδιοκτήτη. Ο «Νόμος Γεωργικός» δεν βασίστηκε αποκλειστικά σε σλαβικά εθιμικά πρότυπα (Λεβενιώτης, 2013).

Πέρα από την προσαρμογή στις οικονομικές συνθήκες της υπαίθρου, οι Σλάβοι ακολούθησαν το φορολογικό σύστημα των Βυζαντινών και είχαν ορισμένες υποχρεώσεις απέναντι στο κράτος και τους αξιωματούχους του, όπως δημόσιες εργασίες και άλλες αγγαρείες. Το φορολογικό σύστημα ίσχυε φυσικά και για τους ήδη υπάρχοντες γηγενείς πληθυσμούς. Μία από τις ασχολίες τις οποίες αναγκάζονταν να κάνουν οι Σλάβοι με βάση το αγροτικό, βυζαντινό, εθιμικό δίκαιο ήταν η καλλιέργεια της γης, αλλά όφειλαν επίσης να πληρώνουν φόρους και ενοίκια γης σε νομίσματα (πάκτα). Παράλληλα η συνεισφορά στο κράτος έπρεπε να είναι και ατομική και συλλογική. Μία από αυτές τις υποχρεώσεις ήταν η παροχή καταλύματος και τροφής σε κάποιον ξένο πρέσβη, στρατιωτικό ή κρατικό αξιωματούχο. Τα χρόνια του αυτοκράτορα Νικηφόρου Α’ οι Σλάβοι πάροικοι πλήρωναν φόρο εστίας ο οποίος ονομαζόταν «Καπνικόν». Επισκοπικοί κατάλογοι και αφηγηματικά κείμενα μαρτυρούν την πλήρη οικονομική και πολιτική ένταξη των Σλάβων στις νότιες περιοχές της αυτοκρατορίας από τον 7ο μέχρι το πρώτο μισό του 9ου αι. Ένας από τους τρόπους κοινωνικής ενσωμάτωσης ήταν η «γραίκωσις», ένας εκβυζαντινισμός της σλαβικής ηγεσίας. Στα πλαίσια αυτού του εκβυζαντινισμού οι Σλάβοι άρχοντες όφειλαν να συμμορφώνονται στις αποφάσεις του αυτοκράτορα και να τελούν ορισμένες υποχρεώσεις προς αυτόν και τους περιφερειακούς άρχοντες (Λεβενιώτης, 2013).

Με την πλήρη ένταξη των Σλάβων στο διοικητικό βυζαντινό σύστημα οι Σλάβοι ήταν υποχρεωμένοι να συμμετέχουν στις στρατιωτικές υποχρεώσεις της αυτοκρατορίας στέλνοντας τους άνδρες σε υποχρεωτική στρατιωτική θητεία, την «στρατεία». Αυτοί οι άνδρες κατατάσσονταν στις «στρατηγίες», ή αλλιώς «θέματα», στρατιωτικές μονάδες οι οποίες δημιουργούνταν από τα μέσα του 7ου αι. και μετά σε περιοχές της Μικράς Ασίας και στις νότιες περιοχές της Χερσονήσου του Αίμου. Αυτοί οι Σλάβοι που υπάγονταν στον βυζαντινό στρατό όφειλαν να υπακούν στις εντολές του περιφερειακού στρατιωτικού διοικητή και συνήθως προσέφεραν τις υπηρεσίες τους στο πεζικό είτε ως τοξότες. Παράλληλα χρησιμοποιούνταν σε όποια στρατιωτική επιχείρηση υπήρχε ανάγκη, ακόμα και σε ναυτικές επιχειρήσεις, όπως η ανακατάληψη της Κρήτης (Λεβενιώτης, 2013).

2.6. Οι σκλαβηνίες και οι αρχοντίες

Για τις σκλαβηνίες, σημαντικό υλικό μελέτης τους αποτελούν κυρίως επισκοπικοί κατάλογοι, σφραγιστικά κατάλοιπα και Τακτικά αυλικής ιεραρχίας και εθιμοτυπίας. Οι σκλαβηνίες αποτελούσαν περιοχές στις οποίες εγκαθίσταντο σλάβικες ομάδες. Οι περιοχές αυτές βρίσκονταν υπό τον έλεγχο και εντός συνόρων της Βυζαντινής αυτοκρατορίας (Λεβενιώτης, 2016). Οι άρχοντες των σκλαβηνιών ονομάζονταν «εμπεπεστευμένοι άρχοντες» και «εξάρχοντες» και αποτελούσαν υφιστάμενοι των Βυζαντινών στρατιωτικών και πολιτικών αξιωματούχων. Για την θέση αυτών των αρχόντων δίνονται πληροφορίες κυρίως από αφηγηματικές πηγές και σφραγίδες. Από αυτές τις πηγές γίνονται γνωστοί άρχοντες διάφορων περιοχών, όπως των Σερμησιανών, των Θιβητών και του Στρυμόνα. Τη διοίκηση σλαβικών αρχοντιών έχουν αναλάβει και Βυζαντινοί αξιωματούχοι, όπως ο ιεραπόστολος Μεθόδιος.

2.7. Ο εκχριστιανισμός των Σλάβων

Αν και η αποστολή των Κύριλλου και Μεθοδίου στη Μεγάλη Μοραβία υπήρξε σημείο αναφοράς, η εκχριστιανιστική πολιτική του Βυζαντίου είχε ήδη εφαρμοστεί στους νότιους Σλάβους εντός των συνόρων της αυτοκρατορίας (Χριστοφιλοπούλου, 1997·Ταχιάος, 1999). Οι σλαβικοί πληθυσμοί στην Πελοπόννησο, τη Μακεδονία και τη Θράκη εντάχθηκαν βαθμιαία στο ορθόδοξο δόγμα μέσω της δράσης τοπικών επισκοπών, της ίδρυσης ναών, της χρήσης της ελληνικής και της σλαβονικής στις τελετές και της συμπερίληψής τους στον εκκλησιαστικό διοικητικό μηχανισμό (Ταχιάος, 1999). Η θρησκευτική πολιτική συνοδευόταν συχνά από πολιτικές εγκατάστασης στρατιωτικών πληθυσμών και μετοικίσεων, ώστε να ενισχυθεί η πολιτισμική ενσωμάτωση (Avenarius, 1985).

Ο εκχριστιανισμός των εντός συνόρων Σλάβων ήταν καθοριστικός για την επιβολή της βυζαντινής ταυτότητας στις παραμεθόριες περιοχές και υπήρξε άρρηκτα συνδεδεμένος με τη στρατηγική του Κράτους να ενσωματώσει πληθυσμούς μέσω της Ορθοδοξίας και της συνεργασίας με την Εκκλησία (Avenarius, 1985·Obolensky, 1971).

Οι σλαβικοί πληθυσμοί καταλαμβάνουν ένα μεγάλο μέρος της Βαλκανικής Χερσονήσου ήδη από τον 6ο και 7ο αιώνα π.Χ. με την κοινωνική τους δομή να βασίζεται σε οικογενειακές κοινότητες οι οποίες δημιουργούσαν ορισμένες φυλές οι οποίες είχαν κάποιους αρχηγούς. Η αύξηση του σλαβικού πληθυσμού αποτέλεσε απειλή για την Βυζαντινή Αυτοκρατορία, η οποία είχε δικαιοδοσίες στα εδάφη των Βαλκανίων. Οι Σλάβοι πραγματοποίησαν κάθοδο στα νότια και εγκαταστάθηκαν στις περιοχές των νότιων βαλκανικών χωρών. Ο νέος αυτός λαός δεν συγκρατούσε ισχυρούς δεσμούς με την παγανιστική του παράδοση γεγονός το οποίο συνέβαλε στον εκχριστιανισμό τους. Η ιεραποστολή που ανέλαβε τον εκχριστιανισμό των Σλάβων γνώριζε την σλαβονική γλώσσα ώστε να κάνει ευκολότερο το έργο της. Για παρόμοιους σκοπούς συντάχθηκαν σλαβικά αλφάβητα όπως η «Κυριλική γραφή» από τον μαθητή του Μεθόδιου Κλήμη, και η «Γλαγολιτική γραφή» από τον Κύριλλο. Η διάδοση του χριστιανισμού στους Σλάβους έγινε μέσω της παλαιοσλαβονικής γλώσσας στην οποία μεταφράστηκαν τα εκκλησιαστικά έργα και όλα όσα συμπεριλαμβάνονταν στην βυζαντινή γραμματεία. Με αυτόν τον τρόπο διευρύνθηκε και η νοτιοσλαβονική μεσαιωνική τέχνη πράγμα το οποίο συνέβαλε στην ενότητα του σλαβονικού λαού. Αυτός ο εκχριστιανισμός αλλά και γενικότερα η εγκατάσταση των Σλάβων σε βυζαντινά εδάφη συνδυάστηκε με την επιρροή των τελευταίων από τον βυζαντινό πολιτισμό.

Ο Κύριλλος και ο Μεθόδιος μορφώνονται και εξελίσσονται στην Θεσσαλονίκη, την δεύτερη πιο σημαντική πόλη της αυτοκρατορίας εκείνη την εποχή, μετά την Κωνσταντινούπολη. Το προοδευτικό πνεύμα της Θεσσαλονίκης παίζει καθοριστικό ρόλο στην διαμόρφωση των προσωπικοτήτων των δύο ιεραποστόλων. Από την Θεσσαλονίκη οι δύο αδελφοί ήρθαν σε επαφή με τους γειτονικούς Σλάβους και γνώρισαν την γλώσσα τους, ένα εφόδιο το οποίο θα τους βοηθούσε στην αποστολή τους στη Μεγάλη Μοραβία. Ως ηγέτες της χριστιανικής αποστολής οι αδελφοί ορίστηκαν από τον αυτοκράτορα Μιχαήλ Γ' και τον πατριάρχη Φώτιο. Η σλαβική κοινή γλώσσα ήταν μια σχετικά εύκολη γλώσσα και οι διάφορες σλαβικές διάλεκτοι δεν παρουσίαζαν σημαντικές διαφορές μεταξύ τους. Αυτή η ιεραποστολή αποτελούσε κομμάτι ενός ευρύτερου «σλαβικού σχεδίου» το οποίο είχε στόχο να εντάξει πολιτισμικά τους Σλάβους στην Βυζαντινή αυτοκρατορία. Οι ιεραπόστολοι αναδιαμόρφωσαν την σλαβική γραφή μεταφράζοντας εκκλησιαστικά κείμενα σε αυτήν την γλώσσα ενώ ενδιαφέρθηκαν επίσης για την δημιουργία μιας λόγιας γλώσσας η οποία θα επέτρεπε στους Σλάβους να διευρύνουν τους πολιτισμικούς τους ορίζοντες. Όλες αυτές οι εφαρμογές προϋπέθεταν την καταπολέμηση κάθε είδους καταλοίπου ειδωλολατρίας στην Μοραβία ώστε να ενταχθούν πιο εύκολα στην χριστιανική διδασκαλία οι Σλάβοι. Σε αυτό βοήθησε ο κύκλος των μαθητών που δημιούργησαν ο Κύριλλος και ο Μεθόδιος και ο οποίος εμπεριείχε και Σλάβους μαθητές, καθώς και η δημιουργία ενός κλήρου ο οποίος θα προερχόταν από τον πληθυσμό της Μοραβίας. Τα τέλη του 9ου αι. η σλαβική γλώσσα έγινε δεκτή από τον πάπα Αδριανό Β' και στην Θεία Λειτουργία της Ρώμης, όπου έγιναν δεκτοί οι ιεραπόστολοι του Βυζαντίου, οι Σλάβοι απόστολοι συμμετείχαν με τα δικά τους κείμενα (Δεληκάρη, 2017).

Όλη αυτή η χριστιανική αποστολή στην Μοραβία και οι επιχειρήσεις της για τον εκχριστιανισμό των Σλάβων φανερώνει το χαρακτηριστικό γνώρισμα της βυζαντινής πολιτικής, δηλαδή την αποτελεσματική συνεργασία των δύο μεγάλων θεσμών, του Κράτους και της Εκκλησίας. Στον εκχριστιανισμό των Σλάβων έπαιξε σημαντικό ρόλο το γενικότερο σύστημα του χριστιανισμού, ο οποίος στο Βυζάντιο δεν αποτελούσε απλώς μια θρησκεία με την δική της διδασκαλία αλλά ένα οργανωμένο σύστημα, στο οποίο κυριαρχούσε η τάξη και οι ηθικοί κανόνες ήταν πολύ συγκεκριμένοι και δημιουργούνταν έτσι ένα πολύ συγκεκριμένο κοινωνικό πλαίσιο μέσα από τους χριστιανικούς κανόνες. Αυτές οι τάσεις της θρησκείας δίνουν την εντύπωση μιας ισχυρής ιδεολογίας η οποία ήταν παγιωμένη στην βυζαντινή κοινωνία. Τώρα που οι στόχοι της αυτοκρατορίας ήταν διαφορετικοί λόγω της εδαφικής της συρρίκνωσης αλλά και του παλιού της γοήτρου, ο εκχριστιανισμός ενός ξένου έθνους-λαού, την εποχή των μεγάλων μεταναστεύσεων και μιας εθνικής κινητικότητας στην Ευρώπη, θα προσέδιδε διαφορετικό γόητρο στους Βυζαντινούς. Αφορμή για τον εκχριστιανισμό των Σλάβων αποτέλεσε η έκκληση του ηγεμόνα της Μοραβίας Ραστισλάβου, να σταλθεί ιεραποστολή. Κι αυτό σε μια εποχή κατά την οποία οι Σλάβοι γνώριζαν τον χριστιανισμό λόγω των Φράγκων ιεραποστόλων αλλά το κράτος της Μοραβίας βρισκόταν υπό την απειλή της συμμαχίας των Φράγκων με τους Βούλγαρους. Οι Βυζαντινοί δέχθηκαν πρόθυμα το αίτημα του ηγεμόνα της Μοραβίας (Πατούρα- Σπανού, 2013).

3. Συμπεράσματα

Η ένταξη των Σλάβων στον βυζαντινό κόσμο δεν ήταν ούτε στιγμιαία ούτε ομοιόμορφη. Αντίθετα, αποτέλεσε μια σύνθετη και πολυεπίπεδη διαδικασία πολιτικής, στρατιωτικής, κοινωνικής και θρησκευτικής αφομοίωσης που εκτεινόταν χρονικά από τον 6ο έως και τον 10ο αιώνα (Obolensky, 1971·Χριστοφιλοπούλου, 1997). Οι σχέσεις μεταξύ των Σλάβων και των Βυζαντινών κυμάνθηκαν από συγκρούσεις και εξεγέρσεις έως συνεργασία και στρατιωτική ένταξη. Μέσα από τις σκλαβηνίες και τις αρχοντίες, οι Σλάβοι εντάχθηκαν στο διοικητικό και φορολογικό σύστημα της αυτοκρατορίας, ενώ η στρατολόγηση Σλάβων στον βυζαντινό στρατό αποδεικνύει τη σταδιακή πολιτική ενσωμάτωσή τους.

Η θρησκευτική διάσταση υπήρξε καθοριστική: ο εκχριστιανισμός, οργανωμένος και υποστηριζόμενος από τον βυζαντινό θρόνο και το πατριαρχείο, λειτούργησε ως μοχλός πολιτισμικής ενοποίησης (Ταχιάος, 1999). Ιδιαίτερα στην περίπτωση των νότιων Σλάβων, η θρησκευτική πολιτική του Βυζαντίου ενίσχυσε την ενσωμάτωσή τους στην αυτοκρατορία και διαμόρφωσε μια κοινή βυζαντινή ταυτότητα, πέρα από εθνοτικές διαφοροποιήσεις.

Συνολικά, η ενσωμάτωση των Σλάβων αποδεικνύει τη στρατηγική ικανότητα του Βυζαντίου να αφομοιώνει ετερόκλητους πληθυσμούς μέσω θεσμών, θρησκείας και πολιτισμικής επιρροής. Η διαδικασία αυτή δεν ήταν απλώς αμυντική ή επιβεβλημένη, αλλά αποτέλεσε προϊόν μακρόπνοου σχεδιασμού που αποσκοπούσε στην εδραίωση της αυτοκρατορικής ενότητας στα Βαλκάνια (Avenarius, 1985).

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ΑΦΗΓΗΣΕΙΣ ΤΟΥ ΡΕΜΠΕΤΙΚΟΥ: ΜΙΑ ΔΙΑΠΟΛΙΤΙΣΜΙΚΗ ΠΡΟΣΕΓΓΙΣΗ

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Περίληψη

Η διαπολιτισμική διάσταση στην εκπαίδευση οδηγεί σε ένα συμπεριληπτικό σχολείο όπου υπάρχει χώρος όχι μόνο για την κάθε μορφής αναπηρία αλλά και για κάθε μορφής ετερότητα όπου όλα τα παιδιά μαθαίνουν να σέβονται το διαφορετικό για να μπορέσουν να ενταχθούν αργότερα σε μια πλουραλιστική κοινωνία. Το ρεμπέτικο τραγούδι αποτελεί είδος ελληνικού λαϊκού αστικού τραγουδιού που εμφανίστηκε στα τέλη του 19ου αιώνα και αναπτύχθηκε κυρίως την περίοδο του μεσοπολέμου. Η συγκεκριμένη διδακτική πρόταση για το ρεμπέτικο τραγούδι δίνει έναυσμα για προβληματισμό και συζητήσεις που αφορούν σε παγκόσμια φαινόμενα, όπως είναι για παράδειγμα αυτό της προσφυγιάς, της ξενιτιάς, της μετανάστευσης. Παράλληλα, η βιωματική μάθηση μέσα από το τραγούδι, την εκτέλεση μουσικών οργάνων, το θεατρικό παιχνίδι εξασφαλίζει τη συμμετοχή και τη συμπερίληψη όλων των παιδιών ασχέτως καταγωγής, εθνικής ταυτότητας και διανοητικών ή σωματικών ικανοτήτων.

Λέξεις κλειδιά: διαπολιτισμική εκπαίδευση, ρεμπέτικο τραγούδι

1. Εισαγωγή-Ταυτότητα σεναρίου

1.1 Διαπολιτισμική εκπαίδευση

Τα τελευταία χρόνια δίνεται μεγάλη έμφαση από την Ευρωπαϊκή Ένωση στον διαπολιτισμικό διάλογο: το 2008 εκδόθηκε η Λευκή Βίβλος, στην οποία καθορίζεται το πλαίσιο του διαπολιτισμικού διαλόγου μεταξύ των Ευρωπαϊκών κρατών (Συμβούλιο της Ευρώπης, 2008) και το 2016 ακολούθησε το ψήφισμα για τον ρόλο του διαπολιτισμικού διαλόγου, της πολιτισμικής πολυμορφίας και της εκπαίδευσης στην προώθηση των θεμελιωδών αξιών της Ε.Ε. (Ευρωπαϊκό Κοινοβούλιο, 2016).

Η διαπολιτισμική διάσταση στην εκπαίδευση οδηγεί σε ένα συμπεριληπτικό σχολείο όπου υπάρχει χώρος όχι μόνο για την κάθε μορφής αναπηρία αλλά και για κάθε μορφής ετερότητα όπου όλα τα παιδιά μαθαίνουν να σέβονται το διαφορετικό για να μπορέσουν να ενταχθούν αργότερα σε μια πλουραλιστική κοινωνία (Κασίδης, Αποστολίδου, & Δουφεξή, 2016). Το ενδιαφέρον μεταβιβάζεται από το τοπικό στο διεθνές, υπάρχει μια αίσθηση οικουμενικότητας και η συνειδητοποίηση αντιστοιχιών και ομοιοτήτων μεταξύ των πολιτισμών. Αυτό στο σχολείο μπορεί να συμβεί είτε γνωρίζοντας πολιτισμούς άλλων λαών είτε γνωρίζοντας πολιτισμούς άλλων εποχών (Αβδελά, 2003).

Η μουσική έχει αποδειχθεί ότι μπορεί να αποτελέσει σημαντικό εργαλείο για τη διαπολιτισμική εκπαίδευση. Τα παιδιά μέσα από αυτήν εκφράζονται, επικοινωνούν, ανακαλύπτουν τον κόσμο και τον εαυτό τους, μοιράζονται κοινές εμπειρίες με τους συμμαθητές τους, αναπτύσσουν τον ψυχοσυναισθηματικό τους κόσμο. Ο δάσκαλος της μουσικής μπορεί επομένως να χρησιμοποιήσει τη μουσική είτε ως μέσο διαθεματικής προσέγγισης είτε ως μέσο συνύπαρξης στην ομάδα. Στη δεύτερη περίπτωση η μουσική, όπως άλλωστε γενικότερα η τέχνη, βοηθά τα παιδιά να είναι δημιουργικά, να εκφράζονται, να επικοινωνούν με τα άλλα παιδιά και να συμμετέχουν ενεργά στην ομάδα. Μέσα στην ομάδα χτίζονται δεσμοί εμπιστοσύνης, οπότε τα παιδιά νοιώθουν πιο ελεύθερα να εκφραστούν και επομένως είναι πιο ανοιχτά και δεκτικά στη γνώση (Τσιρίδης, 2003). Κάποια από τα οφέλη που αποκομίζουν οι μαθητές από την ενασχόληση με μουσικές του κόσμου είναι ότι μαθαίνουν να αποδέχονται ανθρώπους που προέρχονται από διαφορετικούς πολιτισμούς, αποκτούν μια πιο ολοκληρωμένη και σφαιρική αντίληψη της ανθρωπότητας και προετοιμάζονται ως πολίτες του κόσμου (Μυράλης, 2013). Σήμερα η διαπολιτισμική μουσική εκπαίδευση είναι αναγκαία λόγω της πολύ μεγάλης αύξησης του μεταναστευτικού κύματος σε όλον τον κόσμο καθώς αυξάνει τις

ευκαιρίες για κοινωνική αλληλεπίδραση και την εμπιστοσύνη μεταξύ των διαφορετικών λαών (Κοκκίδου, 2007).

Βέβαια, όταν μιλάμε για διαπολιτισμική εκπαίδευση δεν αρκεί να γίνεται απλώς μια φολκλορική παρουσίαση των διαφορετικών πολιτισμών η οποία παρέχει έτοιμες εικόνες στα παιδιά και ενισχύει τα στερεότυπα. Έχει να κάνει περισσότερο με την καλλιέργεια ενός κλίματος συνύπαρξης και συνεργασίας στην τάξη, με στόχο την αποδοχή του άλλου και τον σεβασμό στη διαφορετικότητα, το οποίο αργότερα πέρα από την τάξη θα μεταφερθεί και στη ζωή (Τσιρίδης, 2003). Ο Θεοδωρίδης (2019) κάνει μια βιβλιογραφική ανασκόπηση σχετικά με τις σύγχρονες τάσεις και τις διδακτικές πρακτικές της διαπολιτισμικής μουσικής εκπαίδευσης, με τον ρόλο, τις δυσκολίες και τα προβλήματα των εκπαιδευτικών και ιδιαίτερα το πρόβλημα διαπολιτισμικής δεξιότητας και επάρκειας (intercultural competence), καθώς και την έλλειψη κατάλληλης εκπαίδευσης ή επιμόρφωσης τους (Θεοδωρίδης, 2019). Παρ' όλες όμως τις δυσκολίες, έρευνες έχουν δείξει πως σε σχολεία όπου εφαρμόστηκε διαπολιτισμική μουσική εκπαίδευση υπήρξαν θετικά αποτελέσματα ως προς την καλλιέργεια αισθημάτων αποδοχής της ετερότητας μέσα στη σχολική τάξη (Κωνσταντινίδου, Κυρίδης, & Στάμου, 2016).

1.2 Το ρεμπέτικο τραγούδι

Το προτεινόμενο εκπαιδευτικό πρόγραμμα βασίζεται στη διαπολιτισμική διάσταση του ρεμπέτικου τραγουδιού, το οποίο από τον Δεκέμβριο του 2017 είναι επισήμως εγγεγραμμένο στον αντιπροσωπευτικό κατάλογο άυλης πολιτιστικής κληρονομιάς της ανθρωπότητας της Unesco (Γραφείο Τύπου Υπουργείου Πολιτισμού & Αθλητισμού, 2017).

Το Ρεμπέτικο τραγούδι αποτελεί είδος ελληνικού λαϊκού αστικού τραγουδιού που εμφανίστηκε στα τέλη του 19ου αιώνα και αναπτύχθηκε κυρίως την περίοδο του μεσοπολέμου (Δαλιανούδη, 1995). Ξεκίνησε από τα λιμάνια της Μέσης Ανατολής, από κει πέρασε στα μεγάλα λιμάνια της χώρας όπως αυτό του Πειραιά, της Θεσσαλονίκης και του Βόλου και σταδιακά πέρασε στα αστικά κέντρα της Ελλάδας αφού ζυμώθηκε με το βυζαντινό μέλος, το δημοτικό και το αστικό τραγούδι (Βουρνάς, 1995). Το ρεμπέτικο τραγούδι αποτέλεσε τη μουσική της εργατικής τάξης και των περιθωριοποιημένων ατόμων, οι οποίοι αδυνατούσαν να αφομοιωθούν στην κοινωνία της εποχής και μέσα από τη μουσική τους αμφισβήτησαν τα ήθη και τους κανόνες της (Δαλιανούδη, 2009). Κατά τον Ανωγειανάκη (1995, πίνακας σελ. 191), το ρεμπέτικο ανήκει σε ένα ευρύτερο είδος που ονομάζεται *λαϊκό τραγούδι*, μαζί με τα δημοτικοφανή λαϊκά, την επτανησιακή και την αθηναϊκή καντάδα, και έχει τις ρίζες του στο δημοτικό τραγούδι, στο βυζαντινό μέλος και στο λαϊκό τραγούδι της Ανατολής.

Η ετυμολογία της λέξης ρεμπέτικο μπορεί να έχει τις ρίζες της στην τούρκικη λέξη ρεμπέτ που σημαίνει τον ατίθασο, τον ανυπότακτο, τον άνθρωπο που ζει εκτός νόμου αλλά μπορεί να προέρχεται και από την ιταλικής προέλευσης λέξη ρέμπελος που σημαίνει τον ένοπλο επαναστάτη (Βουρνάς, 1995). Στην αρχή του το ρεμπέτικο συνδέθηκε με περιθωριακές κοινωνικές ομάδες και ο στίχος του θεωρήθηκε ότι εκφράζει σε μεγάλο μέρος τη ζωή και τα συναισθήματα του υποκόσμου (Βουρνάς, 1995; Χολστ, 1995). Αυτός ήταν και ο λόγος που δέχτηκε δριμεία κριτική (Παπαδημητρίου, 1995). Αργότερα όμως, στα τέλη της δεκαετίας του '30 με τον Βαμβακάρη και στις δεκαετίες του '40 και του '50 με τον Τσιτσάνη, το ρεμπέτικο αγκαλιάστηκε από τα πλατιά στρώματα του ελληνικού λαού (Χολστ, 1995). Κατά τη δεκαετία του '60, συνθέτες όπως ο Μάνος Χατζιδάκις και ο Μίκης Θεοδωράκης χρησιμοποίησαν στα τραγούδια τους τους ρυθμούς και τα όργανα του ρεμπέτικου και συνετέλεσαν με τον τρόπο αυτό στην ευρύτερη αποδοχή και αναγνώρισή του από το ευρύτερο κοινωνικό σύνολο (Δαλιανούδη, 2009). Πολλοί μελετητές υποστηρίζουν ότι το είδος αυτό παρουσιάζει αντιστοιχίες με παρόμοια μουσικά φαινόμενα άλλων χωρών όπως τα μπλουζ, η σάμπα, το τάνγκο, το φλαμένκο και το ροκ (Δαλιανούδη, 2009; Κουνάδης, 1995; Φαληρέας, 1995; Χολστ, 1995).

2. Το διδακτικό σενάριο

Το συγκεκριμένο διδακτικό σενάριο έχει ως τίτλο «Ιστορίες του Ρεμπέτικου Τραγουδιού» και εντάσσεται στο μάθημα μουσικής της Γ΄ γυμνασίο, στο κεφάλαιο *Ελληνικές μουσικές ιστορίες* και στην υποενότητα *Το ρεμπέτικο και το λαϊκό τραγούδι*. Η προτεινόμενη διάρκεια του σεναρίου είναι 3 διδακτικές ώρες. Στη συνέχεια θα δοθούν με σαφήνεια οι στόχοι, η οργάνωση της διδασκαλίας και η απαραίτητη υλικοτεχνική υποδομή, τα λογισμικά που πρόκειται να χρησιμοποιηθούν καθώς και τα φύλλα εργασίας για κάθε διδακτική ώρα.

2.1. Στόχοι

Μετά το πέρας του εκπαιδευτικού προγράμματος, ως προς τις γνώσεις οι μαθητές αναμένεται:

- να γνωρίσουν την ιστορία του ρεμπέτικου τραγουδιού, τους σημαντικότερους συνθέτες του και τα μουσικά όργανα που το συνοδεύουν
- να γνωρίσουν τους χορούς του ρεμπέτικου τραγουδιού
- να διακρίνουν τις κατηγορίες των ρεμπέτικων τραγουδιών με βάση τη θεματολογία τους να κάνουν συνδέσεις μεταξύ ιστορικών γεγονότων και του ρεμπέτικου τραγουδιού.

Ως προς τις δεξιότητες οι μαθητές αναμένεται να είναι σε θέση:

- διακρίνουν ακουστικά τους ρυθμούς του ρεμπέτικου τραγουδιού
- δημιουργούν δικούς τους στίχους επάνω σε δοσμένη μελωδία
- εκτελούν με κρουστά ακαθορίστου τονικού ύψους τον ρυθμό του ζεϊμπέκικου
- συνοδεύουν ένα ζεϊμπέκικο χορό κρατώντας σταθερά τον παλμό
- τραγουδούν ομαδικά μελωδίες με τονική ακρίβεια
- αξιοποιούν την ψηφιακή τεχνολογία για την ακρόαση και καταγραφή μουσικής.

Ως προς τις στάσεις οι μαθητές αναμένεται να είναι σε θέση να:

- συνειδητοποιήσουν τη σχέση μουσικής με τον χρόνο, τον τόπο και την κοινωνική ζωή των ανθρώπων που ζουν σε αυτόν
- αποκτήσουν αυτοπεποίθηση μέσα από το τραγούδι, την εκτέλεση και τον χορό
- νοιώσουν ότι εντάσσονται στο κοινωνικό σύνολο της τάξης και ότι συνεισφέρουν σε αυτό καθένας/μια με τον δικό του/της τρόπο
- νοιώσουν χαρά και ικανοποίηση με ενεργή συμμετοχή τους στις δραστηριότητες
- εκφράζονται μέσα από τη μουσική
- να αναπτύξουν τη φαντασία και τη δημιουργικότητά τους
- συνεργάζονται αρμονικά και αποτελεσματικά στις ομάδες τους

2.2. Οργάνωση της διδασκαλίας και απαιτούμενη υλικοτεχνική υποδομή

Η μάθηση στο συγκεκριμένο εκπαιδευτικό πρόγραμμα πραγματοποιείται με βιωματικό τρόπο μέσα από διαδραστικά παιχνίδια γνώσεων καθώς και μέσα από την εκτέλεση μουσικών κομματιών και το θεατρικό παιχνίδι. Οι γνώσεις δεν δίνονται έτοιμες, αντιθέτως οι μαθητές και μαθήτριες θα πρέπει να τις ανακαλύψουν μέσα από διαδικτυακές εφαρμογές και διαδραστικά παιχνίδια που θα παίξουν συνεργατικά, σε ομάδες με τους συμμαθητές τους. Με τον τρόπο αυτό ενισχύεται η κριτική τους σκέψη, η ανακαλυπτική και η συνεργατική μάθηση. Η συνεργατική μάθηση υποστηρίζει την κατανομή και απόδοση ρόλων και αρμοδιοτήτων, τον ορισμό κοινών στόχων και σκοπών, καθώς και την θετική αλληλεξάρτηση όλων των μελών της κάθε ομάδας μέσω της οποίας επιτυγχάνεται η ανάπτυξη των κοινωνικών δεξιοτήτων.

Ο ρόλος του εκπαιδευτικού σε όλη αυτή τη διαδικασία είναι εμψυχωτικός, καθοδηγητικός και έχει ως στόχο να ενισχύσει και να παρακινήσει τους μαθητές και μαθήτριες ώστε να αναπτύξουν τη φαντασία και τη δημιουργικότητά τους και να αναζητήσουν διεξόδους έκφρασης και απαντήσεις σε ερωτήματα. Παράλληλα θα υπάρξουν κάποιες δραστηριότητες ανεστραμμένης τάξης, τις οποίες

οι μαθητές και μαθήτριες θα μπορέσουν να παρακολουθήσουν με τον δικό τους προσωπικό ρυθμό, σε χρόνο και τόπο που ταιριάζει στον καθένα/μία καλύτερα.

Σε όλη τη διάρκεια της διδασκαλίας θα υπάρχει διαμορφωτική αξιολόγηση έτσι ώστε καθηγητής/τρια και μαθητές/τριες να θέτουν τους στόχους, να συναποφασίζουν αν αυτοί επιτεύχθηκαν σε κάθε στάδιο και να αναπροσαρμόζουν τις ενέργειές τους ώστε να επιτευχθεί το καλύτερο δυνατό αποτέλεσμα για κάθε δραστηριότητα. Σε κάποιες ομαδικές δραστηριότητες θα υπάρξει και ετεροαξιολόγηση με τη μορφή προφορικών σχολίων (3η δραστηριότητα 2ης διδακτικής ώρας). Στο τέλος θα απαντηθεί από τους μαθητές μια ρουμπρίκα αξιολόγησης στην οποία θα γίνει η συνολική αποτίμηση του προγράμματος όπου θα διαφανούν τα δυνατά του σημεία αλλά και τα σημεία που χρήζουν βελτίωσης.

Ως προς την υλικοτεχνική υποδομή θα χρειαστούν τα ακόλουθα:

- Εργαστήριο πληροφορικής
- Κεντρικός υπολογιστής συνδεδεμένος με προβολικό μηχάνημα
- Σύνδεση στο διαδίκτυο
- Ηχεία
- Κρουστά μουσικά όργανα

2.3. Λογισμικά

Για την υλοποίηση του προτεινόμενου εκπαιδευτικού προγράμματος προτείνονται τα ακόλουθα λογισμικά και διαδικτυακά web2.0 εργαλεία:

- You Tube: για την ακρόαση των τραγουδιών (σε όλες τις διδακτικές ώρες) και την παρακολούθηση της συνέντευξης του Παναγιώτη Κουνάδη (1η διδακτική ώρα)
- E-class: εδώ θα υπάρχουν αναρτημένοι οι σύνδεσμοι των ντοκιμαντέρ που θα έχουν να παρακολουθήσουν οι μαθητές στο σπίτι με την τεχνική αναστραμμένης τάξης
- Mentimeter: για τη συνεργατική δημιουργία συννεφόλεξου (1η διδακτική ώρα)
- Audacity: για την ηχογράφηση των δημιουργιών τους (2η διδακτική ώρα)
- Padlet: συνεργατικό εργαλείο όπου θα αναρτήσουν οι μαθητές τραγούδια με θέμα την ξενιτιά/προσφυγιά/μετανάστευση από τη χώρα καταγωγής τους ή από άλλη χώρα (3η διδακτική ώρα)
- Learning apps: για τη δημιουργία των διαδραστικών παιχνιδιών σχετικών με τους χορούς και τη θεματολογία του ρεμπέτικου (2η διδακτική ώρα)
- Ερωτηματολόγια google forms: θα χρησιμοποιηθούν για την τελική αξιολόγηση του εκπαιδευτικού προγράμματος από τους μαθητές.

2.4. Δραστηριότητες 1ης διδακτικής ώρας

1η Δραστηριότητα-Αφόρμηση 10΄

Οι μαθητές/μαθήτριες ακούνε το τραγούδι «Σαν απόκληρος γυρίζω» του Βασίλη Τσιτσάνη και ταυτόχρονα σε ένα mentimeter - ένα συνεργατικό διαδικτυακό εργαλείο δημιουργίας παρουσιάσεων γράφουν λέξεις σχετικές με το άκουσμα του τραγουδιού αναφορικά με τον ρυθμό του το θέμα του, τα μουσικά όργανα, τα συναισθήματα που τους δημιουργεί. Σε ποιο μουσικό είδος ανήκει αυτό το τραγούδι; Τι γνωρίζουμε για αυτό;

Η δραστηριότητα αυτή έχει ως στόχο να εισάγει τους μαθητές στο θέμα του μαθήματος (ρεμπέτικο τραγούδι), να τους κεντρίσει το ενδιαφέρον για αυτό και να τους εμπλέξει συναισθηματικά.

2η Δραστηριότητα-25΄

Στη συνέχεια, στην ολομέλεια της τάξης προβάλλεται η σύντομη συνέντευξη του Παναγιώτη Κουνάδη για το ρεμπέτικο (https://youtu.be/2UVCWK91fPc). Έπειτα οι μαθητές χωρίζονται σε ομάδες και παίζουν το διαδικτυακό παιχνίδι που βρίσκεται στις εκπαιδευτικές δραστηριότητες του Εικονικού Αρχείου Κουνάδη. Πρόκειται για ένα δωμάτιο διαφυγής (escape room) όπου οι μαθητές θα χρειαστεί να λύσουν γρίφους, να ακούσουν τραγούδια, συνεντεύξεις. Στόχος αυτής της

δραστηριότητας είναι οι μαθητές να συνεργαστούν σε ομάδες, να αναζητήσουν τις λύσεις στους γρίφους ώστε να γνωρίσουν την ιστορία του ρεμπέτικου τραγουδιού και το κοινωνικοπολιτικό πλαίσιο της δημιουργίας του.

3η Δραστηριότητα-10΄

Όλοι μαζί ακούμε το τραγούδι του Βασίλη Τσιτσάνη «Συννεφιασμένη Κυριακή». Είναι γραμμένο σε μέτρο 9/4, είναι δηλαδή ζεϊμπέκικο. Αρχικά προβάλλονται οι στίχοι του τραγουδιού με τον βιντεοπροβολέα, ώστε όποιος μαθητής θέλει να τραγουδά ταυτόχρονα με την ηχογράφηση. Στη συνέχεια μοιράζονται κρουστά όργανα σε όλα τα παιδιά και προσπαθούμε να συντονιστούμε όλοι ως ομάδα και να συνοδεύσουμε χτυπώντας με τα κρουστά όργανα τον ρυθμό του κομματιού (όγδοο-τέταρτο-όγδοο-τέταρτο-τέταρτο-όγδοο-τέταρτο-όγδοο-τέταρτο-τέταρτο-τέταρτο). Ταυτόχρονα προβάλλονται οι στίχοι του τραγουδιού με τον βιντεοπροβολέα, ώστε όποιος μαθητής θέλει να τραγουδά ταυτόχρονα. Ως προς τις δεξιότητες, οι στόχοι αυτής της δραστηριότητας είναι οι μαθητές να είναι σε θέση να τραγουδούν μια μελωδία με τονική ακρίβεια, να εκτελούν με κρουστά ακαθορίστου τονικού ύψους τον ρυθμό του ζεϊμπέκικου και να μπορούν να συντονίσουν το παίξιμό τους με αυτό της υπόλοιπης ομάδας. Μέσα από αυτές τις δραστηριότητες οι ψυχοσυναισθηματικοί στόχοι είναι όλοι οι μαθητές να νοιώσουν ότι εντάσσονται στο κοινωνικό σύνολο της τάξης συνεισφέροντας ο καθένας/μία με όποιον τρόπο μπορεί και να νοιώσουν τη χαρά και την ικανοποίηση από τη συμμετοχή τους σε μια δραστηριότητα μουσικής εκτέλεσης.

Εργασία για το σπίτι: Με την τεχνική της ανεστραμμένης τάξης οι μαθητές έχουν να δουν στο σπίτι τους δύο ντοκιμαντέρ από το αρχείο της ΕΡΤ: Τραγούδια που έγραψαν ιστορία-Σμύρνη με τα περίχωρα και Ο κόσμος του Ρεμπέτικου έτσι ώστε το επόμενο μάθημα να ξεκινήσει με δύο παιχνίδια γνώσεων. Οι σύνδεσμοι για τα ντοκιμαντέρ αυτά θα βρίσκονται αναρτημένοι στην e-class, στις συνδέσεις διαδικτύου.

2.5. Δραστηριότητες 2ης διδακτικής ώρας

1η Δραστηριότητα-10΄

Οι μαθητές χωρίζονται σε ομάδες για να παίξουμε στην τάξη το παιχνίδι γνώσεων σχετικά με τη θεματολογία των ρεμπέτικων τραγουδιών που έχει δημιουργηθεί για τον σκοπό αυτό από τη γράφουσα με το διαδικτυακό εργαλείο learning apps. Η κάθε ομάδα παίζει με τη σειρά της και επιλέγει ποιο τραγούδι θα ακούσει για να το αντιστοιχίσει με το κατάλληλο θέμα. Όποια ομάδα το βρει κερδίζει έναν πόντο, ενώ αν δεν το βρει έχει δικαίωμα να το απαντήσει όποιο παιδί άλλης ομάδας σηκώσει πρώτο το χέρι του. Αν απαντήσει σωστά τον πόντο παίρνει η ομάδα του παιδιού που έχει απαντήσει σωστά. Στόχος αυτής της δραστηριότητας είναι να συνεργαστούν τα παιδιά σε ομάδες για να διακρίνουν τη θεματολογία των ρεμπέτικων τραγουδιών. Στοχεύει επίσης στο να νοιώσουν οι μαθητές και μαθήτριες ότι εντάσσονται στο κοινωνικό σύνολο της τάξης και ότι συνεισφέρουν σε αυτό καθένας/μια με τον δικό του/της τρόπο, όπως επίσης και στο να νοιώσουν χαρά και ικανοποίηση με την ενεργή συμμετοχή τους στις δραστηριότητες της τάξης.

2η Δραστηριότητα-10΄

Η 2η δραστηριότητα αφορά σε ένα δεύτερο παιχνίδι γνώσεων σχετικό με τους χορούς του ρεμπέτικου που παίζεται κατά τον ίδιο ακριβώς τρόπο με το παιχνίδι της 1ης δραστηριότητας. Στόχος αυτής της δραστηριότητας είναι να συνεργαστούν τα παιδιά σε ομάδες για να γνωρίσουν τους χορούς των ρεμπέτικων τραγουδιών. Στοχεύει επίσης στο να νοιώσουν οι μαθητές και μαθήτριες ότι εντάσσονται στο κοινωνικό σύνολο της τάξης και ότι συνεισφέρουν σε αυτό καθένας/μια με τον δικό του/της τρόπο, όπως επίσης και στο να νοιώσουν χαρά και ικανοποίηση με την ενεργή συμμετοχή τους στις δραστηριότητες της τάξης.

3η Δραστηριότητα-25΄

Όλοι μαζί ακούμε ξανά το τραγούδι «Ήσουνα τι ήσουνα» (υπήρχε και στο παιχνίδι της 1ης δραστηριότητας) και θυμόμαστε σε τι ρυθμό είναι γραμμένο και τι περιεχόμενο έχει. Στη συνέχεια, οι μαθητές χωρίζονται σε ομάδες και έχουν να γράψουν τους δικούς τους στίχους πάνω στη μελωδία αυτού του τραγουδιού διατηρώντας όμως τον σκωπτικό χαρακτήρα του τραγουδιού. Στο τέλος παρουσιάζονται στην ολομέλεια της τάξης οι δημιουργίες όλων των ομάδων. Κατά την παρουσίαση

μπορούν να συνοδεύουν το τραγούδι τους με τα ρυθμικά χτυπήματα του ζεϊμπέκικου που είναι ο ρυθμός του συγκεκριμένου τραγουδιού, τον οποίο είχαν διδαχθεί στο προηγούμενο μάθημα, χρησιμοποιώντας κρουστά όργανα. Στόχος της συγκεκριμένης δραστηριότητας είναι οι μαθητές και μαθήτριες να αναπτύξουν τη φαντασία και τη δημιουργικότητά τους για να γράψουν νέους στίχους επάνω σε δοσμένη μελωδία, να συνεργαστούν και να συντονιστούν στην ομάδα τους για τη σύνθεση των στίχων αλλά και τη μελωδική και ρυθμική απόδοση του τραγουδιού (με τα νέα λόγια). Οι εκτελέσεις των παιδιών μπορεί να ηχογραφηθούν στη συνέχεια με το λογισμικό Audacity. Στο τέλος η κάθε ομάδα θα κάνει την αυτοαξιολόγησή της ενώ θα υπάρξει επίσης, ετεροαξιολόγηση προς τις άλλες ομάδες με τη μορφή προφορικών σχολίων. Στόχος εδώ είναι οι μαθητές και μαθήτριες να μπορούν να χρησιμοποιούν λογισμικό καταγραφής και επεξεργασίας ήχου αλλά και να αξιολογούν τα αποτελέσματα των έργων τους.

Εργασία για το σπίτι: οι μαθητές έχουν να βρουν τραγούδια από άλλες χώρες και πολιτισμούς που να πραγματεύονται το θέμα της ξενιτιάς. Σε αυτήν τη δραστηριότητα μπορούν να εμπλουτίσουν το μάθημα παιδιά μεταναστών από άλλες χώρες καταγωγής που φοιτούν στην τάξη και να παρουσιάσουν τραγούδια της πατρίδας τους σχετικά το συγκεκριμένο θέμα. Τα τραγούδια αυτά μπορεί να αναρτηθούν είτε ως σύνδεσμοι από το You Tube είτε ως ηχητικά αρχεία (ηχογραφήσεις συγγενικών τους προσώπων) σε ένα κοινόχρηστο padlet για να παρουσιαστούν στην τάξη την επόμενη διδακτική ώρα.

2.6. Δραστηριότητες 3ης διδακτικής ώρας

1η Δραστηριότητα-15΄

Ξεκινά η παρουσίαση των τραγουδιών που έχουν αναρτήσει οι μαθητές στο κοινόχρηστο padlet. Εδώ είναι ευκαιρία να ακούσουμε τις ιστορίες που συνοδεύουν τα τραγούδια που θα φέρουν τα παιδιά στην τάξη από τις πατρίδες τους. Αν δεν υπάρχουν στην τάξη καθόλου παιδιά με καταγωγή από άλλες χώρες, η δραστηριότητα αυτή μπορεί να γίνει με τραγούδια άλλων πολιτισμών που μιλούν για το θέμα της ξενιτιάς γιατί αυτή η δραστηριότητα έχει ως κύριο στόχο να καταδείξει την οικουμενικότητα κάποιων κοινωνικών φαινομένων.

2η Δραστηριότητα-25΄

Ακούμε από το You Tube το τραγούδι «Στου Λινάρδου την ταβέρνα» ενώ προβάλλονται οι στίχοι του με τον βιντεοπροβολέα. Στη συνέχεια συζητάμε λίγο για τα χαρακτηριστικά του τραγουδιού (ρυθμό, μελωδία, όργανα, θεματολογία, ύφος κλπ). Αφού διαπιστωθεί ότι το τραγούδι είναι σκωπτικό, ξεκινάμε να κάνουμε τη δραματοποίησή του. Μοιράζονται ρόλοι και καθένας προτείνει τα χαρακτηριστικά που θα ταίριαζαν σε κάθε ρόλο με βάση την εποχή και τα όσα έχουμε μάθει μέχρι στιγμής για το ρεμπέτικο και την ιστορία του. Διαμορφώνεται λοιπόν το σκηνικό της τάξης σαν ταβέρνα, ακούγεται η μουσική και ξεκινά η παράσταση! Για να είναι πιο πιστή η δραματοποίηση, μπορεί να χρησιμοποιηθούν για τη συνοδεία του τραγουδιού αυτοσχέδια όργανα ταβέρνας όπως ποτηράκια, κουτάλια, κομπολόγια. Όποιο παιδί θέλει είναι ελεύθερο να χορέψει μιας και το ρεμπέτικο ήταν στενά συνδεδεμένο με τον χορό. Κύριος στόχος αυτής της δραστηριότητας είναι τα παιδιά να αφεθούν ελεύθερα για να εκφραστούν ελεύθερα μέσα από το θεατρικό παιχνίδι και τον χορό.

3η Δραστηριότητα-5΄

Αξιολόγηση του προγράμματος: οι μαθητές μπαίνουν στην e-class όπου υπάρχει αναρτημένος ο σύνδεσμος του ερωτηματολογίου για να κάνουν την τελική αποτίμηση του προγράμματος.

5. Αξιολόγηση-Συμπεράσματα

Τα διαδικτυακά παιχνίδια (δωμάτια διαφυγής, γρίφοι, παιχνίδια αντιστοίχισης κουίζ) αποτελούν εναλλακτικούς τρόπους για να αξιολογήσει ο εκπαιδευτικός αν έχουν επιτευχθεί οι γνωστικοί στόχοι που τέθηκαν και, σε αντίθεση με τα τεστ αξιολόγησης και τα διαγωνίσματα, αυτά είναι πολύ πιο ευχάριστα για τα παιδιά. Η ρουμπρίκα αξιολόγησης του προγράμματος θα απαντηθεί διαδικτυακά από τα παιδιά, μέσω ενός ερωτηματολογίου google forms. Ο σύνδεσμος θα υπάρχει αναρτημένος στην e-class. Τα ερωτηματολόγια google forms δίνουν τη δυνατότητα για να εξαχθούν

συμπεράσματα και να ελεγχθεί η αποτελεσματικότητα του εκπαιδευτικού προγράμματος βάσει στατιστικών δεδομένων.

Η επιτυχία του προτεινόμενου προγράμματος βασίζεται κατά κύριο λόγο στη διαπολιτισμική διάσταση του ρεμπέτικου τραγουδιού. Το συγκεκριμένο είδος λόγω της θεματολογίας του που είναι κοινή στα τραγούδια και άλλων πολιτισμών δίνει έναυσμα για προβληματισμό και συζητήσεις που αφορούν σε παγκόσμια φαινόμενα, όπως είναι για παράδειγμα αυτό της προσφυγιάς, της ξενιτιάς, της μετανάστευσης κ.ο.κ. Παράλληλα, η βιωματική μάθηση μέσα από το τραγούδι, την εκτέλεση μουσικών οργάνων, το θεατρικό παιχνίδι εξασφαλίζει τη συμμετοχή και τη συμπερίληψη όλων των παιδιών ασχέτως καταγωγής, εθνικής ταυτότητας και διανοητικών ή σωματικών ικανοτήτων. Τέλος, η μουσική ως τέχνη, παρόλα τα διαφορετικά ιδιώματα που υπάρχουν στις κατά τόπους μουσικές παραδόσεις, έχει κοινά στοιχεία σε όλους τους πολιτισμούς και έχει την ικανότητα να διεγείρει το συναίσθημα και να εμπλουτίζει τον ψυχικό κόσμο των παιδιών από όποια χώρα και αν προέρχεται.

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Η ΜΑΘΗΣΗ ΣΤΟΝ 21ο ΑΙΩΝΑ: Η ΣΗΜΑΣΙΑ ΤΩΝ ΔΕΞΙΟΤΗΤΩΝ ΚΑΙ Η ΔΥΝΑΜΗ ΤΗΣ ΤΕΧΝΗΤΗΣ ΝΟΗΜΟΣΥΝΗΣ

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Περίληψη

Το άρθρο εξετάζει τον ρόλο της Τεχνητής Νοημοσύνης (ΤΝ) στον μετασχηματισμό της εκπαίδευσης στον 21ο αιώνα, με στόχο να αναδείξει τον τρόπο με τον οποίο η ΤΝ μπορεί να ενισχύσει την ανάπτυξη βασικών δεξιοτήτων, όπως η κριτική σκέψη, η συνεργασία και ο ψηφιακός γραμματισμός. Ακολουθείται μεθοδολογία θεωρητικής επισκόπησης, με αναφορά σε επιλεγμένες εφαρμογές ΤΝ (Knewton, Jill Watson, Turnitin, SimCityEDU) που ενσωματώνονται στην εκπαιδευτική διαδικασία, προσφέροντας εξατομικευμένη μάθηση, υποστήριξη της αξιολόγησης και ενίσχυση της προσβασιμότητας. Παράλληλα, επισημαίνονται προκλήσεις όπως οι ηθικές διαστάσεις και οι κοινωνικές ανισότητες στην πρόσβαση στην τεχνολογία. Η συμβολή του άρθρου έγκειται στην ανάδειξη της ανάγκης για αναπροσαρμογή των εκπαιδευτικών πολιτικών και για στοχευμένη επιμόρφωση των εκπαιδευτικών, προκειμένου η ΤΝ να αξιοποιηθεί με υπευθυνότητα και παιδαγωγική αποτελεσματικότητα. Προτείνονται, τέλος, κατευθύνσεις για μελλοντική έρευνα σχετικά με τη μακροπρόθεσμη επίδραση της ΤΝ στη μάθηση και την κοινωνική δικαιοσύνη στην εκπαίδευση.

Λέξεις κλειδιά: Τεχνητή Νοημοσύνη**,** Δεξιότητες 21ου Αιώνα**,** Εξατομικευμένη Μάθηση**,** Εκπαιδευτική Τεχνολογία**,** Εκπαίδευση και Καινοτομία.

1. Εισαγωγή

Στον 21ο αιώνα, η εκπαίδευση περνάει από μια ριζική μεταμόρφωση, με την ανάπτυξη και την ενσωμάτωση των νέων τεχνολογιών. Η ταχεία εξέλιξη της ΤΝ παίζει καθοριστικό ρόλο σε αυτή την αλλαγή, επηρεάζοντας τον τρόπο που μαθαίνουμε και διδάσκουμε (Smith & Anderson, 2014). Καθώς η κοινωνία μας γίνεται όλο και πιο συνδεδεμένη και τεχνολογικά προηγμένη, οι δεξιότητες που απαιτούνται για να επιτύχει κανείς αλλάζουν δραστικά (Schleicher, 2018). Οι παραδοσιακές μέθοδοι εκπαίδευσης δεν επαρκούν πλέον για να προετοιμάσουν τους μαθητές για τις προκλήσεις του σύγχρονου κόσμου (Dede, 2010).

Η έννοια των δεξιοτήτων του 21ου αιώνα αναφέρεται σε μια σειρά από ικανότητες που θεωρούνται απαραίτητες για τη ζωή και την εργασία στη σημερινή και μελλοντική κοινωνία (Trilling & Fadel, 2009). Αυτές οι δεξιότητες περιλαμβάνουν τη δημιουργική σκέψη, την κριτική ανάλυση, τη συνεργασία, την επικοινωνία και την ψηφιακή γραμματοσύνη (Griffin, McGaw, & Care, 2012). Η ανάπτυξη αυτών των δεξιοτήτων είναι κρίσιμη για την προσωπική και επαγγελματική επιτυχία των μαθητών (Bellanca & Brandt, 2010).

Η ΤΝ έχει τη δυνατότητα να υποστηρίξει και να ενισχύσει την ανάπτυξη αυτών των δεξιοτήτων με ποικίλους τρόπους. Από την εξατομίκευση της μαθησιακής εμπειρίας μέχρι την παροχή νέων εργαλείων αξιολόγησης και υποστήριξης, η ΤΝ φέρνει επανάσταση στην εκπαίδευση (Luckin et. al. , 2016). Μέσα από παραδείγματα και συγκεκριμένες εφαρμογές, θα εξετάσουμε πώς η ΤΝ μπορεί να βοηθήσει τους μαθητές να αναπτύξουν τις δεξιότητες που χρειάζονται για να επιτύχουν σε έναν συνεχώς μεταβαλλόμενο κόσμο.

Στο άρθρο αυτό, θα εξερευνήσουμε τη σημασία των δεξιοτήτων του 21ου αιώνα και πώς η ΤΝ μπορεί να διαδραματίσει έναν καταλυτικό ρόλο στην εκπαίδευση των μαθητών. Θα δούμε τις προκλήσεις και τα οφέλη της χρήσης της ΤΝ στην εκπαίδευση και θα προσπαθήσουμε να απαντήσουμε στο ερώτημα: «πώς μπορούμε να προετοιμάσουμε καλύτερα τους μαθητές μας για το μέλλον;».

2. Κυρίως μέρος

2.1. Οι Δεξιότητες του 21ου Αιώνα και η σημασία τους στην εκπαίδευση

Οι δεξιότητες του 21ου αιώνα αποτελούν ένα σύνολο ικανοτήτων και προσόντων που θεωρούνται απαραίτητα για την επιτυχία σε μια συνεχώς εξελισσόμενη και παγκοσμιοποιημένη κοινωνία (Binkley et al., 2012). Ο όρος δεξιότητες αναφέρεται στη δυνατότητα ενός ατόμου να εφαρμόζει γνώσεις, ικανότητες και στάσεις σε διάφορες καταστάσεις και πλαίσια, ώστε να επιτυγχάνει συγκεκριμένους στόχους (European Commission, 2006).Αυτές οι δεξιότητες μπορούν να χωριστούν σε τρεις κύριες κατηγορίες: γνωστικές, κοινωνικές και ψηφιακές δεξιότητες.

Οι γνωστικές δεξιότητες περιλαμβάνουν την κριτική σκέψη, δηλαδή την ικανότητα να αναλύει κανείς πληροφορίες και να διατυπώνει λογικά συμπεράσματα (Facione, 2011), την επίλυση προβλημάτων, δηλαδή τη δεξιότητα να εντοπίζει και να επιλύει προβλήματα αποτελεσματικά (Jonassen, 2011), και τη δημιουργική σκέψη, δηλαδή την ικανότητα να προσεγγίζει προβλήματα και ευκαιρίες με καινοτόμο τρόπο (Runco, 2014).

Οι κοινωνικές δεξιότητες περιλαμβάνουν τη συνεργασία, δηλαδή την ικανότητα να εργάζεται κανείς αποτελεσματικά με άλλους σε ομάδες (Johnson & Johnson, 1999), την επικοινωνία, δηλαδή τη δεξιότητα να εκφράζει ιδέες με σαφήνεια και να κατανοεί τους άλλους (Hargie, 2016), και την ηγεσία, δηλαδή την ικανότητα να καθοδηγεί και να εμπνέει (Northouse, 2018).

Τέλος, οι ψηφιακές δεξιότητες περιλαμβάνουν την πληροφορική παιδεία, δηλαδή την ικανότητα να χρησιμοποιεί κανείς τεχνολογίες πληροφορικής και επικοινωνιών (UNESCO, 2011), τη διαχείριση δεδομένων, δηλαδή τη δεξιότητα να διαχειρίζεται και να αναλύει δεδομένα (Mayer-Schönberger & Cukier, 2013), και την ασφάλεια στον κυβερνοχώρο, δηλαδή τη γνώση και την εφαρμογή πρακτικών ασφαλείας στο διαδίκτυο (Singer & Friedman, 2014).

Οι δεξιότητες αυτές δεν είναι απομονωμένες μεταξύ τους, αλλά συχνά αλληλεπιδρούν και ενισχύουν η μία την άλλη. Για παράδειγμα, η κριτική σκέψη και η επίλυση προβλημάτων συνδυάζονται συχνά για να βοηθήσουν τους μαθητές να αντιμετωπίζουν πολύπλοκες καταστάσεις, ενώ η συνεργασία και η επικοινωνία είναι απαραίτητες για την επιτυχή εργασία σε ομάδες (Fullan & Langworthy, 2014). Επιπλέον, η ψηφιακή εγγραμματοσύνη υποστηρίζει όλες τις παραπάνω δεξιότητες, καθιστώντας δυνατή την επικοινωνία και συνεργασία μέσω ψηφιακών πλατφορμών, την ανάπτυξη δημιουργικών λύσεων και την ανάλυση πληροφοριών με τη χρήση τεχνολογικών εργαλείων (Jenkins et al., 2009).

Η ανάγκη για την ανάπτυξη των δεξιοτήτων του 21ου αιώνα είναι πιο επιτακτική από ποτέ. Οι μαθητές πρέπει να είναι έτοιμοι να αντιμετωπίσουν τις προκλήσεις ενός κόσμου που αλλάζει ταχύτατα, όπου οι παραδοσιακές δεξιότητες δεν αρκούν για να εξασφαλίσουν την επαγγελματική και προσωπική τους επιτυχία (Schleicher, 2018). Οι τεχνολογικές εξελίξεις, η παγκοσμιοποίηση και οι κοινωνικές αλλαγές απαιτούν από τους ανθρώπους να είναι ευέλικτοι, δημιουργικοί και ικανοί να προσαρμόζονται σε νέα περιβάλλοντα και καταστάσεις (OECD, 2019).

Η ανάπτυξη αυτών των δεξιοτήτων δεν περιορίζεται μόνο στην εκπαίδευση. Οι εργοδότες αναζητούν εργαζόμενους με ισχυρές κοινωνικές και γνωστικές δεξιότητες, οι οποίες είναι απαραίτητες για την καινοτομία και την παραγωγικότητα (Levy & Murnane, 2004). Επίσης, η ανάπτυξη ψηφιακών δεξιοτήτων είναι ζωτικής σημασίας σε έναν κόσμο όπου η τεχνολογία διαδραματίζει καθοριστικό ρόλο σε όλους τους τομείς της ζωής (Brynjolfsson & McAfee, 2014).

2.2. Τεχνητή Νοημοσύνη και Εκπαίδευση

Η ΤΝ αναφέρεται στην ανάπτυξη συστημάτων που έχουν τη δυνατότητα να προσομοιώνουν γνωστικές λειτουργίες του ανθρώπου, όπως η μάθηση, η λήψη αποφάσεων, η αναγνώριση ομιλίας και η επίλυση προβλημάτων (Russell & Norvig, 2020). Σύμφωνα με τους ίδιους συγγραφείς, η ΤΝ μπορεί να οριστεί ως «η μελέτη των παραγόντων που αντιλαμβάνονται το περιβάλλον τους και δρουν κατά τρόπο που μεγιστοποιεί τις πιθανότητες επιτυχίας στην επίτευξη ενός στόχου». Οι κύριοι τύποι ΤΝ περιλαμβάνουν τη μηχανική μάθηση (machine learning) και τη βαθιά μάθηση (deep learning). Η μηχανική μάθηση επιτρέπει στα συστήματα να μαθαίνουν και να βελτιώνονται από την εμπειρία

χωρίς να είναι ρητά προγραμματισμένα, ενώ η βαθιά μάθηση χρησιμοποιεί νευρωνικά δίκτυα πολλαπλών επιπέδων για να αναλύει μεγάλα σύνολα δεδομένων (Goodfellow, Bengio, & Courville, 2016).

Η χρήση της ΤΝ στην εκπαίδευση ξεκίνησε με την ανάπτυξη συστημάτων διδασκαλίας που προσφέρουν εξατομικευμένη υποστήριξη στους μαθητές. Από τα πρώτα προγράμματα υπολογιστή που αξιοποιούσαν τεχνολογίες ΤΝ, όπως το "PLATO" τη δεκαετία του 1960, έως τα σύγχρονα συστήματα προσαρμοστικής μάθησης, η ΤΝ έχει αλλάξει ριζικά την εκπαιδευτική διαδικασία (Watters, 2014).

Τα πρώτα εκπαιδευτικά συστήματα βασισμένα σε ΤΝ ήταν περιορισμένα στις δυνατότητές τους, αλλά με την πάροδο του χρόνου και την πρόοδο της τεχνολογίας, η εφαρμογή της ΤΝ στην εκπαίδευση έχει γίνει πιο προηγμένη και αποδοτική (Luckin et al., 2016). Η σύγχρονη τεχνητή νοημοσύνη μπορεί να παρέχει εξατομικευμένη διδασκαλία, να αξιολογεί την απόδοση των μαθητών και να προτείνει κατάλληλο μαθησιακό υλικό (Holmes, et al.,, 2019).

Η ΤΝ χρησιμοποιείται ευρέως σε εκπαιδευτικά περιβάλλοντα για να ενισχύσει την εμπειρία των μαθητών και των εκπαιδευτικών. Μερικά παραδείγματα περιλαμβάνουν την προσαρμοστική μάθηση, όπου πλατφόρμες όπως η "Knewton" και η "Smart Sparrow" χρησιμοποιούν ΤΝ για να προσαρμόζουν τα μαθήματα στις ανάγκες κάθε μαθητή, επιτρέποντας πιο εξατομικευμένη μάθηση (Pane et al., 2017).

Επίσης, υπάρχουν οι εικονικοί δάσκαλοι και βοηθοί, όπως ο "Jill Watson," ένας εικονικός βοηθός διδασκαλίας που χρησιμοποιεί ΤΝ για να απαντά στις ερωτήσεις των μαθητών και να τους καθοδηγεί στη μάθηση (Goel & Polepeddi, 2016).

Επιπλέον, συστήματα όπως το "Gradescope" χρησιμοποιούν ΤΝ για να αξιολογούν εργασίες και εξετάσεις, προσφέροντας γρήγορη και ακριβή ανατροφοδότηση στους μαθητές (Piech et al., 2015).

Τέλος, εκπαιδευτικά παιχνίδια όπως το "SimCityEDU" χρησιμοποιούν ΤΝ για να παρέχουν μαθησιακές εμπειρίες που ενθαρρύνουν την κριτική σκέψη και την επίλυση προβλημάτων (Clark et al., 2016).

2.3 Εφαρμογές της Τεχνητής Νοημοσύνης στην Εκπαίδευση

Η προσωποποιημένη μάθηση μέσω της τεχνητής νοημοσύνης επιτρέπει τη δημιουργία εξατομικευμένων μαθησιακών εμπειριών για κάθε μαθητή. Η ΤΝ αναλύει δεδομένα σχετικά με την απόδοση των μαθητών και προσαρμόζει το περιεχόμενο και το ρυθμό μάθησης ανάλογα με τις ανάγκες τους (Johnson et al., 2016). Αυτό βοηθάει τους μαθητές να κατανοήσουν καλύτερα το υλικό και να προοδεύσουν με τον δικό τους ρυθμό (Pane et al., 2017).

Η ΤΝ μπορεί να αξιολογεί τις γνώσεις και τις δεξιότητες των μαθητών μέσω προσαρμοστικών δοκιμασιών και διαγνωστικών εργαλείων. Αυτά τα εργαλεία παρέχουν λεπτομερείς αναλύσεις των επιδόσεων των μαθητών και προτείνουν περιοχές που χρειάζονται βελτίωση (Holmes et al., 2019). Επίσης, η ΤΝ μπορεί να χρησιμοποιηθεί για την ανίχνευση και την πρόληψη προβλημάτων, όπως η δυσλεξία και άλλες μαθησιακές δυσκολίες (Rello & Ballesteros, 2015).

Πολλά εκπαιδευτικά εργαλεία και πλατφόρμες χρησιμοποιούν ΤΝ για να ενισχύσουν τη μαθησιακή εμπειρία. Παραδείγματα περιλαμβάνουν το "Coursera," που χρησιμοποιεί αλγόριθμους ΤΝ για να προτείνει μαθήματα στους μαθητές βάσει των ενδιαφερόντων τους, και το "Duolingo," που χρησιμοποιεί ΤΝ για να προσαρμόζει τα μαθήματα γλωσσών στις ανάγκες των μαθητών (Kizilcec et al., 2013). Αυτά τα εργαλεία βοηθούν τους μαθητές να μαθαίνουν πιο αποδοτικά και με μεγαλύτερη ευχαρίστηση (Wang et al., 2015).

Η ΤΝ δεν βοηθάει μόνο τους μαθητές, αλλά και τους εκπαιδευτικούς. Εργαλεία όπως το "Turnitin" και το "Grammarly" χρησιμοποιούν ΤΝ για να ελέγχουν την πρωτοτυπία και την ποιότητα των εργασιών, επιτρέποντας στους εκπαιδευτικούς να επικεντρωθούν στην παροχή ανατροφοδότησης και στην καθοδήγηση των μαθητών (McCabe, 2005). Επιπλέον, η ΤΝ μπορεί να βοηθήσει τους εκπαιδευτικούς στη διαχείριση της τάξης και στην προσαρμογή των διδασκαλικών μεθόδων στις ανάγκες των μαθητών (Luckin et al., 2016).

2.4 Μελέτες περίπτωσης

Το Knewton είναι μια προσαρμοστική πλατφόρμα μάθησης που χρησιμοποιεί ΤΝ για να εξατομικεύει την εκπαιδευτική εμπειρία των μαθητών. Η πλατφόρμα συλλέγει δεδομένα από τις επιδόσεις των μαθητών και χρησιμοποιεί αλγόριθμους για να προσαρμόζει το εκπαιδευτικό περιεχόμενο στις ανάγκες τους. Σε μια μελέτη που πραγματοποιήθηκε σε ένα σχολείο στη Νέα Υόρκη, η χρήση της πλατφόρμας Knewton βελτίωσε τις επιδόσεις των μαθητών κατά 20% στις εξετάσεις μαθηματικών (Pane et al., 2017).

Η Jill Watson, ένας εικονικός βοηθός διδασκαλίας που αναπτύχθηκε από το Georgia Tech, χρησιμοποιεί ΤΝ για να απαντά στις ερωτήσεις των μαθητών σε μαθήματα διαδικτυακής μάθησης. Η Jill Watson μπορεί να απαντήσει σε κοινές ερωτήσεις σχετικά με το περιεχόμενο του μαθήματος και να παρέχει καθοδήγηση στους μαθητές. Σε μια μελέτη που πραγματοποιήθηκε στο Georgia Tech, η χρήση της Jill Watson μείωσε τον φόρτο εργασίας των εκπαιδευτών κατά 50% και βελτίωσε την ικανοποίηση των μαθητών από το μάθημα (Goel & Polepeddi, 2016).

Το Turnitin είναι ένα εργαλείο που χρησιμοποιεί ΤΝ για να ανιχνεύει την λογοκλοπή και να αξιολογεί την ποιότητα των εργασιών των μαθητών. Το σύστημα συγκρίνει τα υποβαλλόμενα έγγραφα με μια τεράστια βάση δεδομένων από ακαδημαϊκές πηγές και διαδικτυακό περιεχόμενο. Σε μια μελέτη που πραγματοποιήθηκε σε πανεπιστήμιο στην Καλιφόρνια, η χρήση του Turnitin μείωσε τα περιστατικά λογοκλοπής κατά 60% και βελτίωσε την ποιότητα των εργασιών των μαθητών κατά 30% (McCabe, 2005).

Το SimCityEDU είναι ένα εκπαιδευτικό παιχνίδι που χρησιμοποιεί τε ΤΝ για να παρέχει μαθησιακές εμπειρίες που ενθαρρύνουν την κριτική σκέψη και την επίλυση προβλημάτων. Το παιχνίδι επιτρέπει στους μαθητές να δημιουργούν και να διαχειρίζονται τις δικές τους πόλεις, αντιμετωπίζοντας πραγματικά προβλήματα και προκλήσεις. Σε μια μελέτη που πραγματοποιήθηκε σε σχολείο στη Καλιφόρνια, η χρήση του SimCityEDU βελτίωσε τις δεξιότητες επίλυσης προβλημάτων των μαθητών κατά 25% και αύξησε την αφοσίωσή τους στη μαθησιακή διαδικασία (Clark et al., 2016).

2.5 Οφέλη και Προκλήσεις

Η εφαρμογή της ΤΝ στην εκπαίδευση έχει πολλά οφέλη που μπορούν να βελτιώσουν την εκπαιδευτική εμπειρία και να ενισχύσουν τη μαθησιακή διαδικασία.

Η ΤΝ μπορεί να εξατομικεύσει την εκπαιδευτική εμπειρία, προσαρμόζοντας το περιεχόμενο και τον ρυθμό διδασκαλίας στις ανάγκες κάθε μαθητή (Holmes et al., 2019). Αυτό επιτρέπει στους μαθητές να μαθαίνουν με τον δικό τους ρυθμό και να κατανοούν καλύτερα το υλικό (Pane et al., 2017). Επιπλέον, η χρήση εκπαιδευτικών εργαλείων που βασίζονται σε ΤΝ μπορεί να αυξήσει την αλληλεπίδραση και την αφοσίωση των μαθητών, κάνοντάς τους πιο ενεργούς στη μαθησιακή διαδικασία (Luckin et al., 2016).

Η ΤΝ μπορεί να διευκολύνει την πρόσβαση στην εκπαίδευση για μαθητές με ειδικές ανάγκες και για όσους ζουν σε απομακρυσμένες περιοχές. Εργαλεία όπως οι ψηφιακοί βοηθοί και τα προσαρμοστικά συστήματα μάθησης μπορούν να παρέχουν υποστήριξη σε μαθητές με αναπηρίες, επιτρέποντάς τους να συμμετέχουν πλήρως στην εκπαιδευτική διαδικασία (Rello & Ballesteros, 2015). Επίσης, η ΤΝ μπορεί να βοηθήσει στην παροχή εκπαιδευτικών πόρων και μαθημάτων σε απομακρυσμένες και υποεξυπηρετούμενες περιοχές, μειώνοντας το χάσμα στην εκπαίδευση (Wang et al., 2015).

2.6 Προκλήσεις και Προβληματισμοί

Παρά τα πολλά οφέλη, η εφαρμογή της ΤΝ στην εκπαίδευση συνοδεύεται από ορισμένες προκλήσεις και προβληματισμούς.

Ένα από τα κύρια ηθικά ζητήματα είναι η χρήση και η προστασία των προσωπικών δεδομένων των μαθητών. Η συλλογή και η ανάλυση δεδομένων από συστήματα ΤΝ μπορεί να οδηγήσει σε παραβιάσεις της ιδιωτικότητας και σε κακή χρήση των δεδομένων αυτών (Solove, 2006). Οι

εκπαιδευτικοί και οι διοικητικοί υπεύθυνοι πρέπει να διασφαλίσουν ότι τα δεδομένα των μαθητών προστατεύονται και χρησιμοποιούνται με υπευθυνότητα (West, 2019).

Η ασφάλεια των δεδομένων είναι ζωτικής σημασίας για την προστασία της ιδιωτικότητας των μαθητών. Οι πλατφόρμες που χρησιμοποιούν ΤΝ πρέπει να διαθέτουν ισχυρά μέτρα ασφαλείας για να αποτρέψουν την πρόσβαση μη εξουσιοδοτημένων χρηστών και την υποκλοπή των δεδομένων (Singer & Friedman, 2014). Επιπλέον, είναι σημαντικό να υπάρξουν ρυθμιστικά πλαίσια και κανονισμοί που να καθορίζουν τον τρόπο με τον οποίο τα δεδομένα συλλέγονται, αποθηκεύονται και χρησιμοποιούνται (Mayer-Schönberger & Cukier, 2013).

Ένα από τα μεγαλύτερα προβλήματα είναι η ανισότητα πρόσβασης στην τεχνολογία. Οι μαθητές από φτωχές ή απομακρυσμένες περιοχές συχνά δεν έχουν την ίδια πρόσβαση σε τεχνολογικά εργαλεία και πόρους όπως οι μαθητές από πιο προνομιούχες περιοχές (Warschauer, 2004). Αυτό μπορεί να δημιουργήσει ένα χάσμα στις εκπαιδευτικές ευκαιρίες και να εντείνει τις κοινωνικές ανισότητες (OECD, 2019).

Για να αντιμετωπιστούν αυτές οι προκλήσεις, είναι απαραίτητο να ληφθούν μέτρα που να διασφαλίζουν την ασφάλεια και την προστασία των δεδομένων, να παρέχουν ίσες ευκαιρίες πρόσβασης στην τεχνολογία και να προωθούν την υπεύθυνη χρήση της ΤΝ στην εκπαίδευση (West, 2019).

2.7 Το Μέλλον της Εκπαίδευσης με Τεχνητή Νοημοσύνη

Η ΤΝ θα συνεχίσει να διαδραματίζει έναν σημαντικό ρόλο στην εκπαίδευση, με τις τεχνολογικές εξελίξεις να ανοίγουν νέες δυνατότητες και ευκαιρίες (Luckin et al., 2016).

Η ανάπτυξη πιο προηγμένων αλγορίθμων και η βελτίωση των νευρωνικών δικτύων θα επιτρέψουν την δημιουργία ακόμη πιο εξατομικευμένων και αποδοτικών εκπαιδευτικών εργαλείων (Goodfellow et al., 2016). Η χρήση τεχνολογιών όπως η επαυξημένη πραγματικότητα (AR) και η εικονική πραγματικότητα (VR) σε συνδυασμό με την ΤΝ μπορεί να προσφέρει εντυπωσιακές μαθησιακές εμπειρίες που θα ενθαρρύνουν τη δημιουργικότητα και την ενεργή συμμετοχή των μαθητών (Johnson et al., 2016).

Η ΤΝ μπορεί να χρησιμοποιηθεί για την ανάπτυξη πιο σύνθετων συστημάτων προσομοίωσης και εκπαιδευτικών παιχνιδιών που θα ενισχύσουν τις δεξιότητες των μαθητών σε πραγματικά περιβάλλοντα (Clark et al., 2016). Επίσης, η ΤΝ μπορεί να συμβάλει στη βελτίωση των μεθόδων αξιολόγησης, επιτρέποντας την ανάλυση πιο λεπτομερών δεδομένων για την απόδοση και την πρόοδο των μαθητών (Holmes et al., 2019).

2.8 Προετοιμασία για το Μέλλον

Για να προετοιμαστούμε για το μέλλον της εκπαίδευσης με ΤΝ, είναι σημαντικό να γίνουν ορισμένες προσαρμογές στα εκπαιδευτικά συστήματα και να επενδυθούν πόροι στην εκπαίδευση των εκπαιδευτικών (Luckin et al., 2016).

Τα εκπαιδευτικά συστήματα πρέπει να ενσωματώσουν την ΤΝ στο πρόγραμμα σπουδών, προσφέροντας μαθήματα που θα εξοικειώνουν τους μαθητές με τις βασικές αρχές και εφαρμογές της ΤΝ (Russell & Norvig, 2020). Επίσης, είναι απαραίτητο να αναπτυχθούν κατευθυντήριες γραμμές και πρότυπα για την υπεύθυνη χρήση της ΤΝ στην εκπαίδευση, διασφαλίζοντας την προστασία της ιδιωτικότητας και την ασφάλεια των δεδομένων (West, 2019).

Οι εκπαιδευτικοί πρέπει να έχουν τις απαραίτητες γνώσεις και δεξιότητες για να χρησιμοποιούν την ΤΝ στην τάξη. Η συνεχής επαγγελματική ανάπτυξη και η εκπαίδευση των εκπαιδευτικών στη χρήση τεχνολογιών ΤΝ θα επιτρέψει την αποτελεσματική ενσωμάτωση αυτών των εργαλείων στην εκπαιδευτική διαδικασία (Holmes et al., 2019). Η παροχή υποστήριξης και πόρων στους εκπαιδευτικούς είναι ζωτικής σημασίας για την επιτυχία αυτής της μετάβασης (Luckin et al., 2016).

3. Συμπεράσματα

Η ΤΝ έχει τη δυνατότητα να μεταμορφώσει την εκπαίδευση και να βοηθήσει τους μαθητές να αναπτύξουν τις δεξιότητες που απαιτούνται για να επιτύχουν στον 21ο αιώνα. Από την εξατομίκευση της μαθησιακής εμπειρίας μέχρι την ενίσχυση της προσβασιμότητας και τη βελτίωση της αξιολόγησης, η ΤΝ φέρνει επανάσταση στην εκπαιδευτική διαδικασία (Luckin et al., 2016). Ωστόσο, η χρήση της ΤΝ συνοδεύεται από προκλήσεις που πρέπει να αντιμετωπιστούν, όπως τα ηθικά ζητήματα και οι ανισότητες πρόσβασης στην τεχνολογία (West, 2019).

Για να προετοιμαστούμε για το μέλλον της εκπαίδευσης με ΤΝ, είναι απαραίτητο να γίνουν προσαρμογές στα εκπαιδευτικά συστήματα και να επενδυθούν πόροι στην εκπαίδευση των εκπαιδευτικών (Russell & Norvig, 2020). Με την υπεύθυνη και καινοτόμο χρήση της ΤΝ, μπορούμε να δημιουργήσουμε ένα εκπαιδευτικό περιβάλλον που προάγει τη μάθηση, την ανάπτυξη και την επιτυχία των μαθητών σε έναν συνεχώς μεταβαλλόμενο κόσμο (Holmes et al., 2019).

Μελλοντική έρευνα θα μπορούσε να επικεντρωθεί στον τρόπο με τον οποίο η ΤΝ μπορεί να ενισχύσει την κοινωνικο-συναισθηματική μάθηση, να συμβάλει στη μείωση των εκπαιδευτικών ανισοτήτων και να υποστηρίξει τη διαφοροποιημένη διδασκαλία. Επιπλέον, απαιτούνται εμπειρικές μελέτες για την αξιολόγηση των μακροπρόθεσμων επιπτώσεων της χρήσης ΤΝ στην εκπαιδευτική πράξη και στη διαμόρφωση των δεξιοτήτων του 21ου αιώνα.

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ΣΥΓΚΡΙΣΗ ΤΩΝ ΠΑΓΚΟΣΜΙΟΠΟΙΗΜΕΝΩΝ ΠΟΛΙΤΙΚΩΝ ΔΙΑΠΟΛΙΤΙΣΜΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ ΠΟΥ ΑΝΑΠΤΥΧΘΗΚΑΝ ΑΠΟ ΤΗΝ UNESCO ΚΑΙ ΤΟΝ ΟΡΓΑΝΙΣΜΟ ΟΙΚΟΝΟΜΙΚΗΣ ΣΥΝΕΡΓΑΣΙΑΣ ΚΑΙ ΑΝΑΠΤΥΞΗΣ (ΟΟΣΑ)

Παντζή Ανδριανή
Εκπαιδευτικός ΠΕ87.09

Περίληψη

Ο πολιτισμικός πλουραλισμός στις σύγχρονες κοινωνίες, διαπιστώνεται ότι σε πολλές περιπτώσεις δημιουργεί φραγμούς στην ακαδημαϊκή και κοινωνική συμπερίληψη των μαθητών μεταναστευτικής και προσφυγικής βιογραφίας. Διεθνείς και ευρωπαϊκοί οργανισμοί αποδίδουν ιδιαίτερη βαρύτητα στη διαπολιτισμική εκπαίδευση, ως μέσο για την προώθηση μιας ευρύτερης πολιτικής κοινωνικής ένταξης και του περιορισμού του χάσματος στην πρόσβαση στο μορφωτικό αγαθό και στη σχολική επιτυχία των μαθητών μεταναστευτικής και προσφυγικής προέλευσης. Στο πλαίσιο αυτό, η παρούσα μελέτη εστιάζει στη συνεξέταση των πρόσφατων ρητορικών οι οποίες προέρχονται από το μακρο-επίπεδο των διεθνών οργανισμών UNESCO και ΟΟΣΑ, υπό το πρίσμα της διαπολιτισμικής διάστασης της εκπαίδευσης. Τα αποτελέσματα κατέδειξαν τη σύγκλιση των παγκοσμιοποιημένων πολιτικών UNESCO και ΟΟΣΑ ως προς τη διαπολιτισμική εκπαίδευση, ιδιαιτέρως στην προώθηση της παγκόσμιας πολιτότητας, της κοινωνικής δικαιοσύνης και του διαπολιτισμικού διαλόγου. Στην εργασία επίσης, τονίζεται η ανάγκη αναπροσαρμογής των παγκόσμιων εκπαιδευτικών πολιτικών στο εκάστοτε εθνικό και τοπικό συγκείμενο.

Λέξεις κλειδιά: διαπολιτισμική εκπαίδευση, UNESCO, ΟΟΣΑ

1. Εισαγωγή

Στην εποχή της ύστερης νεωτερικότητας, η παγκοσμιοποίηση της οικονομίας και της πληροφορίας έχει επιφέρει σημαντικές μεταβολές στον χώρο της εκπαίδευσης, ενισχύοντας την επιρροή του οικονομικού λόγου στις εθνικές εκπαιδευτικές πολιτικές και απομακρύνοντας τη γνώση από τους παραδοσιακούς γεωγραφικούς και τοπικούς περιορισμούς (Γουβιάς, Θεριανός, 2014). Οι σύγχρονες οικονομικές, πολιτικές και κοινωνικές μεταβολές έχουν οδηγήσει, σύμφωνα με τον Πασιά (2016), σε αποδυνάμωση του έθνους-κράτους στον σχεδιασμό εκπαιδευτικής πολιτικής, καθώς κρίσιμες αποφάσεις μεταφέρονται πλέον στο υπερεθνικό επίπεδο.

Λόγω της πρόκλησης της παγκοσμιοποίησης, το ενδιαφέρον των ευρωπαϊκών και παγκόσμιων εκπαιδευτικών θεσμών έχει στραφεί στη διαπολιτισμική εκπαίδευση (Hajisoteriou, Angelides, 2016). Οι διεθνείς οργανισμοί διαδραματίζουν καθοριστικό ρόλο στη δημιουργία εκπαιδευτικών δεικτών και στη διάδοση μιας εκπαιδευτικής κουλτούρας βασισμένης σε τεκμήρια η οποία νομιμοποιεί τη χρήση συγκριτικών δεδομένων ως εργαλείο πολιτικής, για τη διακυβέρνηση της εκπαίδευσης, με αποτέλεσμα την επιρροή τους στην παραγωγή των εθνικών πολιτικών (Morgan, Shahjahan, 2014). Τέτοιοι οργανισμοί είναι η UNESCO, ο Οργανισμός για την Οικονομική Συνεργασία και Ανάπτυξη (ΟΟΣΑ), η Παγκόσμια Τράπεζα, η Ευρωπαϊκή Ένωση κ.ά. (Ζμας, 2007).

Λαμβάνοντας υπόψη τα παραπάνω, η παρούσα μελέτη εστιάζει στη συνεξέταση των πρόσφατων ρητορικών οι οποίες προέρχονται από το μακρο-επίπεδο των διεθνών οργανισμών UNESCO και ΟΟΣΑ, υπό το πρίσμα της διαπολιτισμικής διάστασης της εκπαίδευσης. Συγκεκριμένα, έχει επιλεγεί μια σειρά επίσημων κειμένων πολιτικής από το 2015 έως το 2018, σε μια προσπάθεια διερεύνησης, αν ναι, με ποιον τρόπο και σε ποιον βαθμό, οι παραδοχές της διαπολιτισμικής εκπαίδευσης συνεμφανίζονται στον επίσημο λόγο των παγκόσμιων φορέων εκπαιδευτικής πολιτικής, σήμερα.

Η επιλογή της UNESCO βασίστηκε στη βιβλιογραφική τεκμηρίωση που την παρουσιάζει ως θεσμοθετημένο φορέα του ΟΗΕ για την εκπαίδευση, με ιδιαίτερη συμβολή στη διαμόρφωση πολιτικών και στη γεφύρωση πολιτισμικών και ιδεολογικών διαφορών (Zapata-Barrero, Mansouri,

2021· Hajisoteriou, Angelides, 2016). Ομοίως, ο ΟΟΣΑ θεωρείται ως ένας από τους πλέον επιδραστικούς οργανισμούς στην παραγωγή και διάχυση πολιτικής γνώσης, λειτουργώντας ως καίριος μηχανισμός τεκμηρίωσης και καθοδήγησης σε ζητήματα εκπαιδευτικής πολιτικής. (Ledger et al., 2019·Morgan, Shahjahan, 2014·Tota, 2014).

Προκειμένου το συγκριτικό επιχείρημα να είναι ανάλογο, ταυτόχρονο, διαλογικό και σύμφωνο με το σύγχρονο παγκόσμιο συγκείμενο, θα επιδιώξουμε τη συγκριτική ανάλυση θέτοντας τρεις άξονες, βάσει των οποίων αυτή θα πραγματοποιηθεί, ως ακολούθως:

- Άξονας 1: Οι στόχοι των παγκοσμιοποιημένων πολιτικών της UNESCO και του ΟΟΣΑ, ως προς τη διαπολιτισμική εκπαίδευση
- Άξονας 2: Ο τύπος ανθρώπου που επιδιώκουν να δημιουργήσουν οι παγκοσμιοποιημένες πολιτικές της UNESCO και του ΟΟΣΑ, ως προς τη διαπολιτισμική εκπαίδευση
- Άξονας 3: Οι ικανότητες που επιδιώκουν να αναπτύξουν οι παγκοσμιοποιημένες πολιτικές της UNESCO και του ΟΟΣΑ διά της εκπαίδευσης, ως προς τη διαπολιτισμική διάσταση

Η παρούσα εργασία διαρθρώνεται με βάση τους ανωτέρω άξονες και ολοκληρώνεται με τα συμπεράσματα της συγκριτικής ανάλυσης.

2. Κυρίως μέρος

2.1. Άξονας 1: Οι στόχοι των παγκοσμιοποιημένων πολιτικών της UNESCO και του ΟΟΣΑ, ως προς τη διαπολιτισμική εκπαίδευση

Το 2015, τα Ηνωμένα Έθνη ενέκριναν την Ατζέντα 2030 για τη Βιώσιμη Ανάπτυξη, υιοθετώντας 17 Στόχους Βιώσιμης Ανάπτυξης. Με τον τρόπο αυτό, τέθηκε ένα νέο πλαίσιο για την αναπτυξιακή συνεργασία των κρατών-μελών τα επόμενα 15 χρόνια (Singh, 2019). Η Ατζέντα 2030 στοχεύει στον σεβασμό και τη διατήρηση της περιβαλλοντικής ακεραιότητας, τη βιώσιμη οικονομική δραστηριότητα και την κοινωνική δικαιοσύνη για τις τωρινές και τις μελλοντικές γενιές (Sinakou et al, 2019).

Η συμπερίληψη, η ενσωμάτωση και η καθολικότητα, αποτελούν τα κύρια χαρακτηριστικά της νέα ατζέντας (UNESCO, 2017). Με τον Στρατηγικό Στόχο 4, η UNESCO εισάγει την έννοια της *Εκπαίδευσης για τη Βιώσιμη Ανάπτυξη,* με την οποία επιδιώκει να διασφαλίσει τη συμπερίληψη στην εκπαίδευση, την παροχή δίκαιης και ποιοτικής εκπαίδευσης, καθώς και την προώθηση ευκαιριών διά βίου μάθησης για όλους (UNESCO, 2017).

Ο ΟΟΣΑ αντίστοιχα, προωθεί το όραμα των Ηνωμένων Εθνών για τη Βιώσιμη Ανάπτυξη, ακολουθώντας ωστόσο, μια διαφορετική ορολογία από αυτήν της UNESCO για την εκπαίδευση. Προτάσσει την έννοια της *Εκπαίδευσης για την Παγκόσμια Ικανότητα* (Zajda, 2023), προσεγγίζοντάς την ως μια πολυδιάστατη ικανότητα (OECD, 2018). Στο πλαίσιο αυτό, συμπεριλαμβάνει από το 2018, την *παγκόσμια ικανότητα* στις μετρήσεις του προγράμματος PISA για την αξιολόγηση της ποιότητας, της ισότητας και της αποτελεσματικότητας στην εκπαίδευση (OECD, 2018).

Αμφότεροι οι διεθνείς οργανισμοί σε επίπεδο ρητορικής, έχουν αποσαφηνίσει τους στόχους των παγκοσμιοποιημένων πολιτικών τους για την εκπαίδευση. Οι στόχοι καταδεικνύουν τον σχεδιασμό και το όραμα που είναι αναγκαίο να διαπνέει τις εκπαιδευτικές πολιτικές των κρατών, σήμερα και στο μέλλον. Με βάση τα παραπάνω, στον εν λόγω άξονα θα επιδιώξουμε τη συνεξέταση των στόχων των παγκοσμιοποιημένων πολιτικών, ως προς τη διαπολιτισμική διάσταση, όπως παρουσιάζονται στα επιλεγμένα επίσημα κείμενα πολιτικής των δύο διεθνών οργανισμών.

Η εκπαίδευση για τη βιώσιμη ανάπτυξη (Στρατηγικός Στόχος 4), υπογραμμίζει τη σημασία της εκπαίδευσης ως θεμελιώδες ανθρώπινο δικαίωμα και δημόσιο αγαθό και ως κύριο μοχλό ανάπτυξης (Singh, 2019). Η UNESCO (2015, 20-21), εξειδικεύει τους επιμέρους στόχους της και ζητά από τις κυβερνήσεις να τους διασφαλίσουν, ως ακολούθως:

- *"4.1 έως το 2030, να έχει εξασφαλιστεί ότι όλα τα κορίτσια και τα αγόρια έχουν πρόσβαση σε δωρεάν, ισότιμη και ποιοτική πρωτοβάθμια και δευτεροβάθμια εκπαίδευση η οποία θα οδηγεί σε κατάλληλα και αποδοτικά μαθησιακά αποτελέσματα*

- *4.2 έως το 2030, να έχει εξασφαλιστεί ότι όλα τα κορίτσια και τα αγόρια έχουν πρόσβαση σε ποιοτική πρώιμη παιδική ανάπτυξη, φροντίδα και προσχολική εκπαίδευση, ώστε να είναι έτοιμα για την πρωτοβάθμια εκπαίδευση*
- *4.3 έως το 2030, να έχει εξασφαλιστεί ίση πρόσβαση σε όλες τις γυναίκες και τους άνδρες, προσιτή και ποιοτική τεχνική, επαγγελματική και τριτοβάθμια εκπαίδευση, συμπεριλαμβανομένης της πανεπιστημιακής εκπαίδευσης*
- *4.4 έως το 2030, να έχει αυξηθεί σημαντικά ο αριθμός των νέων και ενηλίκων που έχουν κατάλληλες δεξιότητες, συμπεριλαμβανομένων των τεχνικών και επαγγελματικών δεξιοτήτων, για την απασχόληση, για αξιοπρεπείς θέσεις εργασίας και για την ανάπτυξη επιχειρηματικότητας*
- *4.5 έως το 2030, να έχουν εξαλειφθεί οι ανισότητες μεταξύ των φύλων στην εκπαίδευση και να έχει διασφαλιστεί ίση πρόσβαση σε όλα τα επίπεδα εκπαίδευσης και επαγγελματικής κατάρτισης στα ευάλωτα άτομα, συμπεριλαμβανομένων των ατόμων με αναπηρία, ιθαγενών πληθυσμών και παιδιών σε ευάλωτες καταστάσεις*
- *4.6 έως το 2030, να έχει εξασφαλιστεί ότι όλη η νεολαία και ένα σημαντικό ποσοστό των ενηλίκων ανδρών και γυναικών, έχουν κατακτήσει το στοιχειώδες επίπεδο αλφαβητισμού και μαθηματικών*
- *4.7 έως το 2030, να είναι βέβαιο ότι όλοι οι μαθητές αποκτούν τις γνώσεις και τις δεξιότητες που απαιτούνται για την προώθηση της βιώσιμης ανάπτυξης, μέσω της εκπαίδευσης για τη βιώσιμη ανάπτυξη και τον βιώσιμο τρόπο ζωής, συμπεριλαμβανομένης της εκπαίδευσης για τα ανθρώπινα δικαιώματα, το φύλο, την ισότητα, την προώθηση μιας κουλτούρας ειρήνης και μη βίας, την παγκόσμια πολιτότητα και την εκτίμηση της πολιτισμικής ποικιλομορφίας και της συμβολής του πολιτισμού στη βιώσιμη ανάπτυξη".*

Η θεώρηση του ΟΟΣΑ για την *παγκόσμια ικανότητα*, περιλαμβάνει τέσσερις στόχους, που πρέπει να επιτευχθούν διά της εκπαίδευσης, ώστε όλοι οι άνθρωποι να είναι σε θέση να ανταποκριθούν με επιτυχία στην καθημερινότητά τους (OECD, 2018, 7-8), ως εξής:

- "*Στόχος 1: να αποκτήσουν την ικανότητα κριτικής εξέτασης ζητημάτων και καταστάσεων τοπικής, παγκόσμιας και πολιτισμικής σημασίας (π.χ. φτώχεια, οικονομική αλληλεξάρτηση, μετανάστευση, ανισότητα, περιβαλλοντικοί κίνδυνοι, συγκρούσεις, πολιτισμικές διαφορές και στερεότυπα)*
- *Στόχος 2: να αποκτήσουν την ικανότητα κατανόησης και εκτίμησης διαφορετικών προοπτικών και κοσμοθεωριών*
- *Στόχος 3: να αποκτήσουν την ικανότητα δημιουργίας θετικών αλληλεπιδράσεων με άτομα διαφορετικών εθνικών, εθνοτικών, θρησκευτικών, κοινωνικών ή πολιτισμικών υπόβαθρων ή διαφορετικού φύλου*
- *Στόχος 4: να αποκτήσουν την ικανότητα και τη διάθεση να αναλάβουν ενεργό δράση για τη βιώσιμη ανάπτυξη και τη συλλογική ευημερία*".

Όπως σημειώνει ο ΟΟΣΑ, αυτοί οι τέσσερις στόχοι είναι έντονα αλληλεξαρτώμενοι και αλληλεπικαλυπτόμενοι και συνθέτουν την *παγκόσμια ικανότητα* (OECD, 2018).

Από την συνεξέταση των στόχων των σύγχρονων παγκοσμιοποιημένων πολιτικών, διαπιστώνεται και στους δυο οργανισμούς πληθώρα στοιχείων που άπτονται του διαπολιτισμικού μοντέλου, αλλά παρατηρείται διαφοροποιημένη εστίαση. Η UNESCO από τη μια, στοχεύει κυρίως να διασφαλίσει ότι όλα τα παιδιά, οι έφηβοι και οι ενήλικες—ιδιαίτερα οι περισσότερο περιθωριοποιημένοι και ευάλωτοι—έχουν ισότιμη πρόσβαση στην εκπαίδευση και την κατάρτιση που ταιριάζει στις ανάγκες τους και το πλαίσιο στο οποίο ζουν (Catarci, 2021).

Κάνει έκκληση για συμπερίληψη, δίκαιη εκπαίδευση και διά βίου μάθηση για όλους. Ειδικότερα, επιδιώκει την ικανοποίηση των αναγκών των παιδιών από ευάλωτες ομάδες συμπεριλαμβανομένων των παιδιών μεταναστών, των προσφύγων και άλλων εκτοπισμένων ατόμων που συχνά αποκλείονται από το εκπαιδευτικό σύστημα, λόγω γλωσσικών ή κοινωνικοοικονομικών εμποδίων (Buzov, 2020). Με επίκεντρο την κοινωνικο-συναισθηματική μάθηση, την εκπαίδευση για τα ανθρώπινα δικαιώματα και την ιδιότητα του ενεργού πολίτη, ακολουθούμενη από την προώθηση

ενός πολιτισμού της ειρήνης και της μη βίας, αποσκοπεί εμφανώς στην ανάπτυξη της διαπολιτισμικής εκπαίδευσης (Buzov, 2020).

Από την άλλη, αν και στο επίσημο κείμενο του ΟΟΣΑ αντί της συμπερίληψης αναδεικνύεται, κυρίως η έννοια της ικανότητας, διαπιστώνεται ότι οι διαστάσεις της παγκόσμιας ικανότητας ταυτίζονται με τις διαστάσεις της διαπολιτισμικής ικανότητας (Zembylas, 2023). Στο σημείο αυτό λοιπόν, θα μπορούσαμε να ισχυριστούμε ότι παρατηρείται σύγκλιση του επιμέρους στόχου 4.7 του πλαισίου της UNESCO ο οποίος αναφέρεται στην απόκτηση γνώσεων και δεξιοτήτων, με την πολιτική του ΟΟΣΑ η οποία εστιάζει στην παγκόσμια ικανότητα. Και οι δύο οργανισμοί υπογραμμίζουν την ικανότητα για εκτίμηση της πολιτισμικής ποικιλομορφίας, για τη δημιουργία θετικών αλληλεπιδράσεων και για ανάληψη ενεργού δράσης. Ως εκ τούτου, η διαπολιτισμικότητα προσεγγίζεται ως η προώθηση της κατανόησης, του σεβασμού και του διαλόγου μεταξύ διαφορετικών πολιτισμών, ομάδων και ατόμων (Zapata-Barrero, Mansouri, 2021).

Παρατηρείται λοιπόν, ότι η παγκόσμια προοπτική της διαπολιτισμικής εκπαίδευσης, όπως αναδεικνύεται στα επιλεγμένα επίσημα κείμενα πολιτικής των δυο υπερεθνικών οργανισμών, συνυφαίνεται μαζί με άλλες μορφές εκπαίδευσης, όπως η εκπαίδευση για την ειρήνη, τα ανθρώπινα δικαιώματα, τη βιώσιμη οικονομική ανάπτυξη και την εκπαίδευση για τον σεβασμό και την προστασία του περιβάλλοντος (Chiriac, Panciuc, 2015).

Αν και στις επιδιώξεις της UNESCO, διαπιστώνεται κυρίως η συμπεριληπτική προσέγγιση η οποία αποσκοπεί στην ενδυνάμωση των μειονοτήτων μέσω της εκπαίδευσης, εν τούτοις και στους δύο οργανισμούς αναδεικνύεται η βασική αρχή της διαπολιτισμικής εκπαίδευσης, σύμφωνα με την οποία αυτή αφορά στο σύνολο του μαθητικού πληθυσμού —ανεξαρτήτως αν πρόκειται για μέλη μειονοτήτων, μεταναστευτικών ή πλειονοτικών ομάδων, γηγενείς ή μη— με στόχο την υπέρβαση των εθνοκεντρικών προσεγγίσεων, των στερεοτύπων και των φαινομένων μισαλλοδοξίας (Θεοδώρου, Φιλίππου, 2013).

Εν κατακλείδι, ως προς τον Άξονα 1, εντοπίζεται η ανθρωποκεντρική προσέγγιση της διαπολιτισμικής εκπαίδευσης, με διαφορετική ωστόσο εστίαση ως προς τη στοχοθεσία των παγκοσμιοποιημένων πολιτικών των δυο οργανισμών, καθώς από τη μια η UNESCO φαίνεται να αποδίδει ιδιαίτερη βαρύτητα στη συμπερίληψη, ενώ ο ΟΟΣΑ στην απόκτηση ικανοτήτων. Η διάσταση όμως, που αφορά τις γνώσεις και τις ικανότητες στην πολιτική της UNESCO, παρουσιάζει εμφανείς ομοιότητες με τις διαστάσεις της στοχοθεσίας του ΟΟΣΑ. Στο σημείο αυτό, και οι δύο οργανισμοί επιδιώκουν να προωθήσουν τη διαπολιτισμικότητα, στο πλαίσιο της διαχείρισης της πολυπολιτισμικότητας σε τοπικό, εθνικό και παγκόσμιο επίπεδο, με τρόπο που να προάγουν τον σεβασμό στην ετερότητα, την αρμονική αλληλεπίδραση και την ισοτιμία μεταξύ των πολιτισμών (Chiriac, Panciuc, 2015).

2.2. Άξονας 2: Ο τύπος ανθρώπου που επιδιώκουν να δημιουργήσουν οι παγκοσμιοποιημένες πολιτικές της UNESCO και του ΟΟΣΑ, ως προς τη διαπολιτισμική εκπαίδευση

Στη βιβλιογραφία, συναντάται η θεώρηση ότι η εξέλιξη των εκπαιδευτικών συστημάτων και κατά συνέπεια των κοινωνιών όπου αυτά λειτουργούν, συνδέεται —μεταξύ άλλων— και με το πρότυπο του ανθρώπου που επιδιώκεται να καλλιεργηθεί μέσω της εκπαιδευτικής διαδικασίας (Μεσσήνη, 2012). Η διαπολιτισμική εκπαίδευση επιδιώκει τη διαμόρφωση μαθητών με ενσυναίσθηση απέναντι στην ετερότητα οι οποίοι να διαθέτουν τις απαραίτητες δεξιότητες για να συμμετέχουν ενεργά και αποτελεσματικά σε πολυπολιτισμικά και δημοκρατικά κοινωνικά πλαίσια και να προωθούν τον διάλογο, τη συνεργασία και την επικοινωνία με άτομα από ποικίλα πολιτισμικά υπόβαθρα. (Μάμας, 2014). Υπό το πρίσμα αυτό, στην παρούσα ενότητα, επιχειρείται η συνεξέταση των παγκοσμιοποιημένων εκπαιδευτικών πολιτικών της UNESCO και του ΟΟΣΑ, στην προσπάθεια διερεύνησης του τύπου ανθρώπου που στοχεύουν να δημιουργήσουν, λαμβάνοντας υπόψη τη διαπολιτισμική διάσταση της εκπαίδευσης.

Η πολιτική της UNESCO, εστιάζει στη δημιουργία ατόμων ικανών να επιτύχουν τους στόχους τους, να αναπτύσσουν τις γνώσεις και τις δυνατότητές τους και να συμμετέχουν πλήρως στην κοινωνία (UNESCO, 2015). Κατά την UNESCO, είναι σημαντικό τα άτομα να είναι σε θέση να

συμβιώνουν ειρηνικά και παραγωγικά, να λαμβάνουν υπεύθυνες αποφάσεις και να αναλαμβάνουν ενεργούς ρόλους σε τοπικό και παγκόσμιο επίπεδο προς τον σκοπό της αντιμετώπισης και επίλυσης των παγκόσμιων προκλήσεων (UNESCO, 2015).

Η ρητορική του ΟΟΣΑ εστιάζει στον τύπο του *παγκόσμια ικανού ατόμου*. Τα *παγκόσμια ικανά άτομα* είναι σε θέση να εξετάζουν κριτικά τοπικά, παγκόσμια και διαπολιτισμικά θέματα, να κατανοούν και να εκτιμούν διαφορετικές προοπτικές και κοσμοθεωρίες, να αλληλεπιδρούν με επιτυχία και σεβασμό με τους άλλους και να αναλαμβάνουν ενεργό δράση για τη βιώσιμη ανάπτυξη και τη συλλογική ευημερία (OECD, 2018). Διαθέτουν κατανόηση για τον κόσμο και είναι σε θέση να εκφράζουν τις απόψεις τους και να συμμετέχουν ενεργά στην κοινωνία (OECD, 2018).

Με βάση τα παραπάνω, διαπιστώνεται ότι η UNESCO επιδιώκει τον διαπολιτισμικά ικανό και ενεργό παγκόσμιο πολίτη, παράλληλα με τον προσοντούχο και με αυτοπεποίθηση εργαζόμενο. Η εκπαίδευση για την αειφορία επιδιώκει να ενθαρρύνει τους εκπαιδευόμενους να γίνουν δημιουργικοί και υπεύθυνοι πολίτες του κόσμου που στοχάζονται κριτικά στις ιδέες της βιώσιμης ανάπτυξης και στις αξίες που τις διέπουν (Kopnina, 2020). Αν και ο ΟΟΣΑ αποδίδει μεγαλύτερη έμφαση στις διαπολιτισμικές επικοινωνιακές δεξιότητες, επί της ουσίας οι εκπαιδευτικές πολιτικές αμφότερων των οργανισμών, αποσκοπούν στη δημιουργία ενός διαπολιτισμικά ικανού ατόμου και δημοκρατικά ενεργού πολίτη (Deardorff, 2020).

Συμπερασματικά, συνάγεται ότι στις παγκοσμιοποιημένες πολιτικές και των δύο υπερεθνικών οργανισμών ως προς τον Άξονα 2, υποστηρίζεται το διαπολιτισμικό μοντέλο, υπό την έννοια ότι στοχεύει στην ενδυνάμωση του ατόμου μέσω της ανάπτυξης ικανοτήτων οι οποίες του επιτρέπουν να δρα με στόχο την κοινωνική αλλαγή και την προώθηση της κοινωνικής χειραφέτησης (Fass et al., 2014).

2.3. Άξονας 3: Οι ικανότητες που επιδιώκουν να αναπτύξουν οι παγκοσμιοποιημένες πολιτικές της UNESCO και του ΟΟΣΑ διά της εκπαίδευσης, ως προς τη διαπολιτισμική διάσταση

Στη σύγχρονη παγκόσμια θεώρηση, η διαπολιτισμική εκπαίδευση αποσκοπεί στην καλλιέργεια διαπολιτισμικής επάρκειας σε όλους τους μαθητές, ενισχύοντας την ικανότητά τους να αλληλεπιδρούν θετικά με τη διαφορετικότητα, τόσο στο εσωτερικό των κοινωνιών όσο και σε διακρατικό επίπεδο (Deardorff, 2020). Υπό την οπτική αυτή, στην παρούσα ενότητα θα επιχειρήσουμε να συνεξετάσουμε το είδος των ικανοτήτων τις οποίες στοχεύουν να αναπτύξουν διαμέσου της εκπαίδευσης οι υπό ανάλυση ρητορικές των δύο υπερεθνικών οργανισμών.

Η εκπαίδευση για τη βιώσιμη ανάπτυξη επιδιώκει να αναπτύξει γνώσεις, δεξιότητες, αξίες και στάσεις οι οποίες ενδυναμώνουν όλους τους μαθητές, ώστε να λαμβάνουν υπεύθυνες αποφάσεις και να δρουν ενεργά για την περιβαλλοντική ακεραιότητα, για την οικονομική βιωσιμότητα και για μια δίκαιη κοινωνία, με σεβασμό στην πολιτισμική πολυμορφία. Στο πλαίσιο αυτό, η UNESCO προωθεί την καλλιέργεια βασικών ικανοτήτων, όπως η κριτική και συστημική σκέψη, η συλλογική λήψη αποφάσεων και η ανάληψη ευθύνης για τις σημερινές και τις μελλοντικές γενιές, με απώτερο σκοπό να μπορούν να μετασχηματίσουν τον εαυτό τους και την κοινωνία στην οποία ζουν (UNESCO, 2015).

Παράλληλα, προάγει την εκπαίδευση για την παγκόσμια πολιτότητα η οποία περιλαμβάνει την καλλιέργεια των εξής ικανοτήτων: α) Βαθιά γνώση των παγκόσμιων θεμάτων και των καθολικών αξιών όπως η δικαιοσύνη, η ισότητα, η αξιοπρέπεια και ο σεβασμός β) γνωστικές δεξιότητες κριτικής, συστημικής και δημιουργικής σκέψης, συμπεριλαμβανομένης της υιοθέτησης μιας προσέγγισης πολλαπλών προοπτικών η οποία αναγνωρίζει διαφορετικές διαστάσεις και οπτικές γωνίες των θεμάτων γ) μη γνωστικές δεξιότητες, συμπεριλαμβανομένων των κοινωνικών δεξιοτήτων, όπως η ενσυναίσθηση και η επίλυση συγκρούσεων και επικοινωνιακές δεξιότητες για δικτύωση και αλληλεπίδραση με άτομα διαφορετικού υπόβαθρου, διαφορετικής προέλευσης, πολιτισμών και αντιλήψεων και δ) κοινωνικές δεξιότητες, ώστε τα άτομα να ενεργούν συνεργατικά και υπεύθυνα και να αγωνίζονται για το συλλογικό καλό (UNESCO, 2015, 49).

Ο ΟΟΣΑ επίσης, μέσω της εκπαίδευσης επιδιώκει την απόκτηση *γνώσεων*, *δεξιοτήτων*, *στάσεων* και *αξιών* (OECD, 2018, 12). Η *γνώση* αφορά τη διαπολιτισμική γνώση, δηλαδή την

επίγνωση για τις ομοιότητες, τις διαφορές και τις σχέσεις μεταξύ των πολιτισμών. Αυτή η γνώση βοηθά τους ανθρώπους να αμφισβητούν την παραπληροφόρηση και τα στερεότυπα για άλλες χώρες και ανθρώπους με αποτέλεσμα να καταπολεμούν τη μισαλλοδοξία και τις υπεραπλουστευμένες αναπαραστάσεις για τον κόσμο (OECD, 2018).

Οι *δεξιότητες* αφορούν την ικανότητα των ατόμων να εφαρμόζουν ένα πολύπλοκο και καλά οργανωμένο μοτίβο σκέψης (γνωστικές δεξιότητες) ή συμπεριφορές (κοινωνικές δεξιότητες), προκειμένου να επιτευχθεί ένας συγκεκριμένος στόχος, όπως: κριτική σκέψη, διαπολιτισμικές επικοινωνιακές ικανότητες, κατανόηση της οπτικής γωνίας του άλλου, δεξιότητες επίλυσης συγκρούσεων και προσαρμοστικότητα (OECD, 2018).

Οι *στάσεις* αναφέρονται στην ανοιχτότητα και τον σεβασμό απέναντι στα άτομα διαφορετικού πολιτισμικού υπόβαθρου και στην απόκτηση παγκόσμιας νοοτροπίας που υιοθετεί ένα άτομο για ένα άτομο, μια ομάδα, έναν φορέα, ένα θέμα, μια συμπεριφορά ή ένα σύμβολο (OECD, 2018). Η παγκόσμια νοοτροπία περιστρέφεται γύρω από την ιδέα ότι κάποιος είναι πολίτης του κόσμου με δεσμεύσεις και υποχρεώσεις προς τον πλανήτη και τους άλλους, ανεξάρτητα από το ιδιαίτερο πολιτισμικό ή εθνικό τους υπόβαθρο (OECD, 2018).

Οι *αξίες* τέλος, περιλαμβάνουν την καλλιέργεια της εκτίμησης στη ανθρώπινη αξιοπρέπεια και στην πολιτισμική ποικιλομορφία. Οι αξίες αυτές συμβάλλουν στην παγκόσμια ικανότητα, διότι βοηθούν τα άτομα να επεξεργάζονται πληροφορίες για άλλους πολιτισμούς και να αποφασίσουν πώς να αλληλοεπιδράσουν με τους άλλους και τον κόσμο (OECD, 2018). Άτομα τα οποία καλλιεργούν αυτές τις αξίες αποκτούν μεγαλύτερη επίγνωση για τον εαυτό τους και το περιβάλλον τους και αναπτύσσουν ισχυρά κίνητρα για την εξάλειψη του αποκλεισμού, του αναλφαβητισμού, της βίας, της καταπίεσης και του πολέμου (OECD, 2018).

Από τη συνεξέταση των ικανοτήτων που επιδιώκουν οι δύο διεθνείς οργανισμοί να καλλιεργήσουν διά της εκπαίδευσης, διαπιστώνεται ταύτιση και ευθυγράμμιση μεταξύ τους και με τη φιλοσοφία και τη στόχευση της διαπολιτισμικής εκπαίδευσης, σε επίπεδο δεξιοτήτων. Στις ρητορικές τους παρατηρείται η πρόθεση για αρμονική ανάπτυξη τόσο γνωστικών, όσο και κοινωνικών δεξιοτήτων οι οποίες προάγουν τη διαπολιτισμική ευαισθησία, την επίγνωση και την αποδοχή της ποικιλομορφίας και της διαφορετικότητας.

Εν κατακλείδι, στον πυρήνα και των δυο εκπαιδευτικών πολιτικών εντοπίζεται η καλλιέργεια διαπολιτισμικών επικοινωνιακών δεξιοτήτων οι οποίες προωθούν την αποτελεσματική και κατάλληλη επικοινωνία μεταξύ ατόμων και πολιτισμών, είτε εντός του ίδιου κοινωνικού πλαισίου, είτε σε διαφορετικά πλαίσια, ταυτόχρονα με την ανάπτυξη της διαπολιτισμικής ικανότητας, και της ενεργού παγκόσμιας πολιτότητας, προκειμένου οι οικουμενικές αξίες να επικρατήσουν ανά το παγκόσμιο (Karras, 2021).

3. Συμπεράσματα

Η παγκοσμιοποίηση καθιστά όλο και περισσότερο επιτακτική την ανάγκη της κατανόησης, της αποδοχής και του σεβασμού στη διαφορετικότητα (Karras, 2021). Στο πλαίσιο αυτό, όλοι οι εμπλεκόμενοι φορείς της εκπαίδευσης σε διεθνές και εθνικό επίπεδο, οφείλουν να αναγνωρίσουν τη σημασία της διαπολιτισμικής εκπαίδευσης (Karras, 2021).

Καθώς στο σύγχρονο διεθνοποιημένο περιβάλλον, οι εκπαιδευτικές ατζέντες των υπερεθνικών οργανισμών επιδρούν σημαντικά στις εθνικές πολιτικές (Ζμας, 2021), στην παρούσα μελέτη επιχειρήθηκε η συνεξέταση των παγκοσμιοποιημένων πολιτικών της UNESCO και του ΟΟΣΑ, με γνώμονα τη διαπολιτισμική διάσταση της εκπαίδευσης, μέσα από τη διερεύνηση επίσημων κειμένων πολιτικής που παράχθηκαν από το 2015-2018, καθώς και τη συναφή βιβλιογραφία. Η συγκριτική ανάλυση των αξόνων κατέδειξε ότι αμφότεροι οι υπερεθνικοί οργανισμοί υιοθετούν τη διαπολιτισμική διάσταση στη ρητορική τους.

Συγκεκριμένα, ως προς τον Άξονα 1, ο οποίος αφορά στους στόχους των παγκοσμιοποιημένων πολιτικών, αν και οι δύο οργανισμοί παρουσιάζουν διαφορετική εστίαση, η διαπολιτισμική εκπαίδευση επιδιώκεται ως διαδικασία ενεργητικής συνάντησης των πολιτισμών με έμφαση στις οικουμενικές αξίες για την εκπαίδευση και τους σκοπούς της (προώθηση της συμπερίληψης και της

κοινωνικής δικαιοσύνης, σεβασμός των ανθρωπίνων δικαιωμάτων, προαγωγή της ειρήνης, ενίσχυση του διαπολιτισμικού διαλόγου, της διαπολιτισμικής επικοινωνίας και της ενεργού παγκόσμιας πολιτότητας).

Ως προς τον Άξονα 2, ο οποίος αναφέρεται στον τύπο ανθρώπου που επιδιώκουν να δημιουργήσουν οι παγκόσμιες εκπαιδευτικές ρητορικές, παρατηρείται ότι και οι δυο οργανισμοί συγκλίνουν στη δημιουργία ενός διαπολιτισμικά ικανού ατόμου και δημοκρατικά ενεργού παγκόσμιου πολίτη. Το άτομο αυτό χαρακτηρίζεται από διαπολιτισμική ευαισθησία και κοινωνική υπευθυνότητα, στοιχεία κρίσιμα για τη λειτουργία πλουραλιστικών και δημοκρατικών κοινωνιών.

Ως προς τον Άξονα 3, αναφορικά με το είδος των ικανοτήτων τις οποίες στοχεύουν να αναπτύξουν οι δυο οργανισμοί, ομοίως διαπιστώνεται κοινή προσέγγιση ως προς την καλλιέργεια δεξιοτήτων (γνωστικών και κοινωνικών) διά της εκπαίδευσης οι οποίες συμβάλλουν στη θετική αλληλεπίδραση μεταξύ των πολιτισμών, τον σεβασμό στη διαφορετικότητα και την καταπολέμηση της ξενοφοβίας και του ρατσισμού. Πρόκειται, δηλαδή, για μια ολιστική προσέγγιση της εκπαίδευσης, η οποία επιδιώκει την ενδυνάμωση των υποκειμένων για την ενεργή συμμετοχή τους σε έναν παγκόσμιο, διασυνδεδεμένο και πολιτισμικά πλουραλιστικό κόσμο.

Ωστόσο, ολοκληρώνοντας την παρούσα μελέτη, οφείλουμε να επισημάνουμε ότι οι παγκοσμιοποιημένες πολιτικές δεν είναι δυνατόν να υιοθετηθούν και να εφαρμοστούν αυτούσιες στα εγχώρια εκπαιδευτικά συστήματα. Απαιτείται η αναπροσαρμογή και η αναπλαισίωσή τους με βάση τις ιδιαιτερότητες του τοπικού συγκείμενου και είναι αναγκαίο να διερευνάται ο τρόπος με τον οποίο οι παγκόσμιες ρητορικές δύνανται να μεταφερθούν στο εθνικό και τοπικό συγκείμενο, για την αποτελεσματική εφαρμογή και νομιμοποίησή τους (Ζμας, 2007).

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ΠΡΑΚΤΙΚΕΣ ΓΙΑ ΤΗΝ ΕΝΙΣΧΥΣΗ ΤΗΣ ΔΙΔΑΣΚΑΛΙΑΣ ΤΗΣ ΧΗΜΕΙΑΣ ΣΤΟ ΕΡΓΑΣΤΗΡΙΟ

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Περίληψη

Για τη διδασκαλία των θετικών επιστήμων, οι πειραματικές διαδικασίες είναι αναγκαίο να αποτελούν αναπόσπαστο κομμάτι και συνιστούν εκπαιδευτική πρακτική που σχετίζεται τόσο με τους γνωστικούς, όσο και με τους ψυχοκινητικούς στόχους της εκπαίδευσης. Ειδικά για το διδακτικό αντικείμενο της Χημείας είναι σημαντικό να είναι διερευνητικό και εργαστηριακό μάθημα, ώστε από την μία πλευρά να κινητοποιεί το ενδιαφέρον των μαθητών/τριων και να τους/τις εμπλέκει ισχυρά στην εκπαιδευτική διαδικασία και από την άλλη να εναρμονίζεται με τις πρακτικές μέσω των οποίων αναπτύσσεται η επιστήμη της Χημείας.

Ο στόχος της παρούσας εργασίας είναι να τονιστούν συγκεκριμένες πρακτικές που είναι ωφέλιμο να λαμβάνει υπόψη ένας/μια εκπαιδευτικός για το σχεδιασμό και την υλοποίηση ενός εργαστηριακού μαθήματος ή ενός προγράμματος σπουδών με κύριο σκοπό την ενίσχυση της διδασκαλίας του διδακτικού αντικειμένου της Χημείας σε ένα σχολικό περιβάλλον.

Λέξεις κλειδιά: Θετικές Επιστήμες, Διδασκαλία, Χημεία, Εργαστηριακές ασκήσεις

1. Εισαγωγή

Η διδασκαλία είναι εποικοδομητικό να βασίζεται στην ενεργό συμμετοχή του/της μαθητή/τριας και όχι στην μετάδοση γνώσεων από τον/τη διδάσκοντα/ουσα και στην αποθήκευση των γνώσεων αυτών από τον/την μαθητή/τρια. Η διδασκαλία πρέπει να είναι συμμετοχική και να λαμβάνει υπόψη την αλληλεπίδραση των μαθητών/τριων μεταξύ τους αλλά και με τον/τη διδάσκοντα/ουσα. Η βελτίωση της διδασκαλίας της Χημείας στο σχολείο μπορεί να επιτευχθεί μέσω διαφόρων στρατηγικών που ενισχύουν την κατανόηση και το ενδιαφέρον των μαθητών.

Η σημασία του πειράματος στη διαδικασία παραγωγής της γνώσης είναι αδιαμφισβήτητη. Η απλή παρατήρηση είναι μία παθητική κατάσταση, ενώ το πείραμα αποτελεί μία ενεργητική ευκαιρία παρακολούθησης και διερεύνησης ενός φαινομένου και για το λόγο αυτό αποτελεί μία μορφή πράξης. Αλλά η πράξη είναι ταυτόχρονα πηγή και κριτήριο της γνώσης. Οι μαθητές/τριες εξασκούνται στις μετρήσεις και αναπτύσσουν το ερευνητικό τους πνεύμα. Μαθαίνουν να διατυπώνουν ερωτήματα, υποθέσεις και να συνδέουν την θεωρία με την πράξη. Επίσης, καταλαβαίνουν τη σημασία της ακρίβειας των μετρήσεων. Ακόμα, οι μαθητές/τριες μέσα από τα πειράματα εξοικειώνονται με τα επιστημονικά όργανα, τις συσκευές και τα εργαλεία του εργαστηρίου. Δουλεύουν σε ομάδες και έτσι μαθαίνουν να συνεργάζονται και να επικοινωνούν. Τέλος, μέσα από τα πειράματα γίνονται περισσότερο παρατηρητικοί/κες και αποκτούν την ικανότητα να επιχειρηματολογούν (Κεχαγιάς, 2017).

Για τις θετικές επιστήμες, όπως αναφέρθηκε και συγκεκριμένα για τη Χημεία, οι πειραματικές διαδικασίες οφείλουν να αποτελούν αναπόσπαστο κομμάτι της διδασκαλίας και συνιστούν εκπαιδευτική πρακτική που σχετίζεται τόσο με τους γνωστικούς, όσο και με τους ψυχοκινητικούς στόχους της εκπαίδευσης. Επιπλέον πάρα πολύ σημαντικό είναι να εφαρμόζονται όσο πιο συχνά γίνεται στην καθημερινή εκπαιδευτική πρακτική. Παράλληλα αποτελούν αναπόσπαστο μέρος των νέων Προγραμμάτων Σπουδών που στηρίζονται στη διερεύνηση αλλά και των νέων σχολικών εγχειριδίων, των οποίων η συγγραφή είναι υπό εξέλιξη. (Ζήκος κ.α., 2022).

2. Κυρίως μέρος

2.1 Πρακτικές ενίσχυσης της διδασκαλίας της Χημείας

Η ενίσχυση της διδασκαλίας της Χημείας στο εργαστήριο μπορεί να επιτευχθεί με διάφορες μεθόδους που προάγουν τη βιωματική μάθηση, την κατανόηση εννοιών και την ανάπτυξη δεξιοτήτων. Παρακάτω παρουσιάζονται συγκεκριμένες προτάσεις που έχουν ως βασικό στόχο τη βελτίωση και την ενίσχυση της διδασκαλίας του διδακτικού αντικειμένου της Χημείας και περιλαμβάνουν τα παρακάτω βήματα:

Βήμα 1ο: *Δημιουργία περιβάλλοντος ευνοϊκού και προσιτού για της διαδικασία της μάθησης.*

Το πρώτο βασικό βήμα είναι η δημιουργία ενός περιβάλλοντος κατάλληλου που θα ευνοεί τη μάθηση και προϋποθέτει τη γνώση από τη μεριά του/της εκπαιδευτικού του προφίλ των μαθητών (Egambaram et al., 2022). Οι μαθητές που εισέρχονται στα εργαστηριακά μαθήματα φέρουν από το παρελθόν τους ένα ευρύ φάσμα προηγούμενων γνώσεων και αντιλήψεων σχετικών με την εργαστηριακή διδασκαλία τις οποίες και θα πρέπει να λαμβάνει υπόψη ο/η εκπαιδευτικός (Prosser, Trigwell, 1999). Η ουσιαστική μάθηση προκύπτει όταν η νέα μάθηση έχει σχεδιαστεί κατά τέτοιο τρόπο ώστε να σχετίζεται με την ήδη υπάρχουσα γνώση κάτι που είναι αναγκαίο να λαμβάνεται υπόψη και στις εργαστηριακές ασκήσεις.

Οι μαθητές θα αφομοιώσουν ευκολότερα τις γνώσεις και δεξιότητες όταν οι εργαστηριακές ασκήσεις συνδέονται με τις προηγούμενες γνώσεις και δεξιότητες. Για παράδειγμα σε μια άσκηση ποσοτικού προσδιορισμού με τη τεχνική της ογκομέτρησης (οξυμετρία ή αλκαλιμετρία), είναι απαραίτητο οι μαθητές/τριες να γνωρίζουν από προηγούμενες εργαστηριακές ασκήσεις πως να παρασκευάζουν διαλύματα, να χειρίζονται σωστά εργαστηριακό εξοπλισμό όπως ογκομετρικές φιάλες, ογκομετρικούς κυλίνδρους, σιφώνια, τον αναλυτικό ζυγό, να έχουν γνώσεις βασικές για τα οξέα, τις βάσεις και τους δείκτες ώστε να είναι σε θέση ανταπεξέλθουν με επιτυχία στην πραγματοποίηση της εργαστηριακής άσκησης.

Βήμα 2ο: *Προετοιμασία του εργαστηριακού χώρου ώστε οι μαθητές να βρεθούν σε ένα κατάλληλο περιβάλλον.*

Είναι αποδεδειγμένο ότι η σωστή προετοιμασία του χώρου όπου θα διεξαχθεί μια εργαστηριακή άσκηση έχει μια σειρά από οφέλη για τη μάθηση. Τέτοια οφέλη μπορεί να σχετίζονται με πειραματικές ικανότητες όπως για παράδειγμα η βελτιωμένη ακρίβεια και αποτελεσματικότητα των εργαστηριακών εργασιών καθώς και η ικανότητα εστίασης της προσοχής σε πιο σύνθετες τεχνικές, καλύτερη κατανόηση εννοιών, βελτιωμένο επίπεδο ανάλυσης και προβληματισμού για δράσεις που σχετίζονται με τις εργαστηριακές ασκήσεις, μεγαλύτερο αίσθημα αυτονομίας των μαθητών/τριων στον εργαστηριακό χώρο, ανάπτυξη θετικών συναισθημάτων όπως της αυτοπεποίθησης, της καλής διάθεσης καθώς και λιγότερο άγχος για την πρακτική εφαρμογή (Agustian, Seery, 2017).

Στην περίπτωση των εργαστηριακών ασκήσεων της Χημείας είναι απαραίτητο οι πάγκοι να είναι καθαροί χωρίς την παρουσία υπολειμμάτων (π.χ. σκόνες αντιδραστηρίων) που μπορούν να κάνουν τους/τις μαθητές/τριες να νοιώσουν ανασφάλεια και φόβο. Επίσης να υπάρχει άνεση κινήσεων, επαρκής αερισμός και φωτισμός. Ο εξοπλισμός να είναι εύκολα προσβάσιμος, αν είναι δυνατόν τοποθετημένος σε κάθε πάγκο με τάξη και καθαρός. Για παράδειγμα ένας αναλυτικός ζυγός που δεν έχει καθαριστεί ικανοποιητικά από προηγούμενες εργαστηριακές ασκήσεις πολύ πιθανόν να οδηγήσει του/τις μαθητές/τριες να μην είναι ιδιαίτερα προσεκτικοί/κες και ακριβείς στις μετρήσεις τους και επιπλέον είναι πιθανόν να μην καθαριστεί σωστά στο τέλος της άσκησης.

Η ενίσχυση του θετικού κλίματος, της ασφάλειας και ο περιορισμός τους άγχους των μαθητών/τριών μπορεί να επέλθουν όταν στην αρχή κάθε εργαστηριακής άσκησης ο/η εκπαιδευτής/τρια περιγράφει με σαφήνεια τους κανόνες ασφάλειας, τον τρόπο αποφυγής αλλά και αντιμετώπισης ανεπιθύμητων καταστάσεων που θα πρέπει να λάβουν υπόψη οι μαθητές/τριες.

Βήμα 3ο: *Σαφείς οδηγίες και σωστό προγραμματισμό των εργαστηρικών ασκήσεων.*

Πολύ σημαντικό ρόλο στη εκπλήρωση των εκπαιδευτικών στόχων σε μια εργαστηριακή άσκηση παίζει η σωστή οργάνωση και προετοιμασία από μέρους των εκπαιδευτικών. Είναι μεγάλης

σημασίας οι μαθητές/τριες να έχουν προετοιμαστεί κατάλληλα και να γνωρίζουν τι θα πρέπει να κάνουν κατά τη διάρκεια μιας εργαστηριακής άσκησης. Κάτι τέτοιο τους προκαλεί αίσθημα ασφάλειας και περιορίζει σημαντικά το άγχος και τους δισταγμούς που μπορεί να προκαλέσει μια μαθησιακή πορεία που μπορεί να μην είναι τόσο οικεία προς τους/τις μαθητές/τριες όπως οι εργαστηριακές ασκήσεις.

Για το λόγο αυτό σε κάθε εργαστηριακή άσκηση είναι αναγκαίο να υπάρχει το πρωτόκολλο με την πορεία που θα ακολουθηθεί, να έχει μοιραστεί προς τους/τις μαθητές/τριες πριν από την πραγματοποίηση της άσκησης ώστε να το έχουν μελετήσει και συζητήσει για τυχόν απορίες που μπορεί να έχουν προκύψει με τον/την υπεύθυνο εκπαιδευτικό. Έτσι μια ολιγόλεπτη συζήτηση σε σχέση με το πρωτόκολλο πριν από την εκτέλεση του πειράματος θα βοηθούσε στη δημιουργία ενός θετικού κλίματος και θα ενίσχυε τη συμμετοχή και τη συνεργασία των μαθητών/τριων.

Βήμα 4ο: *Δημιουργία σεναρίων για την ενίσχυση του διαλόγου, της συμμετοχής και τη σύνδεση θεωρίας και πράξης.*

Ο συνδυασμός θεωρίας και πράξης στη διδασκαλία των θετικών επιστημών είναι εξαιρετικής σημασίας για την κατανόηση και την εφαρμογή της γνώσης από τους/τις μαθητές/τριες. Οι θετικές επιστήμες, όπως τα Μαθηματικά, η Φυσική, η Χημεία, η Βιολογία και η Γεωλογία - Γεωγραφία απαιτούν όχι μόνο θεωρητική κατανόηση αλλά και πρακτική εμπειρία για να γίνουν κατανοητές σε βάθος. Ο επιτυχημένος συνδυασμός θεωρίας και πράξης προάγει μια πιο ολοκληρωμένη και αποδοτική μάθηση, προετοιμάζοντας τους/τις μαθητές/τριες για την κριτική σκέψη και την πρακτική εφαρμογή των γνώσεών τους στο μέλλον.

Μια πρακτική η οποία συμβάλλει στον παραπάνω συνδυασμό καθώς και στην ενίσχυση του ενδιαφέροντος από πλευράς μαθητών/τριων για τις εργαστηριακές ασκήσεις είναι η δημιουργία σεναρίων που θα σχετίζονται με πρακτικές εφαρμογές της καθημερινής ζωής. Τα σενάρια συμβάλλουν ώστε οι μαθητές/τριες να μην κάνουν μηχανικά ενέργειες στο εργαστήριο χωρίς να καταλαβαίνουν ή να δίνουν ιδιαίτερη σημασία. Αν ένας/μια μαθητής/τρια γνωρίζει το λόγο που κάνει μια διαδικασία ή την πρακτική εφαρμογή της, τότε είναι πολύ πιθανόν να αυξηθεί το ενδιαφέρον και η στάση του/της για τη διαδικασία να γίνει θετικότερη. Είναι εξαιρετικής σημασίας οι μαθητές/τριες να αναλογιστούν τι κάνουν και για ποιο λόγο με τους/τις συμμαθητές/τριες αλλά και με τους/τις καθηγητές/τριες που συνυπάρχουν σε ένα χώρο όπως το εργαστήριο (Seery et al., 2024).

Ένα χαρακτηριστικό παράδειγμα εφαρμογής είναι η αντίδραση σαπωνοποίησης η οποία διδάσκεται στη Χημεία της Β Λυκείου. Η δημιουργία ενός σεναρίου όπου οι μαθητές/τριες θα παρασκευάσουν ένα προϊόν με πρακτικές εφαρμογές όπως το σαπούνι δίνοντας βάση όχι μόνο στη χημική αντίδραση της σαπωνοποίησης αλλά και σε άλλες παραμέτρους όπως το σχήμα, το άρωμα, το χρώμα, τη συσκευασία είναι ένα γεγονός που είναι σχεδόν σίγουρο ότι θα αυξήσει το ενδιαφέρον των μαθητών/τριων και θα δημιουργήσει μια θετικότερη στάση για τις εργαστηριακές ασκήσεις και γενικότερα για την επιστήμη της Χημείας.

Βήμα 5ο: *Αξιοποίηση των Τεχνολογιών Πληροφορίας και Επικοινωνιών*.

Η αξιοποίηση των νέων τεχνολογιών και γενικότερα των τεχνολογιών πληροφορίας και επικοινωνιών (Τ.Π.Ε.) μπορεί να προσφέρει νέα μέσα και επιπρόσθετες ευκολίες και δυνατότητες στη διδασκαλία των Φυσικών επιστημών και ειδικότερα στη διδασκαλία της Χημείας.

Η οπτικοποίηση πειραμάτων με τη χρήση βιντεοσκοπημένου υλικού από επιδείξεις των πειραμάτων μέσα από το διαδίκτυο μπορεί να συμβάλλει σημαντικά στην καλύτερη προετοιμασία των μαθητών/τριων ώστε να εξοικονομηθεί πολύτιμος διδακτικός χρόνος. Επίσης βοηθάει ώστε να δημιουργηθεί ένα θετικότερο κλίμα για την πραγματοποίηση των πειραμάτων αφού οι μαθητές/τριες έχουν μια εικόνα για την πειραματική πορεία κάτι που τους/τις κάνει να νιώθουν μεγαλύτερη ασφάλεια και λιγότερο άγχος (Mojica, Upmacis, 2021).

Μια επιπλέον επιλογή η οποία τα τελευταία χρόνια εμφανίζει να κερδίζει διαρκώς έδαφος είναι τα εικονικά εργαστήρια. Τα εικονικά εργαστήρια επιχειρούν να υποκαταστήσουν σε ένα βαθμό το πραγματικό εργαστήριο και τον σχετικό εξοπλισμό που έχει αυτό. Τα εικονικά εργαστήρια αποτελούνται από λογισμικά προσομοιώσεων (software simulations) ηλεκτρονικών υπολογιστών. Μέσω των εικονικών εργαστηρίων, οι μαθητές/τριες μπορούν να εκτελούν οι ίδιοι, είτε ατομικά είτε

σε ομάδες, τα πειράματα με την επίβλεψη και καθοδήγηση των εκπαιδευτών/τριων (Φύσικλης, 2014).

Ορισμένα από τα πλεονεκτήματα που έχουν καταγραφεί στη βιβλιογραφία από την εφαρμογή των εικονικών εργαστηρίων στον τομέα της εκπαίδευσης παρουσιάζονται συνοπτικά παρακάτω:

- ● Ένα ποσοστό μαθητών/τριων βρίσκουν τα εικονικά εργαστήρια πιο εύκολα, λιγότερο κουραστικά και θεωρούν ότι κατανοούν καλύτερα τα πειράματα. Σε αρκετές περιπτώσεις, οι μαθητές/τριες που συμμετείχαν σε εικονικά εργαστήρια έκαναν πολύ καλή καταγραφή των πειραματικών δεδομένων και αποτελεσμάτων, κάτι που σε φυσικά εργαστήρια σε ορισμένες περιπτώσεις δεν είναι εφικτό (π.χ. ανεπαρκής εξοπλισμός). Κατά την εξέλιξη των εικονικών πειραμάτων υπάρχει η δυνατότητα της επικοινωνίας μεταξύ των μαθητών/τριων, γεγονός ενισχύει τη συνεργασία (Tatli, Ayas, 2010). Οι μαθητές/τριες συχνά εστιάζουν την προσοχή τους περισσότερο στην εξέλιξη του πειράματος και την κατανόηση ενός φαινομένου και όχι στα εργαλεία, τις συσκευές και τον υπόλοιπο εξοπλισμό ενός πραγματικού εργαστηρίου (Σαρικλής, Παυλάτου, 2016).
- ● Σε ένα πραγματικό εργαστήριο είναι δυνατόν να μη μπορούν όλοι/ες οι μαθητές/τριες να συμμετάσχουν ενεργά για διάφορους λόγους (π.χ. έλλειψη χώρου, χρόνου, εξοπλισμού ή θέματα ασφάλειας). Στα εικονικά πειράματα υπάρχει η δυνατότητα της επανάληψης και γενικότερα μεγαλύτερη χρονική άνεση, είναι αισθητικά ελκυστικά, ξεπερνούνται πιο εύκολα φόβοι και ανασφάλειες που έχουν να κάνουν με τη φύση των πειραμάτων (π.χ. επικινδυνότητα) (Μιχαηλίδης, 2007).
- ● Σε ένα εικονικό πείραμα οι μαθητές/τριες μπορεί να λαμβάνουν άμεση ανατροφοδότηση και έτσι να μπορούν να διορθώσουν άμεσα τα λάθη τους (Smetana, Bell, 2012).
- ● Ο οικονομικός παράγοντας είναι επίσης μια σημαντική παράμετρος αφού στα εικονικά πειράματα δε χρησιμοποιούνται πραγματικά αντιδραστήρια και υλικά και μπορεί να χρησιμοποιηθεί εικονικός εξοπλισμός, ειδικά στις περιπτώσεις όπου ο πραγματικός εξοπλισμός είναι οικονομικά απαγορευτικός για σχολεία ή εκπαιδευτικά ιδρύματα.
- ● Τα εικονικά εργαστήρια μπορεί να βοηθήσουν και στην προσωπική προετοιμασία των μαθητών/τριων, αφού μπορούν να εργαστούν στο χώρο τους, να μάθουν πως να χειρίζονται χημικά αντιδραστήρια και εξοπλισμό για τα οποία δεν έχουν την απαραίτητη εμπειρία και να μελετήσουν προσεκτικά μια πειραματική διαδικασία. Επιπλέον η απουσία κινδύνου των εικονικών εργαστηρίων συμβάλλει στη βελτίωση των δεξιοτήτων σε συγκεκριμένα πειράματα (Gorghiu et al., 2009).

Βήμα 6ο: *Διαθεματική προσέγγιση των εργαστηριακών ασκήσεων της Χημείας.*

Μια διαθεματική εργαστηριακή άσκηση Χημείας μπορεί να ενσωματώνει στοιχεία από άλλες θετικές επιστήμες όπως τη Φυσική, τη Βιολογία, τα Μαθηματικά, αλλά και από επιστήμες όπως την Ιστορία, την Τεχνολογία και τη Φιλοσοφία. Βασικός στόχος μιας τέτοιας προσέγγισης είναι να κάνει το εργαστηριακό μάθημα περισσότερο ελκυστικό καθώς και να συνδυάσει γνώσεις από διαφορετικά γνωστικά αντικείμενα ώστε να γίνει πιο ολοκληρωμένη και ουσιαστική κατανόηση της επιστήμης της Χημείας. Επιπλέον ευνοείται η ομαδικότητα και το κλίμα συνεργατικότητας αφού μέσα από διαθεματικές εργασίες που απαιτούν γνώσεις από πολλούς κλάδους δίνεται η δυνατότητα σε περισσότερους/ρες μαθητές/τριες να ασχοληθούν με την επιστήμη της Χημείας και ειδικά σε αυτούς/τες που δεν έχουν υψηλές επιδόσεις ή δε δείχνουν ιδιαίτερο ενδιαφέρον για τη Χημεία. Παράλληλα μέσα από τη διαθεματικότητα γίνεται καλύτερη σύνδεση της Χημείας με την πραγματική ζωή και την καθημερινότητα ενώ δίνεται μεγαλύτερη βάση στην αξία των εφαρμογών της.

Η διαθεματική προσέγγιση μπορεί να εφαρμοστεί μέσω σχεδιασμένων πειραμάτων, διαθεματικών εργασιών και συνεργασίας εκπαιδευτικών διαφορετικών ειδικοτήτων, ώστε να καταστεί η μάθηση πιο ενδιαφέρουσα και αποδοτική. Ένα ενδεικτικό παράδειγμα που θα μπορούσε να αναφερθεί είναι η μελέτη των στοιχείων του Περιοδικού Πίνακα και των φυσικοχημικών ιδιοτήτων τους στο εργαστήριο μέσα από πειράματα σε συνδυασμό με χαρακτηριστικά ιστορικά γεγονότα, χρήσεις και εφαρμογές που συνδέονται με τα στοιχεία αυτά ή με την περίοδο που ανακαλύφθηκαν. Επιπλέον η παρουσίαση των εργασιών με ηλεκτρονικά μέσα (π.χ. προβολή από

προτζέκτορα με τη χρήση ηλεκτρονικού υπολογιστή) μπορεί να εμπλέξει πέρα από τη Χημεία και την Ιστορία και την επιστήμη της Τεχνολογίας.

3. Συμπεράσματα

Στην εργασία αυτή παρουσιάζονται συγκεκριμένα βήματα τα οποία είναι καλό να λάβει υπόψη ένας/μια εκπαιδευτικός προκειμένου να ενισχύσει τη διδασκαλία του μαθήματος του Χημείας σε εργαστηριακό επίπεδο. Ειδικά σε εκπαιδευτικούς που δεν έχουν μεγάλη διδακτική εμπειρία σε ένα εργαστηριακό χώρο τα βήματα που προτείνονται μπορεί να βοηθήσουν στην εκπλήρωση των διδακτικών στόχων καθώς και στην αντιμετώπιση ανεπιθύμητων καταστάσεων που μπορεί να προκύψουν και να αποθαρρύνουν τον/την εκπαιδευτικό από την επιλογή της ένταξης των εργαστηριακών ασκήσεων στη διδασκαλία. Επιπλέον η εφαρμογή των προτάσεων της παρούσας εργασίας είναι πολύ πιθανό να συμβάλλει ώστε οι μαθητές/τριες να αντιμετωπίσουν τόσο το μάθημα της Χημείας όσο και τις εργαστηριακές ασκήσεις με θετικότερη στάση.

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ΣΧΟΛΕΙΟ ΚΑΙ ΤΟΠΙΚΗ ΚΟΙΝΩΝΙΑ ΓΙΑ ΤΗΝ ΟΙΚΟΔΟΜΗΣΗ ΕΝΟΣ ΟΙΚΟΛΟΓΙΚΑ ΒΙΩΣΙΜΟΥ ΜΕΛΛΟΝΤΟΣ ΜΕΣΑ ΑΠΟ ΕΝΑ ΠΡΟΓΡΑΜΜΑ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

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Περίληψη

Η παρούσα ανακοίνωση παρουσιάζει την υλοποίηση ενός εξαμηνιαίου προγράμματος Περιβαλλοντικής Εκπαίδευσης με τίτλο «Ζώα υπό εξαφάνιση στη χώρα μου», το οποίο υλοποιήθηκε με την Ε΄ και την ΣΤ΄ τάξη του Ολοήμερου 3ου Δημοτικού Σχολείου Παραλίας Πατρών κατά το σχολικό έτος 2014-2015. Σκοπός του ήταν να αποκτήσουν οι μαθητές/-τριες γνώσεις και να διαμορφώσουν στάσεις, αξίες και συμπεριφορές ώστε να καταστούν ενεργοί πολίτες, ικανοί να συμβάλλουν στην προστασία των τροφικών αλυσίδων/πλεγμάτων και στην οικοδόμηση ενός οικολογικά βιώσιμου μέλλοντος. Σημαντική ήταν η σύνδεση με την τοπική κοινωνία, καθώς οι συμμετέχοντες/-ουσες μαθητές/-τριες υπήρξαν οι πρώτοι/-ες μαθητές/-τριες που συγκέντρωσαν ένα συμβολικό ποσό για να το προσφέρουν στην Οικολογική Κίνηση Πάτρας (ΟΙΚΙΠΑ) με σκοπό να συνδράμουν στο περιβαλλοντικό της έργο στην ευρύτερη περιοχή. Για να επιτευχθεί η σε βάθος κατανόηση του θέματος, επιστρατεύτηκε η διαθεματική προσέγγιση της μεθόδου Project, η ανακαλυπτική μάθηση και η ομαδοσυνεργατική μέθοδος, ενώ παράλληλες δραστηριότητες εμπλούτισαν το πρόγραμμα.

Λέξεις κλειδιά: Περιβαλλοντική Εκπαίδευση (ΠΕ), μέθοδος Project, ζώα υπό εξαφάνιση, τοπική κοινωνία

1. Εισαγωγή

Η Περιβαλλοντική Εκπαίδευση (ΠΕ) στοχεύει να εφοδιάσει τους ανθρώπους με τις απαραίτητες γνώσεις για το περιβάλλον, αλλά κυρίως με τις απαιτούμενες ικανότητες και στάσεις ζωής, ώστε να δράσουν ενεργά για την εξασφάλιση μιας ισορροπημένης σχέσης μεταξύ της ευημερίας της δικής τους και του πλανήτη, μέσα από την ατομική και τη συλλογική δέσμευση (Hungerford, Peyton & Wilke, 1983). Ο ρόλος που διαδραματίζει η ΠΕ είναι εξαιρετικά σημαντικός αφού έχει αναδειχθεί ως ένας από τους πρόσφορους τρόπους για την αντιμετώπιση των περιβαλλοντικών προκλήσεων (Φλογαΐτη, 1998) και είναι η μόνη που βοηθά τους ανθρώπους να κατανοήσουν την έκταση των περιβαλλοντικών προβλημάτων, όχι μόνο σε τοπικό αλλά και σε παγκόσμιο επίπεδο, και να κινητοποιηθούν για να αναλάβουν δράση (Hale, 1993). Για να είναι αποτελεσματική και επίκαιρη η ΠΕ πρέπει να στοχεύει σε βαθιές και ουσιαστικές αλλαγές στον τρόπο που οι άνθρωποι σκέφτονται, αισθάνονται και συμπεριφέρονται απέναντι στο περιβάλλον, τόσο σε ατομικό όσο και σε συλλογικό επίπεδο (Ράγκου, 2004).

Είναι αδιαμφισβήτητο ότι το σχολείο δεν είναι απλώς ένας χώρος μάθησης, αλλά αποτελεί μαζί με την οικογένεια έναν από τους σημαντικότερους θεσμούς που επηρεάζουν τη διαμόρφωση της προσωπικότητας των παιδιών. Συνεπώς, με κατάλληλο σχεδιασμό και προώθηση της ΠΕ, το σχολείο μπορεί να βοηθήσει τους/τις μαθητές/-τριες να αναπτύξουν φιλική στάση απέναντι στο περιβάλλον, καθώς η ΠΕ στοχεύει να τους/τις βοηθήσει να αντιληφθούν τη θέση τους στο οικοσύστημα (Leal Filho & Pace, 2006), συμβάλλει στην καλλιέργεια της κριτικής τους σκέψης και στην ανάδειξή τους σε υπεύθυνους πολίτες (Chu, Shin & Lee, 2006).

Για την επίτευξη των στόχων της ΠΕ, βασική προϋπόθεση είναι οι εκπαιδευτικοί:

- να μοιράζονται τις γνώσεις τους και να αναγνωρίζουν τις ελλείψεις τους, φροντίζοντας για την κάλυψή τους (Pennock & Bardwell,1994),

- να δημιουργούν ένα οικείο περιβάλλον που θα προτρέπει τους/τις μαθητές/-τριες να μάθουν για το περιβάλλον και θα ενισχύει τη μεταξύ τους συνεργασία (North American Association for Environmental Education, 1999),
- να προάγουν την ενεργό συμμετοχή των μαθητών/-τριών και την παροχή εμπειριών (Glasgow, 1996).

2. Στοιχεία υλοποίησης του προγράμματος

Το παρόν εξαμηνιαίο πρόγραμμα ΠΕ, με τίτλο «Ζώα υπό εξαφάνιση στη χώρα μου», έχει ως θεματικό άξονα τη διατήρηση του φυσικού περιβάλλοντος. Η ομάδα υλοποίησής του συγκροτήθηκε από τους/τις δεκαέξι μαθητές/-τριες της Ε' και ΣΤ' τάξης του Ολοήμερου 3ου Δημοτικού Σχολείου Παραλίας Πατρών κατά το σχολικό έτος 2014-2015.

3. Σκοπός - στόχοι

Σκοπός του είναι να αποκτήσουν οι μαθητές/-τριες γνώσεις και να διαμορφώσουν στάσεις, αξίες και συμπεριφορές ώστε να καταστούν ενεργοί πολίτες, ικανοί να αποτρέπουν με τη δράση τους τη διατάραξη της ισορροπίας των τροφικών αλυσίδων/πλεγμάτων αλλά και να παροτρύνουν και τους γύρω τους να πράττουν το ίδιο, συμβάλλοντας στην οικοδόμηση ενός οικολογικά βιώσιμου μέλλοντος, σύμφωνα με τις αρχές της αειφορίας.

Οι επιμέρους στόχοι του, σύμφωνα με την ταξινομία του Bloom (1956), είναι οι ακόλουθοι για τους/τις μαθητές/-τριες:

Σε επίπεδο Γνώσεων

- Να αναγνωρίζουν τα απειλούμενα είδη ζώων στη χώρα τους.
- Να επιλέγουν πληροφορίες σχετικές με τα ζώα αυτά.
- Να ανακαλύψουν από τι και γιατί απειλούνται με εξαφάνιση.
- Να συνδέσουν την ανθρώπινη παρέμβαση με τις αρνητικές συνέπειες που έχει στη φύση.
- Να ερμηνεύουν τις επιπτώσεις που έχει η διατάραξη της τροφικής αλυσίδας στην ισορροπία του οικοσυστήματος.
- Να μεταφράζουν πληροφορίες από τα Ελληνικά στα Αγγλικά και το αντίστροφο.

Σε επίπεδο Δεξιοτήτων

- Να επεξεργάζονται και να χρησιμοποιούν τις πληροφορίες που συλλέγουν για την έκδοση έντυπου υλικού.
- Να κατασκευάσουν αφίσες και έντυπο υλικό.
- Να οργανώσουν τις πληροφορίες που θα συλλέξουν και να τις παρουσιάσουν με μορφή διάλεξης.
- Να εφαρμόσουν τους κανόνες που απαιτεί η συμμετοχή τους σε παιχνίδια γνωριμίας, ρόλων και μίμησης.
- Να χρησιμοποιούν τη βιβλιοθήκη του σχολείου και το διαδίκτυο.

Σε επίπεδο Στάσεων

- Να αισθανθούν την ευθύνη που έχει ο κάθε άνθρωπος χωριστά για ό,τι συμβαίνει γύρω του.
- Να αποδέχονται το δικαίωμα που έχει κάθε ζωντανός οργανισμός της γης να ζει σε ένα ασφαλές και προστατευμένο περιβάλλον.
- Να υιοθετήσουν στάση ενεργού πολίτη και να παροτρύνουν και τους γύρω τους να πράττουν το ίδιο.
- Να συζητούν για τη λήψη αποφάσεων σεβόμενοι/-ες τις διαφορετικές απόψεις.

4. Μεθοδολογία του προγράμματος

Το πρόγραμμα σχεδιάστηκε και υλοποιήθηκε με βάση τη μέθοδο Project, την οποία εισήγαγε η UNESCO το 1986 και στοχεύει στην αυτομόρφωση που θα αποκτήσουν οι διδασκόμενοι/-ες πάνω

σε ένα θέμα που απαιτεί έρευνα (Πατραλέξη, 2016). Ο όρος project έχει αποδοθεί στην ελληνική γλώσσα από την Κλεάνθους - Παπαδημητρίου (1952) ως μέθοδος βιωμάτων, ενώ ο Χρυσαφίδης (1994) τον απέδωσε ως βιωματική επικοινωνιακή μάθηση. Η βιωματική μάθηση, βασική αρχή της οποίας αποτελεί η ενεργός συμμετοχή των μαθητών/-τριών έτσι ώστε μέσα από την εμπειρία τους να κατασκευάσουν τη γνώση (Ionescu, 2020), αξιοποιεί τις ανάγκες και τους προβληματισμούς που προέρχονται από την καθημερινή ζωή (Χρυσαφίδης, 1994).

Το πρόγραμμα αξιοποίησε επίσης την ανακαλυπτική μέθοδο μάθησης, που καλλιεργεί τις δεξιότητες επίλυσης προβλήματος των μαθητών/-τριών (Bruner, 1961) και τους/τις οδηγεί στη σταδιακή, καθοδηγούμενη ανακάλυψη των γνώσεων μέσα από ανακαλυπτικές διαδικασίες (Ελληνιάδου κ.ά., 2008). Η ανακαλυπτική μέθοδος μάθησης συνδέεται άμεσα με την ενδυνάμωση των μαθητών/-τριών, καθώς, αν αποκτήσουν εμπιστοσύνη στην ικανότητά τους να μαθαίνουν, τότε αυτόματα αποκτούν μεγαλύτερο έλεγχο της ζωής τους μέσω της οποίας επιτυγχάνεται και η κοινωνική αλλαγή (Mezirow, 1991).

Η ομαδοσυνεργατική μέθοδος μάθησης, με τους/τις μαθητές/-τριες να εργάζονται σε ομάδες, συνέδραμε κι αυτή με τη σειρά της στην επίτευξη των επιμέρους στόχων του προγράμματος. Έρευνες έχουν δείξει ότι οι μέθοδοι συνεργατικής μάθησης έχουν θετικά αποτελέσματα, όπως αύξηση της επίδοσης των μαθητών/-τριών, ενίσχυση της αυτοεκτίμησής τους, ενσωμάτωση των αποκλινόντων ατόμων και δημιουργία φιλικών σχέσεων (Slavin, 1991). Οι μαθητές/-τριες μαθαίνουν την ισότιμη συμμετοχή, τη δημοκρατική λειτουργία, τον σεβασμό και την αποδοχή του άλλου, διαμορφώνοντας και τη μετέπειτα κοινωνική τους συμπεριφορά (Δερβίσης, 2002).

Για να επιτευχθεί η σε βάθος κατανόηση του θέματος, επιστρατεύτηκε η διαθεματική προσέγγιση, σύμφωνα με την οποία το περιεχόμενο της διδασκόμενης γνώσης ενιαιοποιείται (Θεοφιλίδης, 2002). Έτσι, τα επιμέρους μαθήματα που μπήκαν στην υπηρεσία του εν λόγω προγράμματος ήταν:

- η Γλώσσα, για την καλλιέργεια προφορικού και γραπτού λόγου,
- η Γεωγραφία, για τον προσδιορισμό των τόπων όπου ζουν τα υπό εξαφάνιση είδη ζώων στον χάρτη,
- τα Φυσικά ΣΤ΄, για τα Οικοσυστήματα (Τροφικές αλυσίδες και τροφικά πλέγματα / Οικοσυστήματα και άνθρωπος),
- τα Μαθηματικά, για τον υπολογισμό του συνολικού αριθμού των νεογνών που γεννιούνται από τα εναπομείναντα ζώα και αυτού που τελικά κατά προσέγγιση καταφέρνει να επιβιώσει,
- τα Εικαστικά, για τη δημιουργία ζωγραφιών με τα ζώα στο φυσικό τους περιβάλλον και τροφικών αλυσίδων/πλεγμάτων,
- τα Αγγλικά, για την εκμάθηση της αγγλικής ορολογίας και στρατηγικών μετάφρασης από τα Αγγλικά στα Ελληνικά και το αντίστροφο καθώς και για την παραγωγή γραπτού λόγου.

5. Παρουσίαση του προγράμματος

Οι μαθητές/-τριες εργάστηκαν ακολουθώντας όλα τα στάδια διεξαγωγής του Project (Βασάλα, 2015).

5.1. Α΄ στάδιο: Συγκρότηση της ομάδας

Το στάδιο αυτό ήταν πολύ σημαντικό, καθώς αποσκοπούσε στη δημιουργία ενός χαλαρού, φιλικού, ομαδικού και συνεργατικού κλίματος μεταξύ των συμμετεχόντων/-ουσών μαθητών/-τριών που προέρχονταν από δύο διαφορετικές τάξεις. Για τον λόγο αυτό επιστρατεύτηκαν αρκετά «παιχνίδια γνωριμίας» και «σύσφιξης των σχέσεων της ομάδας».

Παιχνίδια σύσφιξης των σχέσεων της ομάδας

Στο στάδιο αυτό, επίσης, η εκπαιδευτικός κλήθηκε να «πείσει» τους/τις μαθητές/-τριες να συμμετάσχουν σε Project, παρουσιάζοντάς τους τον τρόπο με τον οποίο υλοποιήθηκε το πολιτιστικό πρόγραμμα για τον Σαίξπηρ με τους/τις μαθητές/-τριες της περσινής ΣΤ΄ τάξης και θυμίζοντάς τους ότι την παρουσίαση του προγράμματος αυτού είχαν παρακολουθήσει στη γιορτή λήξης του περασμένου σχολικού έτους.

5.2. Β΄ στάδιο: Επιλογή του θέματος

Κριτήριο επιλογής του θέματος αποτέλεσε το γεγονός ότι οι μαθητές/-τριες ζουν σε μια περιοχή όπου στις ακτές της γεννά η θαλάσσια χελώνα καρέττα καρέττα, που είναι είδος προς εξαφάνιση.

Ο τρόπος εισήγησης του θέματος στους/στις μαθητές/-τριες έγινε μέσω μιας συζήτησης για το πώς πέρασαν το καλοκαίρι, όπου ένας μαθητής, κατενθουσιασμένος από την επίσκεψή του στον Αρκτούρο, άρχισε να διηγείται τις εμπειρίες του προκαλώντας το έντονο ενδιαφέρον των συμμαθητών/-τριών του. Δεν παρέλειψε, βέβαια, να τονίσει πως η καφέ αρκούδα, που είδε από πολύ κοντά, είναι είδος υπό εξαφάνιση. Κάποιος άλλος θυμήθηκε ότι είχε δει και αυτός ένα ζώο υπό εξαφάνιση στην ακτή μιας παραλίας όπου είχε πάει για μπάνιο με την οικογένειά του. Μόνο που συμπλήρωσε, γεμάτος θλίψη, ότι επρόκειτο για το νεκρό κουφάρι μιας θαλάσσιας χελώνας καρέττα καρέττα που είχε ξεβραστεί στην ακτή. Καθώς οι υπόλοιποι/-ες συμμαθητές/-ήτριές τους άρχισαν να αναρωτιούνται γιατί κάποια ζώα κινδυνεύουν με εξαφάνιση, η εκπαιδευτικός βρήκε την ευκαιρία να τους προτείνει να ανακαλύψουν μόνοι/-ες τους τους λόγους αυτούς αφού πρώτα γνωρίσουν καλύτερα κάποια από τα υπό εξαφάνιση ζώα στη χώρα τους. Αφού το συζήτησαν για λίγο μεταξύ τους, δέχτηκαν με μεγάλη χαρά.

5.3. Γ΄ στάδιο: Σχεδιασμός, οργάνωση και προγραμματισμός των εργασιών

Με τη μέθοδο του «καταιγισμού ιδεών» οι συμμετέχοντες/-ουσες μαθητές/-τριες ενθαρρύνθηκαν να διατυπώσουν όλα τα ερωτήματα που θα ήθελαν να απαντηθούν γύρω από το θέμα. Τα ερωτήματα αυτά γράφτηκαν στον πίνακα.

Τα κριτήρια ομαδοποίησης των ερωτημάτων που προέκυψαν αποτέλεσαν την αφετηρία για τη δημιουργία ενός «χάρτη εννοιών». Έτσι, τα ερωτήματα αυτά κατηγοριοποιήθηκαν σε ομάδες ανάλογα με το περιεχόμενό τους και, ουσιαστικά, το θέμα αναλύθηκε στα ακόλουθα υποθέματα:

- Γνωριμία με τα απειλούμενα είδη ζώων της στεριάς και τους λόγους για τους οποίους απειλούνται με εξαφάνιση.
- Γνωριμία με τα απειλούμενα είδη ζώων της θάλασσας και τους λόγους για τους οποίους απειλούνται με εξαφάνιση.
- Η τροφική αλυσίδα και οι τρόποι διατάραξής της.
- Καταφύγια/Οργανώσεις.

Δεν κατέστη εφικτό να συμφωνηθεί από τη μεριά των μαθητών/-τριών η τοποθέτηση όλων τους σε τέσσερις ομάδες χωρίς έντονες διαφωνίες, γι’ αυτό οι ομάδες ορίστηκαν με κλήρωση. Αφού σχηματίστηκαν τέσσερις ομάδες των τεσσάρων ατόμων, κάθε ομάδα ανέλαβε το υπόθεμα με το οποίο της έτυχε να ασχοληθεί με βάση τα αποτελέσματα νέας κλήρωσης.

Τα μέλη συζήτησαν και προγραμμάτισαν την πορεία των εργασιών. Καθορίστηκε ότι η διάρκεια του Project θα ήταν έξι μήνες και ότι οι ομάδες θα συναντιούνταν για δύο διδακτικές ώρες στο ολοήμερο σχολείο. Όλοι/-ες συμφώνησαν ότι το τελικό προϊόν θα ήταν ένα μικρό περιοδικό με

πληροφορίες και εικόνες, γραμμένο σε Η/Υ, που θα διανέμονταν στην τοπική κοινωνία με διπλό σκοπό. Αφενός, να την ενημερώσει και να την ευαισθητοποιήσει αλλά και αφετέρου, να τη δραστηριοποιήσει ζητώντας ό,τι μπορεί και έχει ο/η καθένας/-μία την ευχαρίστηση να δώσει, προκειμένου να συγκεντρωθούν χρήματα για την ενίσχυση των δράσεων της Οικολογικής Κίνησης Πάτρας (ΟΙΚΙΠΑ). Η ΟΙΚΙΠΑ μπορεί να μην ασχολείται άμεσα με την προστασία κάποιου υπό εξαφάνιση ζώου αλλά με τις δράσεις της βοηθά στην προστασία του περιβάλλοντος που αποτελεί το σπίτι των ζώων, ενώ είναι πολλές οι φορές που έχει δημοσιοποιήσει παράνομες δραστηριότητες στις παραλίες ωοτοκίας της θαλάσσιας χελώνας καρέττα καρέττα. Αποφασίστηκε, επίσης, να ζητήσουν από τον διευθυντή του σχολείου να τους επιτρέψει να αναπαράγουν τα αντίτυπα του περιοδικού στο φωτοτυπικό του σχολείου, χρησιμοποιώντας χαρτί που το κόστος αγοράς του θα καλύψει το σχολείο, και, όπως ήταν αναμενόμενο, κέρδισαν τη συναίνεσή του. Επίσης, αποφασίστηκε τα διαλείμματα ενημέρωσης να πραγματοποιούνται μία φορά τον μήνα. Κάθε ομάδα θα παρουσίαζε περιληπτικά τις έως τότε εργασίες της καθώς και εκείνες που επρόκειτο να ακολουθήσουν τον επόμενο μήνα. Τα διαλείμματα ανατροφοδότησης και επίλυσης προβλημάτων διαπροσωπικών σχέσεων ορίστηκε ότι θα γίνονταν κάθε έξι εβδομάδες ή όποτε κρινόταν αναγκαίο, κατόπιν αιτήσεως κάποιας ομάδας.

Οι πηγές πληροφόρησης αποφασίστηκε ότι θα ήταν:

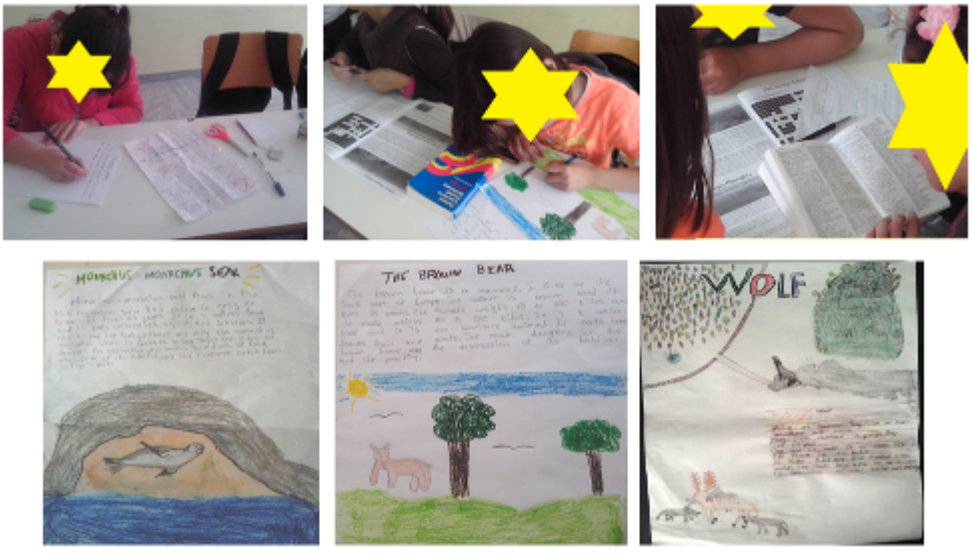
- έντυπο υλικό και συγκεκριμένα εγκυκλοπαίδειες, αγγλικά και ελληνικά βιβλία αλλά και DVDs που βρίσκονται στη βιβλιοθήκη του σχολείου,
- ψηφιακό υλικό που προέρχεται από το διαδίκτυο, όπως πληροφορίες, εικόνες και βίντεο,
- άνθρωποι, και συγκεκριμένα μέλος της ΟΙΚΙΠΑ που θα επισκεφτεί το σχολείο τους, κατόπιν πρόσκλησής του/της.

Τέλος, τα μέλη όλων των ομάδων συμμετείχαν στη διαμόρφωση των όρων συμβολαίου συνεργασίας. Το συμβόλαιο γράφτηκε σε ένα φύλλο χαρτί και αναρτήθηκε στον πίνακα ανακοινώσεων, ως υπόμνηση καθ' όλη τη διάρκεια του προγράμματος.

5.4. Δ΄ στάδιο: Υλοποίηση των εργασιών

Εφαρμόστηκε στην πράξη ό,τι είχε αποφασιστεί και προγραμματιστεί κατά την προηγούμενη φάση.

Η πρώτη ομάδα ανέλαβε να βρει πληροφορίες, εικόνες και βίντεο στο YouTube για τα ζώα της στεριάς που απειλούνται με εξαφάνιση αλλά και να τα ζωγραφίσει στο φυσικό τους περιβάλλον. Η δεύτερη ομάδα ανέλαβε να κάνει ακριβώς ό,τι και η πρώτη αλλά για τα ζώα της θάλασσας που απειλούνται με εξαφάνιση. Ταυτόχρονα, και οι δύο ομάδες ερεύνησαν τους λόγους που απειλούν το κάθε ζώο με εξαφάνιση και ετοίμασαν σύντομες περιλήψεις όλων των πληροφοριών που συνέλεξαν στα Αγγλικά. Έπειτα, έφτιαξαν αφίσες στις οποίες συμπεριέλαβαν τις ζωγραφιές τους αλλά και τις αγγλικές περιλήψεις.



Η πρώτη και η δεύτερη ομάδα ετοιμάζουν τις αφίσες με τις ζωγραφιές τους και τις αγγλικές περιλήψεις

Η τρίτη ομάδα συνέλεξε και επεξεργάστηκε πληροφορίες για τη σημασία της τροφικής αλυσίδας, κατασκεύασε αφίσες με τροφικές αλυσίδες/τροφικά πλέγματα στα Ελληνικά και τα Αγγλικά, ενώ μέσα από ένα παιχνίδι ρόλων έφτιαξε έναν διάλογο για τους κινδύνους που συνεπάγεται η όποιου είδους διατάραξή της (https://www.dropbox.com/scl/fi/pv61ak2djhw7tbhth931w/.docx?rlkey=eqbayex3ovp8rpl4dqfu4qcb3&st=vf0ibykf&dl=0).

Η τέταρτη ομάδα συνέλεξε και επεξεργάστηκε πληροφορίες για τα καταφύγια και τις οργανώσεις και εντόπισε βίντεο στο YouTube για τις δράσεις και το έργο τους, ενώ παράλληλα οργάνωσε με τη βοήθεια της εκπαιδευτικού τον τρόπο με τον οποίο θα ερχόταν σε επαφή με την ΟΙΚΙΠΑ, προσκαλώντας μέλος της να επισκεφθεί το χώρο του σχολείου για να τους μιλήσει για τα υπό εξαφάνιση ζώα και να δώσει μια μικρή συνέντευξη. Παράλληλα, η ομάδα ετοίμασε και σύντομες περιλήψεις των πληροφοριών που συνέλεξε στα Αγγλικά.

Η εκπαιδευτικός συντόνιζε τις εργασίες, ενθάρρυνε και παρενέβαινε μόνο όταν οι μαθητές/-τριες χρειάζονταν βοήθεια.

Το τελικό προϊόν του περιοδικού συμπεριέλαβε και ένα σταυρόλεξο, το οποίο δημιουργήθηκε με ερωτήσεις που έθεσαν όλες οι ομάδες με βάση τις πληροφορίες που είχαν συλλέξει, ενώ τη διανομή του στην τοπική κοινωνία ανέλαβαν μέλη όλων των ομάδων. Το ποσό που κατάφεραν να συγκεντρώσουν από τις προσφορές των κατοίκων το προσέφεραν με μεγάλο ενθουσιασμό στο μέλος της ΟΙΚΙΠΑ που επισκέφθηκε το σχολείο τους.

Το μέλος της ΟΙΚΙΠΑ λαμβάνει το ποσό που συγκέντρωσαν οι μαθητές/-τριες και ένα αντίτυπο του περιοδικού τους

Σε μια προσπάθεια να συμμετέχουν και οι υπόλοιποι/-ες μαθητές/-τριες των δύο τάξεων οργανώθηκαν κάποιες παράλληλες δραστηριότητες, οι περισσότερες από τις οποίες υλοποιήθηκαν με ολόκληρη την Ε' και την ΣΤ' τάξη του πρωινού προγράμματος. Έτσι, οι μαθητές/-τριες:

- έμαθαν αγγλικές παροιμίες με ζώα, προσπάθησαν να βρουν τις αντίστοιχες ελληνικές και να διαπιστώσουν εάν και σε αυτές χρησιμοποιούνται ζώα,
- βρήκαν και παροιμίες με ζώα στα Ελληνικά,
- έμαθαν αγγλικές παρομοιώσεις με ζώα και εξέτασαν εάν υπάρχουν αντίστοιχες ελληνικές,
- διάβασαν αγγλικά λογοτεχνικά βιβλία με ζώα, όπως “The Fox and the Dog”, “The Wild Swans”, “The Wishing Fish”,
- γνώρισαν την ύπαρξη των ζώων στις τέχνες μέσα από το αγγλικό βιβλίο “Animals in Art”,
- παρακολούθησαν στον Η/Υ την αγγλική ιστορία “The Nightingale and the Rose”, του Oscar Wilde, και τους μύθους με ζώα “The Lion and the Mouse”, “The crow and the old woman”,
- έμαθαν φωνές ζώων στα Αγγλικά,
- βρήκαν ανέκδοτα με ζώα στα Αγγλικά και στα Ελληνικά,
- βρήκαν και έλυσαν γρίφους με ζώα στα Αγγλικά αλλά και στα Ελληνικά,
- έμαθαν να τραγουδούν ελληνικά και αγγλικά τραγούδια με ζώα, όπως «Αρκούδα Καφέ», από τη Λιλιπούπολη, «Δελφίνι Δελφινάκι», “Animals are our friends”,
- έμαθαν να χορεύουν δύο παραδοσιακούς χορούς με ζώα, το «Λύκο», του Μανούσσου Πολλάκη, και τη «Λαφίνα»,
- μετέφρασαν το σταυρόλεξο που συμπεριλήφθηκε στο τελικό προϊόν, το περιοδικό, στα Αγγλικά,
- έπαιξαν παιχνίδια μίμησης φωνών και στιγμών ζωής κάποιων ζώων,

- έφτιαξαν τα σκηνικά για τη δραματοποίηση του αγγλικού λογοτεχνικού έργου "Anna and the Dolphin", την οποία συμπεριέλαβαν στην τελική παρουσίασή τους στη γιορτή λήξης,
- επισκέφτηκαν το ζωολογικό μουσείο του Πανεπιστημίου Πατρών,
- έστειλαν τα συμπεράσματά τους για δημοσίευση στο μηνιαίο περιοδικό της ΟΙΚΙΠΑ «Εν Αιθρία» (https://www.oikipa.eu/cms/wp-content/uploads/2015/06/june-july2015.pdf, σελ.10–11), όπως ακριβώς τους ζητήθηκε από το μέλος της ΟΙΚΙΠΑ, η οποία έκτοτε αποστέλλει δωρεάν το περιοδικό της στο σχολείο, που υπήρξε το πρώτο σχολείο που προσπάθησε να συνδράμει στο έργο της.

Ο μαθητής που είχε επισκεφθεί τον ΑΡΚΤΟΥΡΟ ενημέρωσε τα υπόλοιπα μέλη της ομάδας για τις δράσεις της περιβαλλοντικής αυτής οργάνωσης, δείχνοντάς τους ταυτόχρονα και τα σουβενίρ που είχε αγοράσει με σκοπό την ενίσχυση του έργου της.

Ενημέρωση από μαθητή για τον ΑΡΚΤΟΥΡΟ

5.5. Ε΄ στάδιο: Παρουσίαση των εργασιών

Οι μαθητές/-τριες προσκάλεσαν όλους/-ες τους/τις μαθητές/-τριες και εκπαιδευτικούς του σχολείου και τους κατοίκους της ευρύτερης τοπικής κοινωνίας στη γιορτή λήξης της σχολικής χρονιάς. Η παρουσίαση της εργασίας τους έγινε στον προαύλιο χώρο του σχολείου με τη συμμετοχή όχι μόνο των μελών της ομάδας αλλά και ολόκληρης της Ε' και ΣΤ' τάξης του πρωινού προγράμματος. Συμπεριέλαβε παρουσιάσεις πληροφοριών, τραγούδια, χορούς, τη δραματοποίηση του αγγλικού λογοτεχνικού έργου "Anna and the dolphin" καθώς και του διαλόγου που έφτιαξε η τρίτη ομάδα για τους κινδύνους που συνεπάγεται η διατάραξη της τροφικής αλυσίδας.

Παρουσίαση εργασιών

Επίσης, στον ίδιο χώρο οργανώθηκε παράλληλα έκθεση ζωγραφικής με τις αφίσες που είχαν φτιάξει για τα ζώα και τις τροφικές αλυσίδες.

5.6. ΣΤ΄ στάδιο: Αξιολόγηση

Η αξιολόγηση έγινε και από τους/τις μαθητές/-τριες και από την εκπαιδευτικό. Τα μέσα και εργαλεία που χρησιμοποιήθηκαν για τη συλλογή δεδομένων ήταν η συνέντευξη, η παρατήρηση και το σταυρόλεξο που εντάχθηκε στο τελικό προϊόν.

Η συνέντευξη πραγματοποιήθηκε με όλους/-ες τους/τις συμμετέχοντες/-ουσες μαθητές/-τριες, οι οποίοι/-ες εξέφρασαν την ικανοποίησή τους από τη συμμετοχή τους στο εν λόγω πρόγραμμα, ενώ οι μαθητές/-τριες της Ε' τάξης ρωτούσαν την εκπαιδευτικό εάν προτίθεται να οργανώσει αντίστοιχο πρόγραμμα κατά την επόμενη σχολική χρονιά προκειμένου να συμμετάσχουν ξανά. Η διανομή του έντυπου υλικού στην τοπική κοινωνία, η επίσκεψη μέλους της ΟΙΚΙΠΑ στο χώρο του σχολείου και η παρουσίαση του προγράμματος στη γιορτή λήξης κατέλαβαν τις επικρατέστερες θέσεις στα θετικά

σημεία του προγράμματος. Στα αρνητικά του σημεία, από την άλλη πλευρά, καταγράφηκε η αδυναμία σύνδεσης στο διαδίκτυο σε κάποια μαθήματα λόγω προβλημάτων στο δίκτυο, τα οποία καθυστέρησαν κάποιες ομάδες ως προς την εύρεση των απαραίτητων πληροφοριών, και οι διενέξεις που δημιουργήθηκαν κατά καιρούς στην εργασία των ομάδων, οι οποίες, όμως, λύνονταν άμεσα με την αναφορά στο συμβόλαιο των όρων συνεργασίας.

Η εκπαιδευτικός παρατηρούσε συστηματικά και κατέγραφε γεγονότα αλλά και συμπεριφορές των μαθητών/-τριών. Όλοι/-ες τους απέκτησαν ιδιαίτερη ευαισθησία απέναντι στα ζώα γενικότερα και έπαψαν να κυνηγούν με επιθετικό τρόπο τα περιστέρια που επισκέπτονταν την αυλή του σχολείου τους στα διαλείμματα. Επίσης, κάποιοι/-ες εξ αυτών εξεπλάγησαν με τον τρόπο που η ανθρώπινη συμπεριφορά επηρεάζει τις/τα τροφικές αλυσίδες/τροφικά πλέγματα. Επιπλέον, όλοι/-ες τους ενδιαφέρθηκαν να συμμετέχουν στη διανομή του έντυπου υλικού στην τοπική κοινωνία. Ακόμη,

- το ενδιαφέρον που επέδειξαν όλες οι ομάδες για τη συλλογή των απαιτούμενων πληροφοριών, τη δημιουργία των αφισών και του έντυπου υλικού,
- η προσήλωση με την οποία παρακολούθησαν την παρουσίαση του μέλους της ΟΙΚΙΠΑ, του ξεναγού στο Μουσείο Φυσικής Ιστορίας και του συμμαθητή τους για τον ΑΡΚΤΟΥΡΟ,
- η έντονη επιθυμία τους να δανειστούν αγγλικά βιβλία με ζώα από τη σχολική δανειστική βιβλιοθήκη και
- η ακούραστη προετοιμασία τους για την παρουσίαση των εργασιών τους

μαρτυρούν την επιτυχία του προγράμματος ως προς την επίτευξη των στόχων του.

Τέλος, το σταυρόλεξο αποτέλεσε κριτήριο αξιολόγησης για τον βαθμό επίτευξης των γνωστικών του στόχων. Κι αξίζει να αναφερθεί πως η πλειονότητα των συμμετεχόντων/-ουσών μαθητών/-τριών τα πήγε περίφημα κατά την επίλυσή του.

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Η ΣΥΜΒΟΛΗ ΕΝΟΣ ΠΕΡΙΒΑΛΛΟΝΤΙΚΟΥ ΠΡΟΓΡΑΜΜΑΤΟΣ ΣΤΗ ΔΕΥΤΕΡΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ ΓΙΑ ΕΝΑΝ ΒΙΩΣΙΜΟ ΠΛΑΝΗΤΗ

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Περίληψη

Η παρούσα ανακοίνωση αποτελεί πρόταση ενός σχεδίου προγράμματος Περιβαλλοντικής Εκπαίδευσης (ΠΕ), που αφορά στη θεματική ενότητα «Ρύπανση, μόλυνση και υποβάθμιση του φυσικού και ανθρωπογενούς περιβάλλοντος» και έχει ως θέμα την ανακύκλωση. Η διάρκειά του είναι 14 διδακτικές ώρες και καλείται να υλοποιηθεί σε σχολείο της δευτεροβάθμιας εκπαίδευσης. Το συγκεκριμένο θέμα ΠΕ επιλέγεται επειδή στοχεύει στην καλλιέργεια περιβαλλοντικής συνείδησης μέσα από την απόκτηση γνώσεων και τη διαμόρφωση στάσεων και συμπεριφορών για την προστασία του περιβάλλοντος. Σημαντικό ρόλο για την υλοποίησή του κατέχει η ενεργητική συμμετοχή και η συνεργασία εκπαιδευτικών, μαθητών/τριών και φορέων της τοπικής κοινωνίας με απώτερο σκοπό τη δημιουργία ενεργών πολιτών για έναν βιώσιμο πλανήτη.

Λέξεις κλειδιά: ανακύκλωση, δευτεροβάθμια εκπαίδευση, ενεργητική συμμετοχή, ομαδοσυνεργατικότητα, βιώσιμος πλανήτης, περιβαλλοντική συνείδηση.

1. Εισαγωγή

Στη σύγχρονη εποχή, οι περιβαλλοντικές προκλήσεις που αντιμετωπίζει η ανθρωπότητα αυξάνονται ραγδαία, τόσο σε αριθμό όσο και σε σοβαρότητα (Ajibade et al., 2021). Ως εκ τούτου, γίνεται ολοένα και πιο φανερή η ανάγκη να ενισχυθεί η περιβαλλοντική συνείδηση των νέων ανθρώπων, καθώς αυτοί θα κληθούν να αντιμετωπίσουν τις άμεσες συνέπειες της περιβαλλοντικής καταστροφής, την επιτακτική ανάγκη για εναλλακτικές πηγές ενέργειας και την αναζήτηση τρόπων βιώσιμης ανάπτυξης (UNICEF, 2014). Η διαμόρφωση μιας περιβαλλοντικά υπεύθυνης στάσης και η ενθάρρυνση συμπεριφορών που σέβονται το περιβάλλον δεν είναι απλή υπόθεση. Δεν υπάρχει ένα ενιαίο, σίγουρο μονοπάτι που οδηγεί στην επιτυχία. Είναι μια διαδικασία σύνθετη και πολύπλευρη, που απαιτεί προσαρμοστικότητα και συνεχή προσπάθεια (Hudson, 2001). Για να είναι αποτελεσματική και επίκαιρη η Περιβαλλοντική Εκπαίδευση (ΠΕ) πρέπει να στοχεύει σε βαθιές και ουσιαστικές αλλαγές στον τρόπο που σκεφτόμαστε, αισθανόμαστε και συμπεριφερόμαστε απέναντι στο περιβάλλον, τόσο σε ατομικό όσο και σε συλλογικό επίπεδο (Ράγκου, 2004).

Στο πλαίσιο αυτό, η δημιουργία περιβαλλοντικά υπεύθυνων πολιτών προϋποθέτει την ενίσχυση της ΠΕ μέσα στα σχολεία όλων των βαθμίδων (Thor & Karlsudd, 2020) και την ενεργό συμμετοχή των μαθητών/τριών σε προγράμματα περιβαλλοντικής ευαισθητοποίησης. Η εκπαίδευση, λοιπόν, διαδραματίζει έναν πολύ σημαντικό ρόλο, καθώς έχει τη δυνατότητα και τα μέσα να ενεργοποιήσει τους/τις μαθητές/τριες πάνω σε θέματα που αφορούν στην προστασία του πλανήτη (Δημητρίου, 2009).

Τα τελευταία χρόνια όπου ο υπερκαταναλωτισμός και η αυξανόμενη παραγωγή απορριμμάτων έχουν οδηγήσει σε υποβάθμιση του περιβάλλοντος, κρίνεται αναγκαία η καλλιέργεια περιβαλλοντικής συνείδησης και η υιοθέτηση ποικίλων πρακτικών για έναν βιώσιμο πλανήτη (Μπαμπάτσικου, 2011). Ένα από τα σημαντικότερα ζητήματα που χρήζουν αντιμετώπισης είναι αυτό της διαχείρισης των απορριμμάτων. Το συγκεκριμένο σχέδιο προγράμματος ΠΕ αφορά στην Ανακύκλωση και συνδέεται άμεσα με την προώθηση της περιβαλλοντικής ευαισθητοποίησης, γνώσης και κατανόησης θεμάτων που αφορούν στην προστασία του περιβάλλοντος μέσω της συμμετοχής και της συνεργασίας εκπαιδευτικών και μαθητών/τριών, με απώτερο σκοπό την καλλιέργεια υπεύθυνων στάσεων και δράσεων απέναντι στο περιβάλλον (Δημητρίου, 2009). Το σχέδιο αυτό προτείνεται για σχολικές μονάδες όπου παρατηρείται έλλειψη σεβασμού προς το περιβάλλον ή απουσιάζει η συμμετοχή της κοινότητας από δράσεις που σχετίζονται με θέματα ΠΕ.

2. Στοιχεία υλοποίησης του σχεδίου προγράμματος ΠΕ

Το παρόν σχέδιο δράσης ΠΕ αφορά στη Θεματική Ενότητα «Ρύπανση, μόλυνση και υποβάθμιση του φυσικού και ανθρωπογενούς περιβάλλοντος», όπως αυτή αναφέρεται στην εγκύκλιο του Υ.ΠΑΙ.Θ (2024) και έχει ως θέμα την «Ανακύκλωση». Έχει διάρκεια 14 διδακτικών ωρών και προβλέπεται να υλοποιηθεί σε σχολείο δευτεροβάθμιας εκπαίδευσης και συγκεκριμένα σε μαθητές/τριες Γυμνασίου.

3. Παιδαγωγικοί στόχοι

Σκοπός του σχεδίου είναι οι μαθητές/τριες της σχολικής μονάδας να ευαισθητοποιηθούν, να καλλιεργήσουν υπεύθυνες στάσεις πάνω σε θέματα που αφορούν στην προστασία του περιβάλλοντος και να δράσουν για έναν βιώσιμο πλανήτη ξεκινώντας από την Ανακύκλωση. Η δράση θα επιτευχθεί σε ένα κλίμα συνεργασίας μεταξύ μαθητών/τριών - καθηγητών/τριών και τοπικών φορέων, με απώτερο σκοπό τη δημιουργία ενεργών πολιτών για έναν βιώσιμο πλανήτη.

Οι μαθητές/τριες προσδοκάται:

Σε επίπεδο επίγνωσης

- Στόχος 1: Να ευαισθητοποιηθούν σε θέματα διαχείρισης απορριμμάτων.
- Στόχος 2: Να ενημερωθούν για τις μεθόδους διαχείρισης και διάθεσης των απορριμμάτων.

Σε επίπεδο γνώσεων

- Στόχος 3: Να προσεγγίσουν την έννοια της ανακύκλωσης.
- Στόχος 4: Να απαριθμούν τα θετικά σημεία της ανακύκλωσης σε οικονομικό, κοινωνικό και περιβαλλοντικό επίπεδο.

Σε επίπεδο στάσεων

- Στόχος 5: Να εκτιμούν τα προβλήματα που προκύπτουν όταν δεν πραγματοποιείται ανακύκλωση.
- Στόχος 6: Να υιοθετήσουν την ανακύκλωση στον τρόπο ζωής τους.

Σε επίπεδο δεξιοτήτων

- Στόχος 7: Να σχεδιάσουν και να τοποθετήσουν αφίσες σε συγκεκριμένους χώρους του σχολείου που θα προωθούν την ανακύκλωση.
- Στόχος 8: Να εξηγούν τα οφέλη της ανακύκλωσης.

Σε επίπεδο συμμετοχής

- Στόχος 9: Να συμμετάσχουν στην κατασκευή ενός κομποστοποιητή προκειμένου να επαναχρησιμοποιούν οργανικά απορρίμματα εντός της σχολικής μονάδας.
- Στόχος 10: Να συμμετάσχουν ενεργητικά σε δράσεις που προάγουν την εφαρμογή της ανακύκλωσης.

4. Μεθοδολογία υλοποίησης

Για την υλοποίηση της συγκεκριμένης δράσης εφαρμόζεται η ενεργητική μάθηση, όπου οι μαθητές/τριες τοποθετούνται στο επίκεντρο της μαθησιακής διαδικασίας, συμμετέχουν, αλληλεπιδρούν, εφαρμόζουν τις γνώσεις που έχουν ή αποκτούν κατά τη διάρκεια της δράσης, αναστοχάζονται και αξιολογούν την πρόοδό τους (Bonwell & Eison, 1991). Η επιλογή της ενεργητικής μάθησης αποτελεί μια παιδαγωγική προσέγγιση που αναγνωρίζει τον/την μαθητή/τρια ως ενεργό/η και υπεύθυνο/η για τη μάθησή του/της. Σε αντίθεση με τις παραδοσιακές μεθόδους, όπου ο/η μαθητής/τρια είναι παθητικός/η δέκτης, η ενεργητική μάθηση στηρίζεται στην αρχή ότι η μάθηση είναι μια δυναμική και κοινωνική διαδικασία. Οι μαθητές/τριες δεν μαθαίνουν απλώς ακούγοντας τον/την εκπαιδευτικό, αλλά συμμετέχοντας σε ποικίλες δραστηριότητες που απαιτούν σκέψη,

ανάλυση, συνεργασία και δημιουργικότητα. Μέσα από αυτές τις δραστηριότητες, οι μαθητές/τριες οικοδομούν τη γνώση, αναπτύσσουν δεξιότητες και διαμορφώνουν στάσεις (Freeman et al., 2014).

Σημαντικό εργαλείο της ενεργητικής μάθησης στη δράση αυτή αποτελεί η ομαδοσυνεργατική μέθοδος, με τη βοήθεια της οποίας καλλιεργείται η ικανότητα λήψης αποφάσεων, η δημιουργική σκέψη, η ανάληψη ευθύνης, η διαπραγμάτευση, η επίλυση προβλημάτων και προωθείται η μάθηση (Grabinger & Dunlap, 2000). Η ομαδοσυνεργατική μάθηση βασίζεται στην αρχή ότι η μάθηση είναι μια διαδικασία κατά την οποία οι μαθητές/τριες μαθαίνουν καλύτερα όταν συνεργάζονται και αλληλεπιδρούν με τους/τις συμμαθητές/τριές τους. Μέσα από τη συνεργασία, οι μαθητές/τριες αναπτύσσουν την ικανότητα να σκέφτονται κριτικά, να επικοινωνούν αποτελεσματικά και να συνεργάζονται με άλλους/ες (Johnson, Johnson, & Holubec, 1998).

5. Διδακτικό και άλλο σχετικό υλικό

Διαδραστικός πίνακας, σύνδεση στο διαδίκτυο, εργαστήριο πληροφορικής, κωδικοί σύνδεσης στην πλατφόρμα webex, ψηφιακά εργαλεία (PosterMyWall για τη δημιουργία αφισών), βιντεοκάμερα, χαρτί, στυλό, συσκευή εγγραφής ήχου.

6. Παρουσίαση των δραστηριοτήτων

Οι 14 ώρες του προγράμματος θα υλοποιηθούν σε 7 δίωρες συνεδρίες. Ο ρόλος του/της εκπαιδευτικού καθ' όλη τη διάρκεια του προγράμματος θα είναι υποστηρικτικός, ενθαρρυντικός και θα παρεμβαίνει μόνο αν χρειαστεί να συμπληρώσει τυχόν παραλήψεις ή να διορθώσει τυχόν λάθη.

6.1. Πρώτη συνεδρία: Υλοποίηση στόχων 3, 1, 5

Για την υλοποίηση του στόχου 3 χρησιμοποιείται η μέθοδος του καταιγισμού ιδεών (brainstorming), όπου γράφοντας στον διαδραστικό πίνακα τη λέξη «Ανακύκλωση» θα καταγραφούν όλες οι λέξεις και οι εκφράσεις που έρχονται στο μυαλό των μαθητών/τριών όταν ακούν αυτή τη λέξη. Έπειτα, θα προταθούν κριτήρια ομαδοποίησης των λέξεων και θα ομαδοποιηθούν, πχ. ορισμός, ανακυκλώσιμα προϊόντα, πλεονεκτήματα, μειονεκτήματα, κ.ά.

Για την υλοποίηση του στόχου 1, 5 οι μαθητές/τριες θα παρακολουθήσουν ένα βίντεο του One channel (2019) από το διαδραστικό πίνακα, όπου θα τονίζονται οι επιπτώσεις της μη διαχείρισης των απορριμμάτων. Οι μαθητές/τριες θα χωριστούν σε ομάδες ώστε κάθε ομάδα να εκτιμήσει και να καταγράψει τα προβλήματα που δημιουργούνται όταν δεν εφαρμόζεται η ανακύκλωση χρησιμοποιώντας παραδείγματα από την καθημερινότητά τους. Θα εξάγουν συμπεράσματα και θα τα παρουσιάσουν στην ολομέλεια.

6.2. Δεύτερη συνεδρία: Υλοποίηση στόχων 2, 6, 9

Για την υλοποίηση του στόχου 2 θα πραγματοποιηθεί μια διαδικτυακή σύνδεση μέσω WebEx με το πλησιέστερο Κέντρο Εκπαίδευσης για το Περιβάλλον και την Αειφορία (στο εξής ΚΕΠΕΑ) ώστε να ενημερωθούν οι μαθητές/τριες για τους τρόπους διαχείρισης και διάθεσης των απορριμμάτων.

Για την υλοποίηση του στόχου 6 και 9, αμέσως μετά την παραπάνω ενημέρωση, οι μαθητές/τριες θα μεταβούν στο εργαστήριο πληροφορικής όπου εκεί θα προταθεί η κατασκευή ενός κομποστοποιητή με σκοπό να τοποθετηθεί στο προαύλιο του σχολείου. Οι μαθητές/τριες θα χωριστούν σε ομάδες και θα αναζητήσουν στο διαδίκτυο πληροφορίες σχετικά με την κατασκευή του. Έπειτα, θα συζητήσουν στην ολομέλεια τα ευρήματά τους και θα καταλήξουν στα υλικά που θα χρειαστούν για να τον κατασκευάσουν. Τέλος, θα οριστεί ποιοι/ες θα αναλάβουν να προμηθευτούν τα υλικά από την τοπική αγορά μέσω χορηγιών.

6.3. Τρίτη συνεδρία: Ολοκλήρωση στόχου 9

Για την υλοποίηση του στόχου 9 θα πραγματοποιηθεί η κατασκευή του κομποστοποιητή από τους/τις μαθητές/τριες. Μετά την ολοκλήρωσή του θα δεσμευτούν όλοι/ες να τον τροφοδοτούν

καθημερινά με οργανικά υλικά. Η συνεργασία με τον/την εκπαιδευτικό Χημείας κρίνεται απαραίτητη επειδή θα αναλάβει να ενημερώσει τους/τις μαθητές/τριες για τον τρόπο με τον οποίο λειτουργεί ένας κομποστοποιητής καθώς και με τι υλικά θα πρέπει να τροφοδοτείται.

6.4. Τέταρτη συνεδρία: Υλοποίηση στόχων 4, 6, 8

Για την υλοποίηση των στόχων 4 και 6 οι μαθητές/τριες θα παρακολουθήσουν ένα βίντεο των Αίσωπου & Πλακαρού (2023) μέσω του διαδραστικού πίνακα που θα παρουσιάζει τα πλεονεκτήματα της ανακύκλωσης σε οικονομικό, κοινωνικό και περιβαλλοντικό επίπεδο. Πριν ξεκινήσει η προβολή του βίντεο, θα χωριστούν σε τρεις ομάδες και κάθε μια θα αναλάβει να καταγράψει τα πλεονεκτήματα σε ένα από τα παραπάνω επίπεδα. Στη συνέχεια, κάθε ομάδα θα παρουσιάσει στην ολομέλεια τα θετικά σημεία για το επίπεδο που είχε αναλάβει.

Για την υλοποίηση του στόχου 8 οι μαθητές/τριες μέσω παιχνιδιού ρόλων θα εργαστούν σε τριάδες όπου ο/η ένας/μία θα προσπαθεί ναι πείσει τον/την άλλον/η γιατί είναι σημαντική η ανακύκλωση και για ποιους λόγους πρέπει να υιοθετηθεί, ενώ ο/η τρίτος/η θα καταγράφει σε συσκευή εγγραφής ήχου τις ερωτο-απαντήσεις.

6.5. Πέμπτη συνεδρία: Υλοποίηση στόχων 4, 8, 10

Οι μαθητές/τριες, αξιοποιώντας τις γνώσεις και τις εμπειρίες που αποκόμισαν από το παιχνίδι ρόλων στην προηγούμενη συνεδρία, αναλαμβάνουν να δημιουργήσουν ένα σύντομο ενημερωτικό βίντεο. Στόχος του βίντεο είναι η διάχυση του μηνύματος της μείωσης των απορριμμάτων στο ευρύτερο κοινό, τόσο εντός όσο και εκτός της σχολικής κοινότητας.

Οι μαθητές/τριες, με τη βοήθεια του/της εκπαιδευτικού Πληροφορικής, συντάσσουν το σενάριο του βίντεο, βασιζόμενοι/ες στις ερωτο-απαντήσεις που προέκυψαν από το παιχνίδι ρόλων. Οργανώνουν το περιεχόμενο του βίντεο, καθορίζοντας τα βασικά σημεία που θα αναδειχθούν, όπως τα οφέλη της ανακύκλωσης, τα υλικά που ανακυκλώνονται και τον τρόπο ανακύκλωσης. Επίσης, με τη βοήθεια του/της εκπαιδευτικού Πληροφορικής, πραγματοποιούν τα γυρίσματα του βίντεο, χρησιμοποιώντας διάφορες τεχνικές και μέσα. Στη συνέχεια, προχωρούν στο μοντάζ του βίντεο, προσθέτοντας μουσική, γραφικά και άλλα στοιχεία που θα το κάνουν πιο ελκυστικό και κατανοητό.

6.6. Έκτη συνεδρία: Υλοποίηση στόχων 6, 7

Οι μαθητές/τριες μεταβαίνουν στο εργαστήριο πληροφορικής και χωρίζονται σε μικρές ομάδες. Κάθε ομάδα ξεκινά μια συζήτηση για τον σχεδιασμό της αφίσας που θα αναλάβει, λαμβάνοντας υπόψη το υλικό της ανακύκλωσης που θα προωθήσει, το μέγεθος και τα χρώματα της αφίσας, το μήνυμα που θα αναγράφεται σε αυτή. Σε αυτό το σημείο η συμμετοχή του/της εκπαιδευτικού Εικαστικών θα ήταν ιδιαίτερα σημαντική ώστε κάθε ομάδα να δημιουργήσει ένα προσχέδιο της αφίσας της πριν χρησιμοποιήσει το ψηφιακό εργαλείο δημιουργίας αφισών "PosterMyWall". Έπειτα, οι ομάδες υλοποιούν τον σχεδιασμό, δημιουργώντας τις αφίσες στον ηλεκτρονικό υπολογιστή κάνοντας χρήση του ψηφιακού εργαλείου με τη βοήθεια του/της εκπαιδευτικού Πληροφορικής. Οι ομάδες, στη συνέχεια, αποφασίζουν από κοινού για τα κατάλληλα σημεία τοποθέτησης των αφισών, τόσο εντός όσο και εκτός του σχολικού κτιρίου. Ο/Η υπεύθυνος/η εκπαιδευτικός, σε συνεργασία με την αρμόδια υπηρεσία του Δήμου, εξασφαλίζει την τοποθέτηση αντίστοιχων κάδων ανακύκλωσης στα επιλεγμένα σημεία. Οι μαθητές/τριες, με την επίβλεψή του/της, τοποθετούν τις αφίσες και τους κάδους στα προκαθορισμένα σημεία. Οι ομάδες δεσμεύονται να ξεκινήσουν άμεσα τη συλλογή ανακυκλώσιμων υλικών, ορίζοντας μια καταληκτική ημερομηνία για την πλήρωση των κάδων. Ο/Η υπεύθυνος/η εκπαιδευτικός παρακολουθεί τη δράση και ο ρόλος του/της είναι διευκολυντικός.

6.7. Έβδομη συνεδρία: Διάχυση της περιβαλλοντικής δράσης. Ολοκλήρωση στόχου 10

Σε συνεννόηση με το Δήμο, οργανώνεται μια συνάντηση εντός της σχολικής μονάδας στην οποία θα παρευρίσκονται εκπρόσωποι της τοπικής κοινωνίας, ο σύλλογος γονέων και κηδεμόνων, οι μαθητές/τριες και οι εκπαιδευτικοί του σχολείου. Στη συνάντηση αυτή οι μαθητές/τριες που υλοποίησαν τις περιβαλλοντικές δράσεις, αναλαμβάνουν να τις παρουσιάσουν στους/στις

παρευρισκόμενους/ες καθώς επίσης και να τους/τις ξεναγήσουν στους χώρους όπου τοποθετήθηκαν οι κάδοι ανακύκλωσης και ο κομποστοποιητής. Κλείνοντας τη συνάντηση, οι μαθητές/τριες θα προβάλλουν το βίντεο που δημιούργησαν κατά την 5η συνεδρία, το οποίο θα ενημερώνει για τη σημασία της μείωσης των απορριμμάτων καθώς και για τον τρόπο με τον οποίο μπορούν να συμμετάσχουν όλοι/ες σε αυτή, ενθαρρύνοντάς τους/τες να συνδράμουν για έναν βιώσιμο πλανήτη. Μέσω αυτής της διαδικασίας, οι μαθητές/τριες αναλαμβάνουν ενεργό ρόλο στην ενημέρωση και την ευαισθητοποίηση της κοινότητας, προωθώντας την αξία της ανακύκλωσης και συμβάλλοντας στην προστασία του περιβάλλοντος.

Μέσω αυτής της συνάντησης, επιτυγχάνεται η διάχυση του περιβαλλοντικού προγράμματος στην ευρύτερη τοπική κοινωνία, ενθαρρύνοντας τη συμμετοχή και την ευαισθητοποίηση των πολιτών. Παράλληλα, η μεταφόρτωση του βίντεο στο ιστολόγιο της σχολικής μονάδας και σε διάφορα άλλα μέσα κοινωνικής δικτύωσης θα προωθήσει την αξία της ανακύκλωσης σε όσο το δυνατόν μεγαλύτερο μέρος της κοινωνίας.

7. Συνεργασία με άλλες ειδικότητες και φορείς

Οι μαθητές/τριες θα συνεργαστούν με τον/την εκπαιδευτικό Χημείας ώστε να γνωρίσουν και να εξοικειωθούν με τα είδη των οργανικών υλικών που θα τοποθετούν στον κομποστοποιητή καθώς και πώς θα χρησιμοποιήσουν τα οργανικά υλικά όταν γίνουν κομπόστ. Με την καθοδήγηση του/της εκπαιδευτικού Τεχνολογίας θα κατασκευάσουν τον κομποστοποιητή. Ο/Η εκπαιδευτικός Πληροφορικής θα συνεργαστεί με τους/τις μαθητές/τριες ώστε να φτιάξουν ένα βίντεο που θα ενημερώνει τη σχολική κοινότητα και την ευρύτερη κοινωνία για τα πλεονεκτήματα της ανακύκλωσης. Τέλος, η συνεργασία με τον/την εκπαιδευτικό Καλλιτεχνικών θα συνεισφέρει αποτελεσματικά στο στήσιμο της αφίσας που θα δημιουργήσει κάθε ομάδα ώστε να την τοποθετήσει στον κάδο με το αντίστοιχο υλικό ανακύκλωσης.

Η συνεργασία με τις αρμόδιες Υπηρεσίες του Δήμου κρίνεται απαραίτητη για τη διάθεση των κάδων ανακύκλωσης στη σχολική μονάδα καθώς και για τη διάχυση του βίντεο στους πολίτες προκειμένου να ενημερωθούν και να ευαισθητοποιηθούν στο θέμα της ανακύκλωσης. Για το σκοπό αυτό θα υλοποιηθεί μια εκδήλωση εντός της σχολικής μονάδας όπου οι μαθητές/τριες θα παρουσιάσουν τις δράσεις που υλοποίησαν στο πλαίσιο του Περιβαλλοντικού Προγράμματος σε εκπροσώπους της τοπικής κοινωνίας, στο σύλλογο γονέων και κηδεμόνων, στους/στις συμμμαθητές/τριές τους και στους/στις εκπαιδευτικούς του σχολείου.

Τέλος, μια συνεργασία με ένα ΚΕΠΕΑ θα αποβεί χρήσιμη για την ενημέρωση των μαθητών/τριών σχετικά με τις μεθόδους διαχείρισης και διάθεσης των απορριμμάτων.

7. Αξιολόγηση

Ενδεχομένως να χρειαστούν κι άλλες ώρες όσον αφορά στις κατασκευές και την αναζήτηση στο διαδίκτυο. Επίσης, η σχολική μονάδα θα μπορούσε να υλοποιήσει δια ζώσης επίσκεψη στο πλησιέστερο ΚΕΠΕΑ για την ενημέρωση σχετικά με τις μεθόδους διαχείρισης και διάθεσης των απορριμμάτων. Εκτός από την εκδήλωση στο σχολείο, θα μπορούσαν να οργανωθούν και άλλες δράσεις στην τοπική κοινότητα, όπως ο εθελοντικός καθαρισμός μιας κοντινής περιοχής ή μια διοργάνωση εργαστηρίων ανακύκλωσης για τους κατοίκους της περιοχής. Επιπροσθέτως, θα μπορούσαν να χρησιμοποιηθούν διαδικτυακές πλατφόρμες για την ανταλλαγή ιδεών και τη συνεργασία με άλλα σχολεία. Τέλος, θα μπορούσε να δημιουργηθεί μία περιβαλλοντική ομάδα μέσα στο σχολείο, με σκοπό να αναλάβει την συνεχή ενημέρωση και εκπαίδευση των μαθητών/τριών πάνω σε θέματα ανακύκλωσης και περιβαλλοντικής προστασίας.

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ΣΥΝΕΡΓΑΤΙΚΗ ΚΟΥΛΤΟΥΡΑ ΕΦΗΒΩΝ ΚΑΙ ΕΛΛΗΝΙΚΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΣΥΣΤΗΜΑ. ΜΕΛΕΤΗ ΠΕΡΙΠΤΩΣΗΣ ΣΕ ΓΕΝΙΚΑ ΛΥΚΕΙΑ ΤΗΣ ΠΕΡΙΦΕΡΕΙΑΚΗΣ ΕΝΟΤΗΤΑΣ ΤΡΙΚΑΛΩΝ.

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Περίληψη

Η συνεργατική κουλτούρα των εφήβων, που διαμορφώνεται μέσω της συμμετοχής τους σε ομαδικές δραστηριότητες, καθορίζει τη συμπεριφορά τους κατά την ενήλικη ζωή, θέτοντας τα θεμέλια για την οικοδόμηση του κοινωνικού κεφαλαίου των κοινωνιών. Σκοπός της παρούσας εργασίας είναι η διερεύνηση της συμβολής του σχολείου και του εκπαιδευτικού συστήματος στη διαμόρφωση της συνεργατικής κουλτούρας των έφηβων μαθητών/τριών. Η έρευνα υλοποιήθηκε σε πέντε Γενικά Λύκεια της Περιφερειακής Ενότητας Τρικάλων με βάση την πολυμεθοδική ερευνητική προσέγγιση, με τη συμπλήρωση ερωτηματολογίου από 225 μαθητές/τριες και τη διεξαγωγή συνεντεύξεων με μέλη της σχολικής κοινότητας. Από την έρευνα προέκυψε ότι το ελληνικό εκπαιδευτικό σύστημα δεν καταφέρνει να ανταποκριθεί σε ικανοποιητικό βαθμό στην προώθηση της συνεργασίας μεταξύ των μαθητών/τριών, κυρίως εξαιτίας του εξεταστικοκεντρικού του χαρακτήρα και των απαιτητικών Αναλυτικών Προγραμμάτων Σπουδών. Επιπλέον, αναδείχθηκε η σημασία της συμβολής των εκπαιδευτικών στην προώθηση της συνεργασίας μεταξύ των μαθητών/τριών, καθώς και η περιορισμένη εμπλοκή της πλειονότητάς τους σε συνεργατικές δράσεις.

Λέξεις κλειδιά: κουλτούρα, συνεργασία, εφηβεία, εκπαιδευτικό σύστημα

1. Εισαγωγή

Το εκπαιδευτικό σύστημα περιλαμβάνει όλες τις δομές και τις διαδικασίες για την παροχή εκπαίδευσης, με στόχο τη μετάδοση γνώσεων και την καλλιέργεια δεξιοτήτων στα άτομα. Αναπόσπαστο κομμάτι του εκπαιδευτικού συστήματος αποτελεί το σχολείο, το οποίο αντιπροσωπεύει ένα μικροσύστημα που συμβάλλει στην ανάπτυξη διαπροσωπικών σχέσεων και στην κοινωνικοποίηση των ατόμων, ασκώντας, έτσι, σημαντική επιρροή στη διαμόρφωση της προσωπικότητάς τους (Dufur et al., 2013; Santrock, 2016). Κατά τις εκπαιδευτικές διαδικασίες που λαμβάνουν χώρα στο σχολείο, οι έφηβοι/ες αλληλεπιδρούν μεταξύ τους και, μέσα από τις ομαδικές δραστηριότητες στις οποίες παίρνουν μέρος, αναπτύσσουν σχέσεις συνεργασίας που ενισχύουν το κοινωνικό κεφάλαιο (Plagens, 2011). Ιδιαίτερα κατά την περίοδο της εφηβείας, οι μαθητές/τριες, συμμετέχοντας στα διάφορα κοινωνικά δίκτυα της σχολικής κοινότητας, συγκροτούν κοινωνικούς δεσμούς και υιοθετούν αξίες και πρότυπα συμπεριφοράς, οικοδομώντας την κουλτούρα τους (Catts, Ozga, 2005).

Σκοπός της παρούσας εργασίας είναι η διερεύνηση της συμβολής του σχολείου και του εκπαιδευτικού συστήματος στη διαμόρφωση στάσεων και αντιλήψεων που συμβάλλουν στη συνεργατική κουλτούρα των εφήβων. Η έρευνα υλοποιήθηκε με την χρήση της πολυμεθοδικής ερευνητικής προσέγγισης σε πέντε Γενικά Λύκεια της Περιφερειακής Ενότητας Τρικάλων, η οποία εφαρμόστηκε με το συνδυασμό της ποσοτικής και της ποιοτικής ερευνητικής μεθόδου. Κατά την ποσοτική έρευνα, συμπληρώθηκε δομημένο ερωτηματολόγιο από δείγμα μαθητών/τριών των Γενικών Λυκείων, ενώ κατά την ποιοτική έρευνα πραγματοποιήθηκαν, με τη χρήση ημιδομημένου ερωτηματολογίου, συνεντεύξεις βάθους με εκπροσώπους της σχολικής κοινότητας.

Στη συνέχεια, παρατίθεται, αρχικά, το θεωρητικό πλαίσιο για τις έννοιες του κοινωνικού κεφαλαίου και της κουλτούρας, σε συνάρτηση με το εκπαιδευτικό σύστημα. Ακολουθεί μια σύντομη παρουσίαση της μεθοδολογίας που χρησιμοποιήθηκε για την υλοποίηση της έρευνας, ενώ στην επόμενη ενότητα παρατίθενται τα αποτελέσματα της ποσοτικής και της ποιοτικής έρευνας. Τέλος,

παρουσιάζονται τα συμπεράσματα που προκύπτουν από την ανάλυση των αποτελεσμάτων και δίνονται απαντήσεις στα ερευνητικά ερωτήματα που τίθενται.

2. Κυρίως μέρος

2.1. Κοινωνικό κεφάλαιο, συνεργατική κουλτούρα και εκπαιδευτικό σύστημα

Τα κοινωνικά δίκτυα αποτελούν δομές στις οποίες συμμετέχουν άτομα ή ομάδες ατόμων που αλληλεπιδρούν και συνδέονται μεταξύ τους με σχέσεις εμπιστοσύνης και συνεργασίας, συνάπτοντας κοινωνικούς δεσμούς που παίζουν καθοριστικό ρόλο στην ανάπτυξη του κοινωνικού κεφαλαίου. Το κοινωνικό κεφάλαιο αναφέρεται στους πόρους που απορρέουν από το σύνολο των δεσμών που συνάπτεται για τα μέλη του κοινωνικού δικτύου, όπως η πρόσβαση σε πληροφορίες, γνώσεις και διασυνδέσεις και η παροχή συναισθηματικής, ψυχολογικής, επαγγελματικής και οικονομικής υποστήριξης (Algan, 2018), που συμβάλλουν στην πραγματοποίηση των στόχων τους (Lin, 2001). Με βάση τον Pierre Bourdieu (1986), το κοινωνικό κεφάλαιο εμπεριέχει τους υλικούς ή συμβολικούς πόρους που εξασφαλίζουν οι άνθρωποι αναπτύσσοντας σχέσεις αμοιβαίας αποδοχής και υποστήριξης κατά τη συμμετοχή τους σε κοινωνικά δίκτυα, οι οποίες εδράζονται σε συναλλαγές υλικής, συμβολικής ή διαπροσωπικής φύσης. Σύμφωνα με τον James Coleman (1988), το κοινωνικό κεφάλαιο περιλαμβάνεται στις σχέσεις που συγκροτούνται ανάμεσα στους ανθρώπους και ενδυναμώνεται με μια σειρά αλλαγών που στοχεύουν στη διευκόλυνση της κοινωνικής δράσης και της παραγωγικής διαδικασίας. Με βάση τον Putnam, τα επίπεδα του κοινωνικού κεφαλαίου μιας κοινότητας ενισχύονται όσο περισσότερο τα μέλη της συμμετέχουν σε συλλόγους, σωματεία και ενώσεις (Τσούνης, Σαράφης, 2016).

Η απόκτηση, μέσω των κοινωνικών σχέσεων που συνάπτουν τα μέλη ενός κοινωνικού συνόλου, εμπειριών και γνώσεων που μεταδίδονται από τις προηγούμενες στις επόμενες γενιές, συμβάλλει καθοριστικά στη διαμόρφωση της κουλτούρας τους (Spencer-Oatey, 2012). Πιο συγκεκριμένα, η έννοια της κουλτούρας περιλαμβάνει τις κοινές αξίες και αντιλήψεις και τα πρότυπα συμπεριφοράς που χαρακτηρίζουν μια συγκεκριμένη ομάδα ανθρώπων, σε επίπεδο καθημερινών πρακτικών αλλά και βαθύτερων παραδόσεων, και συμβάλλουν καθοριστικά στη διαμόρφωση της ταυτότητας μιας κοινότητας (Williams, 1958).

Κατά την εφηβεία, που αντιπροσωπεύει το ηλικιακό στάδιο των ατόμων που διαρκεί από τα 10 μέχρι και τα 19 έτη περίπου, κατά το οποίο λαμβάνει χώρα η μετάβαση από την παιδική ηλικία στην ενήλικη ζωή, πραγματοποιείται η γνωστική, η βιολογική και η ψυχοσυναισθηματική τους ανάπτυξη (Steinberg, 2020). Στην οικοδόμηση της κουλτούρας των εφήβων, η οποία τους χαρακτηρίζει ως κοινωνική ομάδα, συμβάλλει το σύνολο των αλληλεπιδράσεων τους με τα μέλη του οικογενειακού, του σχολικού και του φιλικού τους περιβάλλοντος, μέσα από τις οποίες υιοθετούν στάσεις, συνήθειες και συμπεριφορές που διαμορφώνουν την ταυτότητά τους (Santrock, 2016).

Μέσω των κοινωνικών δικτύων στα οποία συμμετέχουν τα μέλη της σχολικής κοινότητας, οι μαθητές/τριες έχουν τη δυνατότητα να εμπλακούν ενεργά σε εκπαιδευτικές, κοινωνικές και πολιτισμικές ομαδικές δράσεις, για την υλοποίηση των οποίων απαραίτητο στοιχείο αποτελεί η μεταξύ τους συνεργασία (Plagens, 2011), η καλλιέργεια της οποίας αποτελεί βασικό στόχο του ελληνικού εκπαιδευτικού συστήματος και των Αναλυτικών Προγραμμάτων Σπουδών των διδασκόμενων γνωστικών αντικειμένων (Προγράμματα Σπουδών, χ.χ.). Μάλιστα, από το ελληνικό εκπαιδευτικό σύστημα επιδιώκεται οι εκπαιδευτικοί να υιοθετήσουν, κατά τη μαθησιακή διαδικασία, πρακτικές ομαδοσυνεργατικής διδασκαλίας και να υλοποιούν εκπαιδευτικά προγράμματα και σχολικές δράσεις που προάγουν την επικοινωνία και τη συνεργασία μεταξύ των μαθητών/τριών (ΙΕΠ, χ.χ.). Σύμφωνα με τον Ματσαγγούρα (2008), μέσα από τη μεταξύ τους συνεργασία, οι μαθητές/τριες αποκομίζουν πλήθος οφελών, καθώς αναπτύσσουν τις κοινωνικές τους δεξιότητες και ενισχύουν την κριτική τους σκέψη, μέσω της ανταλλαγής απόψεων και πληροφοριών. Παράλληλα, μέσα από την ενεργό και ισότιμη συμμετοχή των μαθητών/τριών σε συνεργατικές δραστηριότητες κατά την εκπαιδευτική διαδικασία, ενισχύεται η αυτοεκτίμησή τους (De Prada et al., 2024), ενδυναμώνονται οι ακαδημαϊκές τους επιδόσεις και ενισχύεται περαιτέρω η λειτουργία των

κοινωνικών δικτύων της σχολικής κοινότητας, αυξάνοντας τα επίπεδα του κοινωνικού κεφαλαίου (Παπάνης κ.ά., 2007).

2.2. Μεθοδολογία έρευνας

Η παρούσα έρευνα πραγματοποιήθηκε κατά το χρονικό διάστημα Μαρτίου – Απριλίου του 2023 στην Περιφερειακή Ενότητα Τρικάλων της Περιφέρειας Θεσσαλίας και αποτελεί μια μελέτη περίπτωσης, δεδομένου ότι υλοποιήθηκε σε συγκεκριμένο αριθμό ατόμων και σε περιορισμενο πλαίσιο χώρου και χρόνου (Stake, 1995), με στόχο την απεικόνιση μιας γενικότερης κατάστασης (Nisbet, Watt, 1984). Η επιλογή της Περιφερειακής Ενότητας Τρικάλων για την πραγματοποίηση της έρευνας έγινε με γνώμονα τη μεγάλη έκτασή της και τα υψηλά πληθυσμιακά της επίπεδα που την καθιστούν 13η και 26η, αντίστοιχα, ανάμεσα στις 74 Περιφερειακές Ενότητες της Ελλάδας, και την ποικιλία ως προς τα γεωμορφολογικά χαρακτηριστικά και τις οικονομικές δραστηριότητες του πληθυσμού της (Περιφερειακή Ενότητα Τρικάλων, χ.χ.), παράγοντες που μπορούν να διευκολύνουν την εξασφάλιση ενός αντιπροσωπευτικού δείγματος μαθητών/τριών σε σχέση με το κοινωνικό και οικονομικό τους υπόβαθρο. Στην περιοχή λειτουργούν 13 Γενικά Λύκεια, των οποίων ο συνολικός αριθμός των μαθητών/τριών κατά το σχολικό έτος 2022 – 2023 ήταν 1984, με ποσοστό 55,1% να αντιστοιχεί σε κορίτσια και ποσοστό 44,9% σε αγόρια (Νανάκη, 2022).

Στην έρευνα χρησιμοποιήθηκε η πολυμεθοδική ερευνητική προσέγγιση ή τριγωνοποίηση, η οποία υλοποιείται με έναν συνδυασμό της ποσοτικής και της ποιοτικής ερευνητικής μεθόδου, ώστε να επιτευχθεί, με σαφήνεια και πληρότητα, η ανάδειξη ποικίλων διαστάσεων του υπό διερεύνηση ζητήματος (Ευαγγέλου, 2014). Τα σχολεία στα οποία διεξήχθη η έρευνα επιλέχθηκαν με τη μέθοδο της βολικής δειγματοληψίας, κατά την οποία γίνεται επιλογή του πιο προσιτού και βολικά διαθέσιμου δείγματος, ώστε να εξοικονομηθεί χρόνος και να είναι πιο εύκολη η συλλογή δεδομένων (Galloway, 2005). Η μέθοδος αυτή υιοθετήθηκε επειδή η ερευνήτρια διέθετε πρόσβαση στα παραπάνω σχολεία, καθώς είχε εξασφαλίσει τη σύμφωνη γνώμη των αρμόδιων Διευθυντών/ντριών. Πιο συγκεκριμένα, η έρευνα υλοποιήθηκε σε τρία Γενικά Λύκεια του αστικού ιστού της Περιφερειακής Ενότητας Τρικάλων και δύο περιφερειακά.

Η ποσοτική έρευνα, που πραγματοποιείται σε αντιπροσωπευτικό δείγμα πληθυσμού μέσω της συλλογής και ανάλυσης στατιστικών αριθμητικών δεδομένων για ένα ζήτημα (Ίσαρη, Πουρκός, 2015), διεξήχθη με τη συμπλήρωση ανώνυμου δομημένου ερωτηματολογίου που περιελάμβανε ερωτήσεις κλειστού τύπου (απλής επιλογής και τύπου Likert), από 225 μαθητές/τριες των πέντε παραπάνω σχολείων. Το δείγμα αυτό αντιστοιχεί σε ποσοστό 21,6% του συνόλου των μαθητών/τριών των συγκεκριμένων Γενικών Λυκείων και σε 11,3% του συνόλου των μαθητών/τριών όλων των Γενικών Λυκείων της Περιφερειακής Ενότητας Τρικάλων. Το παραπάνω δείγμα μαθητών/τριών επιλέχθηκε με τυχαία στρωματοποιημένη δειγματοληψία, κατά την οποία ο υπό εξέταση πληθυσμός διαχωρίζεται, λαμβάνοντας υπόψη ένα γνώρισμα, σε μη επικαλυπτόμενα στρώματα/τμήματα, από τα οποία, έπειτα, επιλέγεται τυχαία ένα δείγμα (Lohr, 2009). Το κριτήριο που λήφθηκε υπόψη για τη στρωματοποίηση των μαθητών/τριών σε καθένα από τα πέντε παραπάνω σχολεία ήταν η τάξη φοίτησης, δηλαδή η ηλικία, οπότε προέκυψαν τα στρώματα/τμήματα της Α΄, Β΄ και Γ΄ Τάξης. Στη συνέχεια, πραγματοποιήθηκε από την ερευνήτρια ηλεκτρονική καταχώρηση των δεδομένων στο πρόγραμμα Microsoft Excel και ακολούθησε η επεξεργασία και η παρουσίασή τους με την περιγραφική στατιστική.

Η ποιοτική έρευνα, κατά την οποία ο/η ερευνητής/τρια επικοινωνεί με τους/τις ερωτώμενους/ες και παρατηρεί τον τρόπο με τον οποίο πτυχές του ζητήματος που διερευνάται γίνονται αντιληπτές και νοηματοδοτούνται από εκείνους/ες (Ίσαρη, Πουρκός, 2015), πραγματοποιήθηκε με την υλοποίηση πέντε διά ζώσης συνεντεύξεων βάθους με μια Διευθύντρια, μια Πρόεδρο Δεκαπενταμελούς Μαθητικού Συμβουλίου και τρεις εκπαιδευτικούς από τα παραπάνω σχολεία, με την χρήση ημιδομημένου ερωτηματολογίου που περιείχε προκαθορισμένες ερωτήσεις, μετά από τη συναίνεση των συμμετεχόντων για την καταγραφή και δημοσίευση των απαντήσεών τους.

Στη συνέχεια, πραγματοποιήθηκε θεματική ανάλυση των δεδομένων της ποιοτικής έρευνας, κατά την οποία αναγνωρίζονται και οργανώνονται επαναλαμβανόμενα μοτίβα νοήματος. Πιο

συγκεκριμένα, μέσω της διαδικασίας της κωδικοποίησης, γίνεται καταγραφή σύντομων σημειώσεων ως εννοιολογικοί προσδιορισμοί (λέξεις, φράσεις και θεωρητικές έννοιες), των οποίων ακολουθεί η ομαδοποίηση σε ένα σύνολο αφηρημένων και γενικών εννοιολογικών κατασκευών, που αποτελούν τα θέματα. Σε κάθε θέμα συγκεντρώνονται όλα τα αποσπάσματα των συνεντεύξεων και καταγράφονται σε διαφορετικές ενότητες (Braun, Clarke, 2012).

2.3. Αποτελέσματα έρευνας

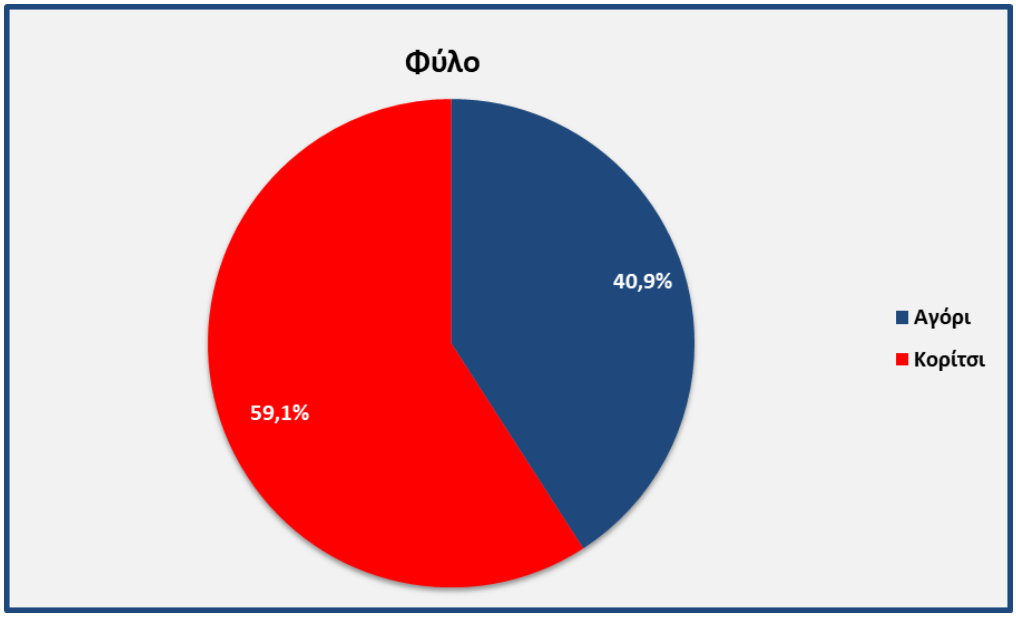
2.3.1 Ποσοτική έρευνα

Από τους/τις 225 εφήβους/ες που έλαβαν μέρος στην ποσοτική έρευνα, το 60% περίπου ήταν κορίτσια και το 40% αγόρια (Σχήμα 1), με σχεδόν ομοιόμορφη κατανομή στις ηλικιακές ομάδες 15-16, 16-17 και άνω των 17 ετών (Σχήμα 2).

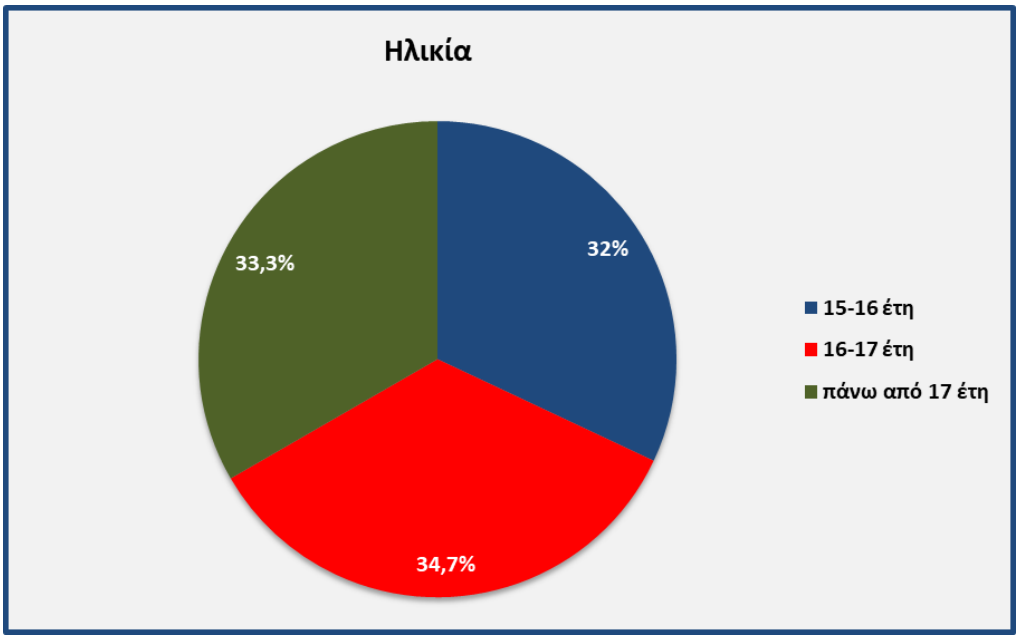
Προκειμένου να διερευνηθούν οι πεποιθήσεις των μαθητών/τριών για το κατά πόσο υπάρχουν και επαρκούν οι συνεργατικές πρακτικές στο εκπαιδευτικό σύστημα, τέθηκε μια σειρά σχετικών ερωτημάτων:

- Προώθηση της συνεργασίας από το ελληνικό εκπαιδευτικό σύστημα

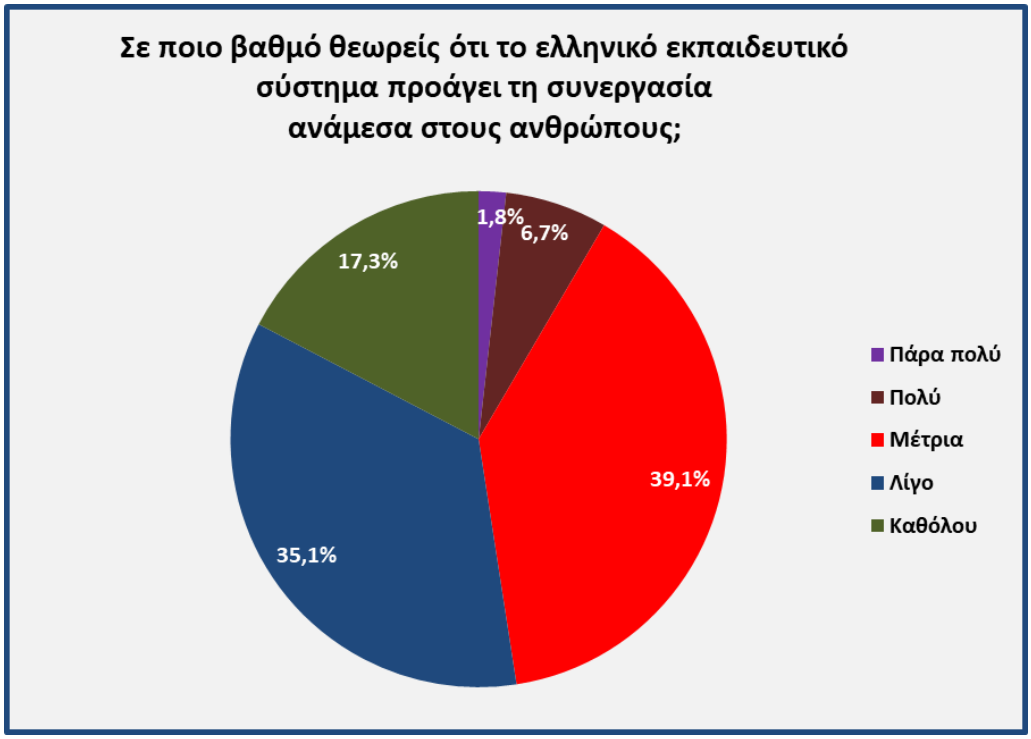
Στο ερώτημα για το βαθμό στον οποίο θεωρούν ότι το ελληνικό εκπαιδευτικό σύστημα προάγει τη συνεργασία, μόλις το 8,5% απάντησε ότι την προάγει πολύ και πάρα πολύ, με την πλειονότητα των εφήβων (52,4%) να απαντά ότι την προάγει λίγο ή καθόλου (Σχήμα 3), εύρημα που φανερώνει την αντίληψη που έχουν οι περισσότεροι/ες έφηβοι/ες ότι το εκπαιδευτικό σύστημα αποτυγχάνει να προωθήσει συνεργατικές πρακτικές σε ικανοποιητικό βαθμό.



Σχήμα 1: Φύλο εφήβων



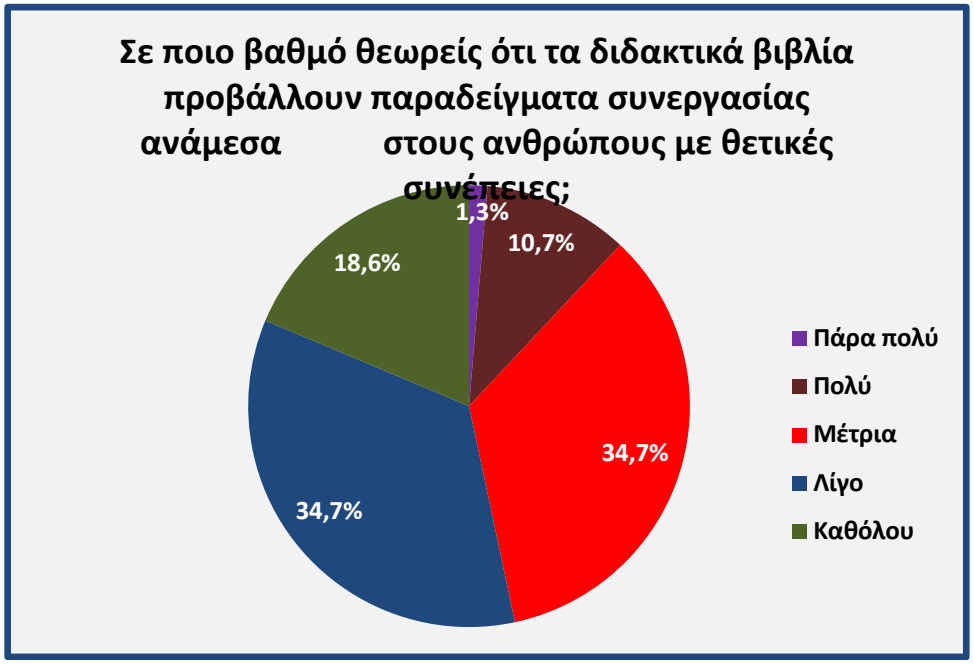
Σχήμα 2: Ηλικία εφήβων



Σχήμα 3: Βαθμός στον οποίο θεωρούν οι έφηβοι/ες ότι το ελληνικό εκπαιδευτικό σύστημα προάγει τη συνεργασία ανάμεσα στους ανθρώπους

- Συνεργασία και σχολικά εγχειρίδια

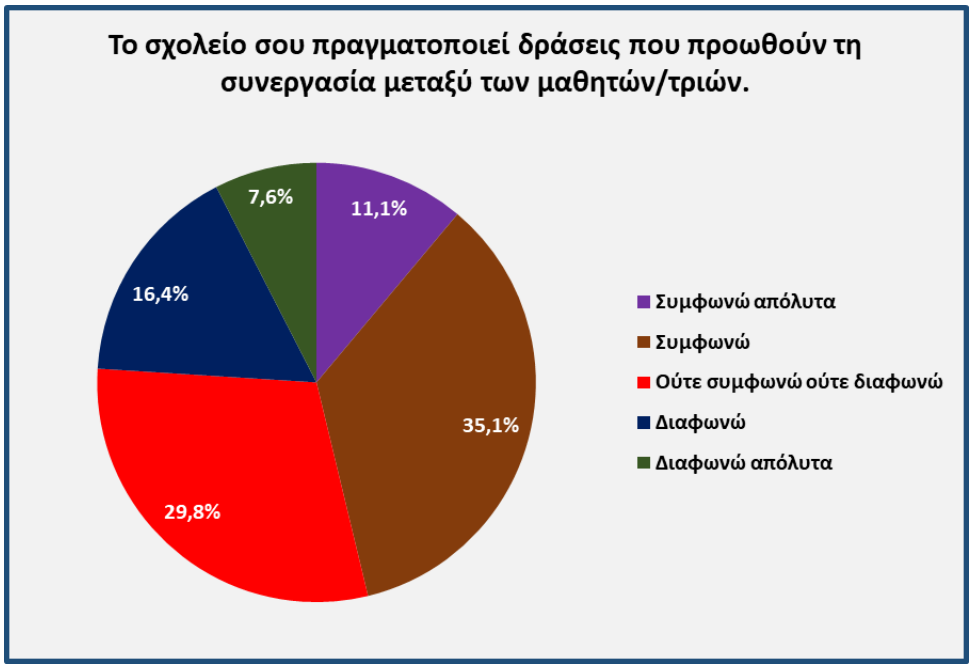
Όσον αφορά το κατά πόσο τα διδακτικά εγχειρίδια του σχολείου προβάλλουν παραδείγματα συνεργασίας ανάμεσα στους ανθρώπους με θετικές συνέπειες, λίγο πάνω από τους/τις μισούς/ές (53,3%) θεωρούν ότι αυτό το επιτυγχάνουν λίγο ή καθόλου, ενώ μόλις το 12% θεωρεί ότι τα σχολικά βιβλία προβάλλουν παραδείγματα συνεργασίας πολύ ή πάρα πολύ (Σχήμα 4). Από τα παραπάνω προκύπτει ότι η πλειονότητα των μαθητών/τριών πιστεύει ότι τα διδακτικά εγχειρίδια δεν καταφέρνουν να προβάλλουν παραδείγματα συνεργασίας και τις ωφέλειές τους, που θα μπορούσαν να παρακινούν τους/τις μαθητές/τριες για συνεργατική σκέψη και δράση.



Σχήμα 4: Βαθμός στον οποίο θεωρούν οι έφηβοι/ες ότι τα διδακτικά βιβλία προβάλλουν παραδείγματα συνεργασίας ανάμεσα στους ανθρώπους με θετικές συνέπειες

- Υλοποίηση συνεργατικών δράσεων στο σχολείο

Στο ερώτημα για το κατά πόσο οι έφηβοι/ες συμφωνούν με τη φράση: "Το σχολείο σου υλοποιεί δράσεις που προάγουν τη συνεργασία ανάμεσα στους/στις μαθητές/τριες.", το 46,2%, δηλαδή σχεδόν οι μισοί/ές έφηβοι/ες, απάντησε πως συμφωνεί ή συμφωνεί απόλυτα, γεγονός που υποδεικνύει την αναγνώριση από πλευράς τους της ύπαρξης συνεργατικών δράσεων στο σχολείο, ενώ αντίθετη άποψη έχει το 24% (Σχήμα 5), δηλαδή περίπου το ένα τέταρτο, που απάντησε πως διαφωνεί ή διαφωνεί απόλυτα.

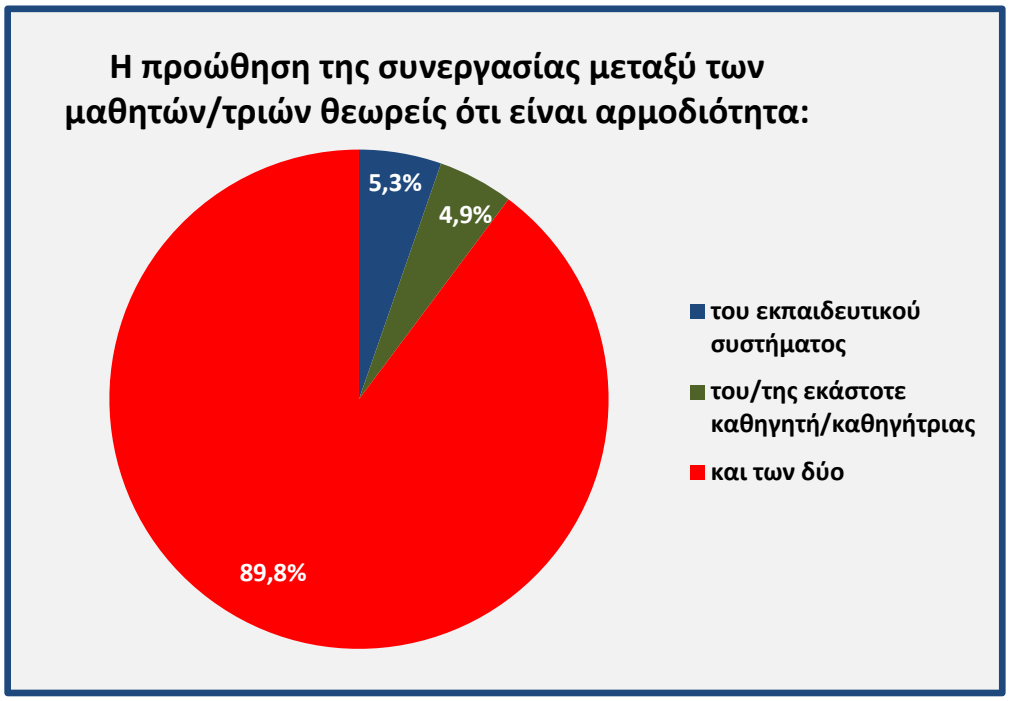


Σχήμα 5: Βαθμός συμφωνίας εφήβων με τη φράση: «Το σχολείο σου υλοποιεί δράσεις που προάγουν τη συνεργασία ανάμεσα στους/στις μαθητές/τριες.»

- Συνεργασία και εκπαιδευτικοί

Αναφορικά με το σε ποιον ανήκει η αρμοδιότητα για την προώθηση της συνεργασίας ανάμεσα στους/στις μαθητές/τριες, η συντριπτική πλειονότητα των εφήβων, σε ποσοστό 89,8%, απάντησε πως

ανήκει τόσο στο εκπαιδευτικό σύστημα όσο και στους/στις εκπαιδευτικούς, το 5,3% δήλωσε πως ανήκει μόνο στο εκπαιδευτικό σύστημα και το 4,9% μόνο στους/στις εκπαιδευτικούς (Σχήμα 6). Από το παραπάνω εύρημα, αναδεικνύεται η πεποίθηση των εφήβων πως το εκπαιδευτικό σύστημα, θέτοντας το πλαίσιο λειτουργίας της σχολικής μονάδας, συμβάλλει στην προώθηση της μεταξύ τους συνεργασίας ισότιμα με τους/τις εκπαιδευτικούς, οι οποίοι/ες εντός του συγκεκριμένου πλαισίου υιοθετούν μια σειρά παιδαγωγικών και μαθησιακών πρακτικών.



Σχήμα 6: Άποψη των εφήβων για το αν η προώθηση της συνεργασίας μεταξύ των μαθητών/τριών είναι αρμοδιότητα του εκπαιδευτικού συστήματος, των καθηγητών/τριών ή και των δύο

2.3.2 Ποιοτική έρευνα

- Προώθηση της συνεργασίας από το ελληνικό εκπαιδευτικό σύστημα

Αναφορικά με το κατά πόσο το ελληνικό εκπαιδευτικό σύστημα προάγει τη συνεργασία ανάμεσα στους/στις μαθητές/τριες, από τις συνεντεύξεις βάθους που πραγματοποιήθηκαν, αναδείχθηκε η πεποίθηση για την αδυναμία προώθησής της και καταδείχθηκαν παράγοντες που ευθύνονται για αυτή, όπως "ο εξεταστικοκεντρικός χαρακτήρας του εκπαιδευτικού συστήματος στην Ελλάδα" και τα απαιτητικά Αναλυτικά Προγράμματα Σπουδών των γνωστικών αντικειμένων με "τη μεγάλη έκταση της διδακτέας ύλης".

- Συνεργασία και σχολικά εγχειρίδια

Σχετικά με τα σχολικά διδακτικά εγχειρίδια, οι συμμετέχοντες/ουσες στην ποιοτική έρευνα εξέφρασαν την άποψη ότι δεν προσφέρουν αρκετές ευκαιρίες για ομαδοσυνεργατική μάθηση, καθώς υπάρχει "περιορισμένος αριθμός ομαδικών εργασιών", ενώ παράλληλα ανέφεραν ότι υπάρχει "έλλειψη χρόνου για την υλοποίηση των λίγων ομαδικών δραστηριοτήτων που περιέχονται στα σχολικά βιβλία".

- Υλοποίηση συνεργατικών δράσεων στο σχολείο

Αναφορικά με την επάρκεια προσφοράς συνεργατικών δράσεων στο σχολείο, αναδείχτηκε η κοινή αντίληψη όλων των συμμετεχόντων της παροχής επαρκούς αριθμού, και αναγνωρίστηκε από όλους/ες η ανάγκη της ύπαρξης τους στη σχολική πραγματικότητα και της ενεργού συμμετοχής του συνόλου των μαθητών/τριών σε αυτές.

- Συνεργασία και εκπαιδευτικοί

Όσον αφορά το βαθμό συνεργασίας μεταξύ των εκπαιδευτικών και προώθησης από μέρους τους της συνεργασίας ανάμεσα στους/στις μαθητές/τριες, προέκυψε η κοινή πεποίθηση της περιορισμένης μεταξύ τους συνεργασίας και της χαμηλής έντασης προσπάθειας που καταβάλλουν για να παρακινήσουν τους/τις μαθητές/τριες να συνεργάζονται. Οι συμμετέχοντες/ουσες στις συνεντεύξεις απέδωσαν τα παραπάνω στις "αυξημένες εκπαιδευτικές υποχρεώσεις λόγω της δομής των Αναλυτικών Προγραμμάτων Σπουδών" και στις "υψηλές απαιτήσεις των ομαδικών δραστηριοτήτων σε χρόνο και κόπο".

3. Συμπεράσματα

Κατά την περίοδο της εφηβείας, οι μαθητές/τριες συμμετέχουν στα κοινωνικά δίκτυα του σχολείου και μέσα από την επικοινωνία και αλληλεπίδραση με τα υπόλοιπα μέλη τους, διαμορφώνουν ένα σύνολο στάσεων και συμπεριφορών που οικοδομούν την κουλτούρα τους. Σύμφωνα με τα αποτελέσματα της ποσοτικής έρευνας, με βάση τις απόψεις της πλειονότητας των εφήβων που συμμετείχαν σε αυτή, το εκπαιδευτικό σύστημα στην Ελλάδα δεν καταφέρνει να προωθήσει σε ικανοποιητικό βαθμό τη συνεργασία μεταξύ των μαθητών/τριών, πεποίθηση που ασπάζονται και οι συμμετέχοντες/ουσες στις συνεντεύξεις βάθους, από τις οποίες φωτίζονται τα αίτια αυτής της ανεπάρκειας. Πιο συγκεκριμένα, από την ποιοτική έρευνα προκύπτει ότι η συγκεκριμένη ανεπάρκεια του ελληνικού εκπαιδευτικού συστήματος οφείλεται στην αδυναμία ένταξης επαρκών συνεργατικών πρακτικών κατά τη μαθησιακή διαδικασία, κυρίως εξαιτίας του χαρακτήρα του που επικεντρώνεται στις εξετάσεις και στην εκτεταμένη διδακτέα ύλη των διαφόρων γνωστικών αντικειμένων. Σημειώνεται ότι το συγκεκριμένο εύρημα για τους παράγοντες που δυσχεραίνουν τη συνεργασία στο ελληνικό εκπαιδευτικό σύστημα ευθυγραμμίζεται με τους παράγοντες που υποδεικνύονται βιβλιογραφικά ως εμπόδια για αυτή (Χρυσαφίδης, 2004). Έτσι, το εκπαιδευτικό σύστημα, που σύμφωνα με τον Bronfenbrenner (1979), διέπεται από πολιτισμικές αξίες και κοινωνικές νόρμες και ιδεολογίες, αντανακλώντας το μακροσύστημα μέσα στο οποίο λειτουργεί η σχολική μονάδα, δεν προάγει επαρκώς την ιδέα της συνεργασίας ανάμεσα στους/στις μαθητές/τριες, η οποία αναγνωρίζεται ως ένας κρίσιμος παράγοντας για την ανάπτυξη των γνωστικών και κοινωνικών τους δεξιοτήτων και για την ενδυνάμωση του θετικού κλίματος στη σχολική και στην ευρύτερη κοινότητα, μέσα από την οικοδόμηση κοινωνικού κεφαλαίου (Hanifan, 1916).

Παράλληλα, ενδιαφέρον εύρημα αποτελεί το ότι, σύμφωνα με την άποψη της πλειονότητας των εφήβων, τα διδακτικά εγχειρίδια των διαφόρων γνωστικών αντικειμένων δεν προβάλλουν επαρκώς παραδείγματα συνεργασίας και τα οφέλη που αυτή συνεπάγεται. Το εύρημα αυτό ενισχύεται και συμπληρώνεται από τα αποτελέσματα της ποιοτικής έρευνας, καθώς από το σύνολο των συνεντεύξεων βάθους αναδεικνύεται η παροχή από τα διδακτικά εγχειρίδια περιορισμένων ευκαιριών ομαδοσυνεργατικής μάθησης, λόγω του μικρού αριθμού ομαδικών μαθησιακών δραστηριοτήτων που διαθέτουν, παρά το στόχο που θέτουν τα Αναλυτικά Προγράμματα Σπουδών για την καλλιέργεια δεξιοτήτων συνεργασίας στους/στις μαθητές/τριες.

Σχετικά με την πραγματοποίηση δράσεων στο σχολείο που προάγουν τη συνεργασία ανάμεσα στους/στις μαθητές/τριες, σχεδόν οι μισοί/ές έφηβοι/ες θεωρούν ότι υλοποιούνται τέτοιες δράσεις, ωστόσο σχεδόν το ένα τρίτο του συνόλου των μαθητών/τριών δεν δίνει ξεκάθαρη απάντηση για την υλοποίηση ή μη υλοποίησή τους και το ένα τέταρτο υποστηρίζει ότι δεν πραγματοποιούνται. Ωστόσο, όλοι/ες οι συμμετέχοντες/ουσες στην ποιοτική έρευνα υποστηρίζουν ότι το σχολείο προσφέρει επαρκή αριθμό συνεργατικών δράσεων, οι οποίες, σύμφωνα με τους Johnson & Johnson (2013), είναι απαραίτητες για την καλλιέργεια επικοινωνιακών δεξιοτήτων των μαθητών/τριών, και τονίζουν την αναγκαιότητα να συμμετέχει ενεργά το σύνολο της μαθητικής κοινότητας σε αυτές, και όχι μόνο μια μερίδα. Έτσι, σύμφωνα με τον Coleman (1988), μέσω των δικτύων που συγκροτούνται για την πραγματοποίηση των δράσεων, τα μέλη της σχολικής κοινότητας επικοινωνούν μεταξύ τους ουσιαστικά και ενδυναμώνεται η εκπαιδευτική διαδικασία.

Σημαντικό εύρημα αποτελεί, επίσης, το γεγονός ότι η συντριπτική πλειονότητα των μαθητών/τριών έχει την πεποίθηση ότι η προώθηση της μεταξύ τους συνεργασίας αποτελεί αρμοδιότητα όχι μόνο του εκπαιδευτικού συστήματος, αλλά και των εκπαιδευτικών, οι οποίοι/ες θα

πρέπει να αναλαμβάνουν ενεργό ρόλο ενθαρρύνοντας και υποστηρίζοντας συνεργατικές πρακτικές που προτείνονται από το εκπαιδευτικό σύστημα. Ωστόσο, με βάση τους/τις συμμετέχοντες/ουσες στην ποιοτική έρευνα, ο βαθμός στον οποίο οι εκπαιδευτικοί ενθαρρύνουν τους/τις μαθητές/τριές τους να συνεργάζονται μεταξύ τους είναι περιορισμένος, ενώ παράλληλα περιορισμένη είναι και η μεταξύ τους συνεργασία, με βασικές αιτίες τα υψηλά επίπεδα χρόνου και ενέργειας που πρέπει να αφιερώσουν στις συνεργατικές δράσεις και την επιφορτισή τους με αυξημένες εκπαιδευτικές υποχρεώσεις. Έτσι, δεν είναι εφικτή η βελτίωση της μαθησιακής διαδικασίας μέσα από τη δημιουργία δικτύων αμοιβαίας υποστήριξης μεταξύ των εκπαιδευτικών, που, σύμφωνα με τους Hargreaves & Fullan (2012), προάγει την επαγγελματική τους ανάπτυξη και ενισχύει το κοινωνικό κεφάλαιο εντός του σχολείου.

Τα παραπάνω ευρήματα υποδεικνύουν την ανάγκη εκπαιδευτικών πολιτικών που θα απεμπλέξουν τη μαθησιακή διαδικασία από τον εξεταστικοκεντρικό της χαρακτήρα και θα ενισχύσουν ουσιαστικά τη συνεργασία μεταξύ των μαθητών/τριών. Η αναβάθμιση των διδακτικών εγχειριδίων, ώστε να περιλαμβάνουν περισσότερα παραδείγματα συνεργατικών δράσεων, καθώς και η επιμόρφωση των εκπαιδευτικών σε μεθόδους ομαδοσυνεργατικής μάθησης, κρίνεται αναγκαία. Παράλληλα, αναδεικνύεται η σημασία της ενεργούς συμμετοχής όλων των μαθητών/τριών σε δράσεις που προάγουν τη συνεργασία, αλλά και της ενδυνάμωσης της συνεργασίας μεταξύ των εκπαιδευτικών, προκειμένου να διαμορφωθούν δίκτυα συνεργασίας εντός της σχολικής κοινότητας. Από τις διαπιστώσεις αυτές προκύπτει η αναγκαιότητα για την αναδιαμόρφωση των εκπαιδευτικών πρακτικών, με στόχο τη βελτίωση του σχολικού κλίματος και την ενίσχυση του κοινωνικού κεφαλαίου στο σχολείο.

Κλείνοντας, επισημαίνεται πως δεδομένου ότι η παρούσα έρευνα έχει υλοποιηθεί σε μικρό δείγμα μιας συγκεκριμένης περιοχής της Ελλάδας, υπάρχει το ενδεχόμενο τα αποτελέσματά της να μην γενικεύονται για άλλες περιοχές, στις οποίες διαφέρουν οι εκπαιδευτικές, οικονομικές, κοινωνικές και πολιτισμικές συνθήκες. Το μικρό μέγεθος του δείγματος περιορίζει την εγκυρότητα των ευρημάτων και δεν επιτρέπει τη διατύπωση καθολικών συμπερασμάτων. Για αυτό το λόγο, προκειμένου να εξαχθούν πιο ασφαλή συμπεράσματα για τη συμβολή του ελληνικού εκπαιδευτικού συστήματος στην καλλιέργεια της συνεργατικής κουλτούρας των εφήβων, θα παρουσίαζε ενδιαφέρον η υλοποίηση μιας έρευνας σε μεγαλύτερη γεωγραφική εμβέλεια, που να καλύπτει διαφορετικά γεωγραφικά διαμερίσματα και σχολικά περιβάλλοντα, και σε μεγαλύτερο δείγμα. Η μελέτη σε ένα ευρύτερο, μεγαλύτερης ποικιλομορφίας, δείγμα θα επέτρεπε τη σύγκριση ανάμεσα σε διαφορετικά κοινωνικά και πολιτισμικά πλαίσια και θα συνέβαλλε στην πληρέστερη κατανόηση των παραγόντων που ενισχύουν ή εμποδίζουν την ανάπτυξη της συνεργασίας στους/στις εφήβους/ες.

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Η ΣΥΜΒΟΛΗ ΤΗΣ ΔΙΟΡΓΑΝΩΣΗΣ ΔΙΑΛΥΚΕΙΑΚΩΝ ΡΗΤΟΡΙΚΩΝ ΑΓΩΝΩΝ ΣΤΗΝ ΕΝΙΣΧΥΣΗ ΤΟΥ ΚΟΙΝΩΝΙΚΟΥ ΚΕΦΑΛΑΙΟΥ ΤΗΣ ΣΧΟΛΙΚΗΣ ΚΑΙ ΕΥΡΥΤΕΡΗΣ ΚΟΙΝΟΤΗΤΑΣ

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Περίληψη

Η διοργάνωση Διαλυκειακών Ρητορικών Αγώνων αποτελεί μια καινοτόμο σχολική δράση που συμβάλλει στη δημιουργία μιας κοινότητας συνεργασίας, καθώς λειτουργεί ως καταλύτης για τη συνεργασία μαθητών/τριών, εκπαιδευτικών, σχολείων και φορέων τοπικής αυτοδιοίκησης. Στην παρούσα εργασία περιγράφονται και αναλύονται τα στάδια σχεδιασμού, προετοιμασίας, υλοποίησης και αξιολόγησης των Διαλυκειακών Ρητορικών Αγώνων της Περιφερειακής Ενότητας Τρικάλων που διεξήχθησαν τον Απρίλιο του 2024 στο 1ο Γενικό Λύκειο Τρικάλων. Σκοπός της εργασίας είναι να αναδειχθεί η συμβολή των σχέσεων συνεργασίας που αναπτύσσονται μεταξύ των μελών διαφορετικών σχολικών μονάδων και φορέων στη διαμόρφωση μιας κοινότητας δημιουργίας και στην ενίσχυση του κοινωνικού κεφαλαίου πέρα από τα όρια του σχολικού περιβάλλοντος. Από την αξιολόγηση των Αγώνων από όλους/ες τους/τις συμμετέχοντες/ουσες, προέκυψε η κοινή πεποίθηση της πλειονότητας μαθητών/τριών και εκπαιδευτικών ότι η μεταξύ τους συνεργασία ήταν ιδιαίτερα θετική, συμβάλλοντας στην επίτευξη των στόχων των Αγώνων, ενώ παράλληλα αποκόμισαν σημαντικά οφέλη, όπως η ενίσχυση της ομαδικότητας και της συλλογικής λήψης αποφάσεων.

Λέξεις κλειδιά: συνεργασία, σχολείο, κοινότητα, δράση

1. Εισαγωγή

Το σχολείο αντιπροσωπεύει έναν οργανισμό εκπαίδευσης και κοινωνικοποίησης που στοχεύει στην ολόπλευρη ανάπτυξη των μαθητών/τριών τόσο σε γνωστικό όσο και σε κοινωνικό επίπεδο (Σαΐτης, 2008), συμβάλλοντας στην καλλιέργεια της κριτικής τους σκέψης και στον μετασχηματισμό τους σε υπεύθυνους πολίτες, μέσα από την ενεργό συμμετοχή τους σε δράσεις που προωθούν το διάλογο και τη δημοκρατία (Dewey, 1997). Εντός του σχολικού περιβάλλοντος, τα μέλη της σχολικής κοινότητας λαμβάνουν μέρος σε πλήθος κοινωνικών δικτύων, μέσα από τα οποία προάγεται η ενεργός συμμετοχή τους σε συλλογικές μαθησιακές, κοινωνικές και πολιτισμικές δραστηριότητες, κατά τις οποίες αλληλεπιδρούν μεταξύ τους και οικοδομούν σχέσεις συνεργασίας και εμπιστοσύνης (Plagens, 2011). Έτσι, μέσα από τη συλλογική τους δράση για την επίτευξη κοινών στόχων, διαμορφώνεται το κοινωνικό κεφάλαιο, που αναφέρεται στα οφέλη που προκύπτουν από τους κοινωνικούς δεσμούς που συγκροτούνται ανάμεσα στα άτομα που αναπτύσσουν σχέσεις συνεργασίας (Lin, 2001).

Στην παρούσα εργασία πραγματοποιείται περιγραφή και ανάλυση των σταδίων σχεδιασμού, προετοιμασίας, υλοποίησης και αξιολόγησης των Διαλυκειακών Ρητορικών Αγώνων της Περιφερειακής Ενότητας Τρικάλων που διεξήχθησαν τον Απρίλιο του 2024 στο 1ο Γενικό Λύκειο Τρικάλων και διοργανώθηκαν από μια ομάδα 9 εκπαιδευτικών του συγκεκριμένου σχολείου σε συνεργασία με τη Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Τρικάλων και τον Σύμβουλο Εκπαίδευσης Φιλολόγων, υπό την αιγίδα της Περιφερειακής Ενότητας Τρικάλων και του Δήμου Τρικκαίων. Στους Αγώνες συμμετείχαν 146 μαθητές/τριες και 36 εκπαιδευτικοί από 11 Γενικά και Επαγγελματικά Λύκεια της περιοχής. Σκοπός της εργασίας είναι μέσα από τη μελέτη των σταδίων των παραπάνω Διαλυκειακών Ρητορικών Αγώνων να σκιαγραφηθεί η συμβολή της διοργάνωσης μιας καινοτόμου σχολικής δράσης, η οποία βασίζεται στη συνεργασία μαθητών/τριών, εκπαιδευτικών, σχολείων, αλλά και φορέων τοπικής αυτοδιοίκησης, στην ενίσχυση του κοινωνικού

κεφαλαίου της σχολικής και της ευρύτερης κοινότητας. Πιο συγκεκριμένα, μέσω του παραδείγματος της διοργάνωσης αυτής, επιχειρείται να αναδειχθεί η αξία της συνεργασίας μεταξύ των μελών διαφορετικών σχολικών μονάδων και φορέων, η οποία συμβάλλει στο μετασχηματισμό των ατόμων που δρουν συλλογικά για την υλοποίηση των Ρητορικών Αγώνων σε μια κοινότητα δημιουργίας, εντός της οποίας γεννάται μια σειρά νέων ιδεών, πρακτικών και έργων.

Στην εργασία, αρχικά παρουσιάζεται το θεωρητικό πλαίσιο για τις έννοιες της συνεργασίας, του κοινωνικού κεφαλαίου και των κοινοτήτων δημιουργίας, και ακολουθεί μια συνοπτική παρουσίαση της ερευνητικής μεθοδολογίας που χρησιμοποιήθηκε. Στη συνέχεια, πραγματοποιείται η περιγραφή των αλληλεπιδράσεων που έλαβαν χώρα και των σχέσεων συνεργασίας που αναπτύχθηκαν μεταξύ των ατόμων που συμμετείχαν στα διάφορα στάδια της διοργάνωσης και υλοποίησης των Διαλυκειακών Ρητορικών Αγώνων της Περιφερειακής Ενότητας Τρικάλων και παρατίθενται τα αποτελέσματα της αξιολόγησης που πραγματοποιήθηκε από το σύνολο των συμμετεχόντων/χουσών μετά το πέρας της διοργάνωσης. Τέλος, παρουσιάζονται τα συμπεράσματα που προκύπτουν από την ανάλυση των αποτελεσμάτων.

2. Κυρίως μέρος

2.1. Συνεργασία, κοινωνικό κεφάλαιο και κοινότητες δημιουργίας

Η συνεργασία αποτελεί τη διαδικασία με την οποία οι άνθρωποι συμμετέχουν σε συλλογικές προσπάθειες ώστε να επιτευχθεί ένας κοινός τους στόχος, αξιοποιώντας τις γνώσεις και τις δεξιότητές τους. Πρόκειται για μια κατάσταση που χαρακτηρίζεται από την αμοιβαιότητα, καθώς βασίζεται στη συνεισφορά όλων των εμπλεκομένων, στην εμπιστοσύνη και στην προσφορά βοήθειας (Bahrami et al., 2010), ενώ παράλληλα προϋποθέτει την ελεύθερη έκφραση απόψεων και ιδεών και την ανταλλαγή πληροφοριών ανάμεσα στα άτομα που συνεργάζονται. Μέσω των σχέσεων συνεργασίας, επιτυγχάνεται η ταχύτερη υλοποίηση έργου, συχνά μέσα από την κατανομή ρόλων και ευθυνών, ενώ ταυτόχρονα προάγονται οι καινοτόμες, δημιουργικές δράσεις (Adger, 2003).

Οι συνεργατικές σχέσεις που αναπτύσσονται εντός των διαφόρων κοινωνικών δικτύων θεμελιώνουν και ενισχύουν το κοινωνικό κεφάλαιο, το οποίο αναφέρεται στο σύνολο των δεσμών που συγκροτούνται στα κοινωνικά δίκτυα και των ωφελειών που πηγάζουν από αυτούς (Κονιόρδος, 2015). Σύμφωνα με τον Bourdieu (1986), το κοινωνικό κεφάλαιο αναφέρεται στο σύνολο των πόρων, υλικών και άυλων, που εξασφαλίζουν τα μέλη των κοινωνικών δικτύων μέσα από τις σχέσεις αμοιβαίας υποστήριξης και αποδοχής που αναπτύσσουν, βασικό συστατικό των οποίων είναι η ύπαρξη υλικών, συμβολικών ή διαπροσωπικών συναλλαγών. Έτσι, η επίτευξη των στόχων τους γίνεται εφικτή μέσα από τους πόρους που έχουν στη διάθεσή τους εξαιτίας της συμμετοχής τους σε ένα κοινωνικό δίκτυο, όπως εκείνοι της πρόσβασης σε γνώσεις, πληροφορίες και διασυνδέσεις και της παροχής ψυχολογικής, συναισθηματικής, οικονομικής και επαγγελματικής υποστήριξης (Algan, 2018). Με βάση τον Coleman (1988), οι μεταβολές στις σχέσεις που διευκολύνουν την κοινωνική δράση και προάγουν την παραγωγική διαδικασία ενισχύουν το κοινωνικό κεφάλαιο, βασικοί πυλώνες του οποίου είναι η ροή πληροφοριών που συμβάλλει στην αποτελεσματικότητα της επικοινωνίας μεταξύ των μελών ενός κοινωνικού δικτύου, η ανταπόδοση των επωφελών για τα άτομα συμπεριφορών και πράξεων στην οποία ενδημεί το στοιχείο της αμοιβαιότητας και η θεσμοθέτηση και εφαρμογή μιας σειράς κανόνων και κυρώσεων για τη μη αποδεκτή συμπεριφορά (Coleman, 1988). Σύμφωνα με τον Putnam (1993), το κοινωνικό κεφάλαιο απαρτίζεται από τα δίκτυα, τις σχέσεις εμπιστοσύνης και τους κανόνες που θέτουν το πλαίσιο λειτουργίας τους. Όσο περισσότερο τα μέλη μιας κοινότητας συμμετέχουν σε συλλογικότητες τόσο περισσότερο αυξάνεται το κοινωνικό κεφάλαιο.

Στο σχολείο, η οικοδόμηση του κοινωνικού κεφαλαίου πραγματοποιείται μέσω των σχέσεων συνεργασίας που συνάπτονται μεταξύ των μελών της σχολικής κοινότητας, μέσα από τις οποίες προάγεται η ενεργός συμμετοχή τους σε μια σειρά συλλογικών δράσεων, η οποία συμβάλλει στη διαμόρφωση ενός περιβάλλοντος μάθησης και καινοτομίας. Έτσι, εντός του σχολείου σχηματίζονται κοινότητες δημιουργίας, δηλαδή συλλογικές κοινωνικές οντότητες, οι οποίες αξιοποιούν την ποικιλομορφία των γνώσεων και των δεξιοτήτων των μελών τους, που συνεργάζονται για την

υλοποίηση καινοτόμων δράσεων και έργων. Στις κοινότητες αυτές, κάθε μέλος συμβάλλει στην κοινή γνώση και παραγωγή, ενώ παράλληλα επωφελείται από τη συνεργατική δυναμική της ομάδας (Wenger, 1998). Απαραίτητη προϋπόθεση για την προώθηση της καινοτομίας είναι η εμπιστοσύνη μεταξύ των μελών των κοινοτήτων δημιουργίας, καθώς ενισχύει τη διάθεση για μοίρασμα της γνώσης (Algan, 2018), ενώ παράλληλα η ενεργός συμμετοχή τους σε όλα τα στάδια της διαδικασίας για την υλοποίηση του κοινού οράματος επιτρέπει τη συνδημιουργία λύσεων και πρακτικών. Με τον τρόπο αυτό, ενισχύεται η βιωσιμότητα και η δυναμική των κοινοτήτων δημιουργίας, καθώς αυξάνεται η αποτελεσματικότητά τους στη διαχείριση της συλλογικής γνώσης και στην αξιοποίησή της για την παραγωγή νέας (Wenger, 1998).

2.2. Μεθοδολογία έρευνας

Η παρούσα εργασία αποτελεί μια μελέτη περίπτωσης, καθώς επικεντρώνεται στην περιγραφή και ανάλυση μιας συνεργατικής δράσης που υλοποιήθηκε σε έναν συγκεκριμένο εκπαιδευτικό οργανισμό, σε ένα καθορισμένο χρονικό διάστημα (Stake, 1995). Η συνεργατική δράση που μελετάται είναι οι Διαλυκειακοί Ρητορικοί Αγώνες της Περιφερειακής Ενότητας Τρικάλων που διεξήχθησαν στις 11 και 12 Απριλίου 2024 στο 1ο Γενικό Λύκειο Τρικάλων. Πρόκειται για ένα από τα 45 σχολεία της Δευτεροβάθμιας Εκπαίδευσης Τρικάλων, που ανήκει στον αστικό ιστό και στο οποίο κατά το σχολικό έτος 2023–2024 υπηρετούσαν 26 εκπαιδευτικοί και φοιτούσαν 203 μαθητές/τριες, που διέμεναν στην πόλη των Τρικάλων και σε χωριά των προαστίων του Δήμου Τρικκαίων. Οι Ρητορικοί Αγώνες περιελάμβαναν δύο ατομικά αγωνίσματα, τον Αυθόρμητο Λόγο και τον Προτρεπτικό Λόγο, που αποτελούν έναν αυτοσχέδιο λόγο συνειρμικής έκφρασης και μια προσχεδιασμένη ομιλία με στόχο την πειθώ του κοινού, αντίστοιχα, και ένα ομαδικό αγώνισμα, τους Διττούς Λόγους, οι οποίοι διεξάγονται μεταξύ δύο ομάδων που απαρτίζονται από τρεις μαθητές/τριες διαφορετικών σχολείων, εκ των οποίων η μια ομάδα, αυτή του Λόγου, οφείλει να υπερασπιστεί τη «θέση», και η άλλη ομάδα, αυτή του Αντίλογου, οφείλει να υπερασπιστεί την αντίθετη άποψη. Και οι δύο ομάδες εκφέρουν λόγο που διέπεται από σαφήνεια, λογική συνέπεια και πληρότητα

Στην εργασία καταγράφονται οι σχέσεις συνεργασίας που αναπτύχθηκαν κατά τον σχεδιασμό, την προετοιμασία και την υλοποίηση των Αγώνων, μέσα από τη συμμετοχική παρατήρηση των ερευνητριών, οι οποίες ήταν μέλη της Οργανωτικής Επιτροπής και συμμετείχαν ενεργά σε όλη τη διάρκεια της δράσης. Με τη συγκεκριμένη ερευνητική μέθοδο, η συμμετοχή του/της εκάστοτε ερευνητή/τριας στις δραστηριότητες που μελετά συμβάλλει στη βαθύτερη κατανόηση του πλαισίου και των υπό εξέταση φαινομένων (Spradley, 1980). Μετά το πέρας των Αγώνων, όλοι/ες οι συμμετέχοντες/σες στους αγώνες, μαθητές/τριες καθώς και οι εκπαιδευτικοί – κριτές, αξιολόγησαν την όλη διοργάνωση συμπληρώνοντας ανώνυμα ηλεκτρονικό ερωτηματολόγιο και ακολούθησε η επεξεργασία των στοιχείων με χρήση εργαλείων περιγραφικής στατιστικής. Η όλη διοργάνωση ολοκληρώθηκε με την παρουσίαση των αποτελεσμάτων στο Σύλλογο Διδασκόντων, καθώς και την συγγραφή έκθεσης αξιολόγησης.

2.3. Στάδια διοργάνωσης και υλοποίησης Διαλυκειακών Ρητορικών Αγώνων Περιφερειακής Ενότητας Τρικάλων

2.3.1 Σχεδιασμός

Ο Σύλλογος Διδασκόντων του 1ου Γενικού Λυκείου Τρικάλων, μετά από πρόταση της Διευθύντριας, συνεδρίασε και αποφάσισε τη διοργάνωση των Ρητορικών Αγώνων. Σκοπός των Αγώνων ήταν η ενδυνάμωση των δεξιοτήτων επιχειρηματολογίας και κριτικής σκέψης των μαθητών/τριών, μέσα από τη χρήση του λόγου ως μέσου έκφρασης και επικοινωνίας, καθώς και των δεξιοτήτων συνεργασίας, ενεργητικής ακρόασης και σεβασμού στην αντίθετη άποψη. Το σχολείο, δια της Διεύθυνσης, ενημέρωσε τη Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Τρικάλων, ενώ παράλληλα καταρτίστηκε το χρονοδιάγραμμα εργασιών των Αγώνων και έγινε κατανομή ρόλων και ευθυνών με βάση τις δεξιότητες και την εμπειρία του/της κάθε εκπαιδευτικού. Ένας πυρήνας εννιά εκπαιδευτικών του σχολείου ανέλαβε να αποτελέσει την Οργανωτική Επιτροπή των Αγώνων και οι

υπόλοιποι εκπαιδευτικοί συμφώνησαν να έχουν επικουρικό ρόλο κατά τη διάρκεια διεξαγωγής τους. Έτσι, διαμορφώθηκαν ομάδες εργασίας με σαφείς αρμοδιότητες, προκειμένου να διασφαλιστεί η αποτελεσματική και βέλτιστη τέλεση αυτού του απαιτητικού σε χρόνο και κόπο συλλογικού εγχειρήματος. Πιο συγκεκριμένα, ορίστηκαν Υπεύθυνοι Ηλεκτρονικής Διαχείρισης των Αγώνων, Λειτουργίας του Σχολείου ενώ διεξάγονται οι Αγώνες, Οργάνωσης Τμημάτων Ακροατηρίου, Διττών Λόγων, Προτρεπτικού Λόγου και Αυθόρμητου Λόγου, Χρονομετρών και Φιλοξενίας. Κατά το διάστημα μέχρι την ημερομηνία διεξαγωγής των Αγώνων, διεξήχθησαν συναντήσεις εργασίας των ομάδων για θέματα οικονομικά, χωροταξικά, κανονιστικά, λειτουργικά, και επιμορφωτικά. Τα μέλη κάθε ομάδας, μέσω συζητήσεων και ανταλλαγής απόψεων και ιδεών, συναποφάσιζαν και συντόνιζαν τις ενέργειές τους, σε κλίμα ηρεμίας και συνεννόησης, χωρίς να παρατηρηθούν εντάσεις και προστριβές. Οι ομάδες εργάζονταν παράλληλα, ενώ το έργο τους συντόνιζε και υποστήριζε η Διευθύντρια του σχολείου, που ήταν η Πρόεδρος της Οργανωτικής Επιτροπής. Με τον τρόπο αυτό, στο σχολείο ενισχύθηκε η συνεργασία και η αμοιβαία υποστήριξη μεταξύ των εκπαιδευτικών, που εργάζονταν από κοινού για να επιτύχουν εντός χρονοδιαγράμματος τους στόχους που είχαν θέσει.

2.3.2 Προετοιμασία

Το σχολείο απευθύνθηκε στην Περιφερειακή Ενότητα Τρικάλων της Περιφέρειας Θεσσαλίας και στο Δήμο Τρικκαίων για την οικονομική κάλυψη των Διαλυκειακών Ρητορικών Αγώνων, φορείς που ανταποκρίθηκαν άμεσα καλύπτοντας το κόστος διεξαγωγής τους, ενώ ταυτόχρονα, επιχειρήσεις των Τρικάλων στήριξαν το εγχείρημα χορηγώντας είδη διατροφής για τους/τις συμμετέχοντες/ουσες. Παράλληλα, μια ομάδα των εκπαιδευτικών της Οργανωτικής Επιτροπής συνέταξε τον κανονισμό διεξαγωγής των Αγώνων, ενώ μια άλλη ομάδα δημιούργησε συνεργατικά την Τράπεζα Θεμάτων για το αγωνιστικό μέρος της διοργάνωσης, σε συνεργασία με τον Σχολικό Σύμβουλο Φιλολόγων. Ταυτόχρονα, ομάδα εκπαιδευτικών ασχολήθηκε με διαδικαστικά θέματα, όπως η προετοιμασία του σχολείου για τη φιλοξενία των Αγώνων και η κατανομή των μαθητών/τριών του σχολείου που θα παρακολουθούσαν ως κοινό, με τρόπο ώστε να επιτυγχάνεται το ήρεμο κλίμα σε κάθε αίθουσα, ενώ μια άλλη ομάδα εκπαιδευτικών, προετοίμασε τους φακέλους με το απαραίτητο υλικό όλων των συμμετεχόντων/ουσών στη διοργάνωση, την εκδήλωση απονομών και όλες τις βεβαιώσεις συμμετοχής. Επιπλέον, δημιουργήθηκαν δύο ομάδες μη διαγωνιζόμενων μαθητών/τριών του σχολείου διοργάνωσης, με έργο τη φωτογράφηση-βιντεοσκόπηση των αγώνων και τη φιλοξενία των συμμετεχόντων/χουσών, αντίστοιχα.

Κάθε σχολείο που έλαβε μέρος στους Αγώνες, συμμετείχε με μαθητές/τριες που θα διαγωνίζονταν, μαθητές/τριες που θα εκτελούσαν χρέη χρονομετρών κατά τη διάρκεια του κάθε αγωνίσματος και αναπληρωματικούς/ές μαθητές/τριες, καθώς και εκπαιδευτικούς που εκτελούσαν χρέη κριτών στη διοργάνωση. Ομάδα εκπαιδευτικών του κάθε σχολείου, όπως και του σχολείου διοργάνωσης, του οποίου μαθητές/τριες διαγωνίζονταν επίσης, προετοίμασε τους/τις μαθητές/τριες που θα το εκπροσωπούσαν στους Αγώνες, ενημερώνοντάς τους για τους κανόνες και εκπαιδεύοντάς τους για το κάθε αγώνισμα.

Λίγες ημέρες πριν την έναρξη των Αγώνων, υλοποιήθηκε από την Οργανωτική Επιτροπή η επιμόρφωση των κριτών - εκπαιδευτικών των συμμετεχόντων σχολείων, προκειμένου να ενημερωθούν για τους κανόνες διεξαγωγής των αγωνισμάτων, για τα κριτήρια και τον τρόπο βαθμολόγησης, καθώς και για τον ρόλο και τα καθήκοντά τους στους Αγώνες, ώστε να διασφαλιστεί η όσο το δυνατόν πιο αντικειμενική και δίκαιη βαθμολόγηση αλλά και η βέλτιστη συνεργασία με την οργανωτική επιτροπή. Επίσης, την πρώτη ημέρα των Αγώνων, και πριν την έναρξή τους, πραγματοποιήθηκε από τον Υπεύθυνο Χρονομετρών επιμόρφωση των 25 χρονομετρών όλων των σχολείων, ώστε να γνωρίζουν με ακρίβεια τον ρόλο και τα καθήκοντά τους.

2.3.3 Υλοποίηση

Κατά τη διάρκεια των δύο ημερών διεξαγωγής των Ρητορικών Αγώνων, τα μέλη της Οργανωτικής Επιτροπής συντόνιζαν όλες τις επί μέρους διαδικασίες και επέλυαν τυχόν προβλήματα, ώστε κριτές, διαγωνιζόμενοι/ες, χρονομέτρες, ακροατήριο και υπεύθυνοι/ες φωτογράφησης και

φιλοξενίας να βρίσκονται επί το έργον, προκειμένου να τελεστούν ομαλά και εντός χρονικού πλαισίου όλοι οι γύροι του κάθε αγωνίσματος, ενώ παράλληλα οι Υπεύθυνες των Αγωνισμάτων συντόνιζαν και επόπτευαν τη διαδικασία υλοποίησης κάθε αγωνίσματος στις δέκα ειδικά διαμορφωμένες αίθουσες διδασκαλίας που χρησιμοποιήθηκαν, και στήριζαν τους/τις κριτές, όποτε αυτό ήταν αναγκαίο.

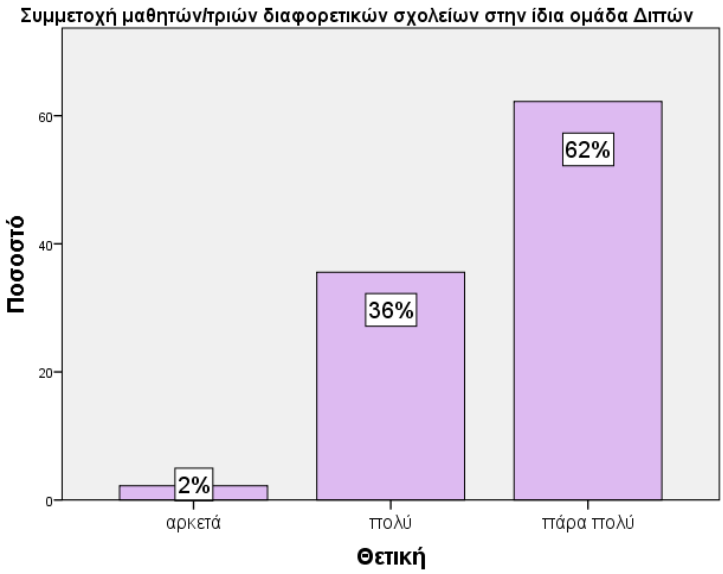
Οι Διττοί Λόγοι, που αποτελούν ένα ομαδικό αγώνισμα, πραγματοποιήθηκαν σε τρεις φάσεις, προκριματική, ημιτελική και τελική, μεταξύ ζευγαριών ομάδων τριών μαθητών/τριών από διαφορετικά σχολεία. Οι μαθητές/τριες κάθε ομάδας, κατά το στάδιο της προετοιμασίας, συνεργάζονταν μεταξύ τους για να χαράξουν τη στρατηγική Ρητορικής τους και να αποφασίσουν συλλογικά τους ρόλους που θα αναλάμβανε ο/η καθένας/καθεμιά τους. Από την προκριματική φάση των αγώνων προκρίθηκαν τέσσερις ομάδες, οι οποίες διαγωνίστηκαν στον ημιτελικό σε ζευγάρια που προέκυψαν από τη βαθμολογία τους, ενώ στην τελική φάση αγωνίστηκαν οι νικητές των ζευγαριών των ημιτελικών αγώνων. Ο Αυθόρμητος Λόγος, που αποτελεί ένα ατομικό αγώνισμα, διεξήχθη σε δύο προκριματικούς γύρους, στους οποίους συμμετείχαν όλοι/ες οι διαγωνιζόμενοι/ες, στον ημιτελικό, στον οποίο προκρίθηκαν οι καλύτεροι οχτώ ομιλητές, και στον τελικό, στον οποίο προκρίθηκαν οι καλύτεροι/ες τρεις ομιλητές/τριες. Ο Προτρεπτικός Λόγος, που αποτελεί επίσης ατομικό αγώνισμα, διεξήχθη σε έναν προκριματικό γύρο στον οποίο συμμετείχαν όλοι/ες οι διαγωνιζόμενοι/ες, στον ημιτελικό, στον οποίο προκρίθηκαν οι καλύτεροι/ες έξι ομιλητές/τριες και στον τελικό, στον οποίο προκρίθηκαν οι καλύτεροι/ες τρεις ομιλητές/τριες. Στην προκριματική φάση των αγωνισμάτων, η Κριτική Επιτροπή ήταν τριμελής, στην ημιτελική πενταμελής και στην τελική επταμελής, ενώ υπήρχε η μέριμνα από την Οργανωτική Επιτροπή οι κριτές αφενός μεν να μη βαθμολογούν μαθητές/τριες του σχολείου τους αφετέρου δε να μην υπάρχουν κριτές του ίδιου σχολείου στην ίδια αίθουσα, όπου αυτό ήταν δυνατόν.

Κατά την πρώτη μέρα των Αγώνων διεξήχθησαν οι προκριματικές φάσεις, ενώ κατά τη δεύτερη μέρα, οι ημιτελικοί και οι τελικοί των τριών αγωνισμάτων, καθώς και η τελετή βράβευσης. Τους Αγώνες παρακολούθησαν, πέρα από τα μέλη των συμμετεχουσών σχολικών μονάδων, και στελέχη φορέων της τοπικής αυτοδιοίκησης και των τοπικών αρχών.

2.3.4 Αξιολόγηση

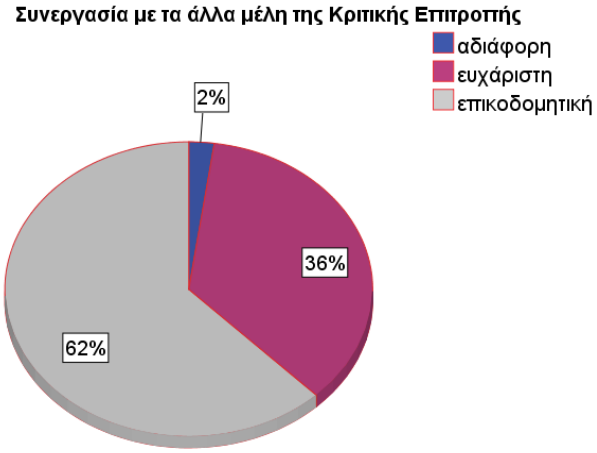
Μετά το πέρας των Αγώνων, οι συμμετέχοντες/ουσες, μαθητές/τριες και εκπαιδευτικοί, κλήθηκαν και συμπλήρωσαν ηλεκτρονικά ερωτηματολόγιο αξιολόγησης της όλης διοργάνωσης, όπως η ροή των Αγώνων, ο βαθμός δυσκολίας και η σαφήνεια των θεμάτων, ο βαθμός στον οποίο τα θέματα ήταν επίκαιρα και κατανοητά, η συμβολή του έργου των χρονομετρών και των κριτών στην ομαλή και αποτελεσματική διεξαγωγή των Αγώνων, η χρησιμότητα των επιμορφωτικών δράσεων που προηγήθηκαν, η καταλληλότητα των χώρων διεξαγωγής και πρακτικά ζητήματα όπως η φιλοξενία. Επιπλέον, πραγματοποιήθηκαν συνεδριάσεις της Οργανωτικής Επιτροπής και του Συλλόγου Διδασκόντων του σχολείου, κατά τις οποίες έγινε αποτίμηση της όλης διοργάνωσης και συζητήθηκαν τα θετικά και τα δυνατά της σημεία, καθώς και σημεία προς βελτίωση. Κοινή πεποίθηση όλων ήταν ότι η διοργάνωση κύλησε με βάση τον αρχικό σχεδιασμό, χωρίς ιδιαίτερα προβλήματα, και πέτυχε σε σημαντικό βαθμό τους στόχους της.

Όσον αφορά στις σχέσεις συνεργασίας που αναπτύχθηκαν μεταξύ των συμμετεχόντων/ουσών τέθηκε μια σειρά ερωτημάτων. Στο ερώτημα για το πόσο θετική ήταν η συμμετοχή των μαθητών/τριών διαφορετικών σχολείων στην ίδια ομάδα των Διττών Λόγων, το 62% των κριτών απάντησε ότι ήταν πάρα πολύ θετική, το 36% πολύ θετική, και το 2% δήλωσε αρκετά θετική (Σχήμα 1), γεγονός που καταδεικνύει ότι το σύνολο των κριτών θεώρησε σημαντική τη συνεργασία μεταξύ μαθητών/τριών διαφορετικών σχολείων για την καλλιέργεια των κοινωνικών τους δεξιοτήτων.



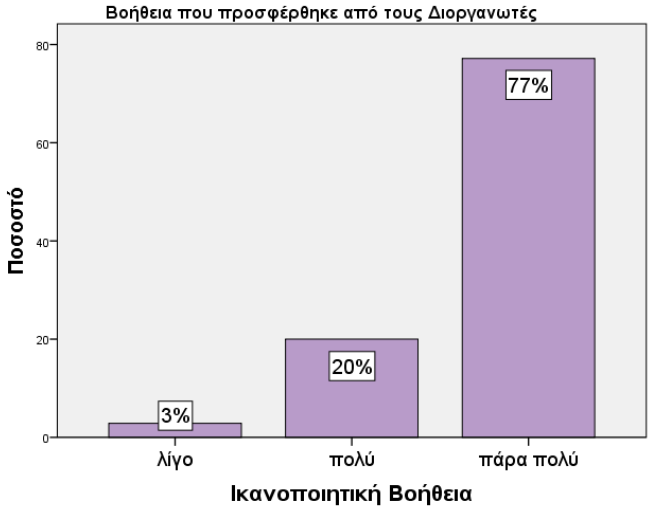
Σχήμα 1: Άποψη κριτών για το πόσο θετική ήταν η συμμετοχή των μαθητών/τριών διαφορετικών σχολείων στην ίδια ομάδα των Διττών Λόγων

Όσον αφορά στη συνεργασία των κριτών με τα άλλα μέλη της κριτικής επιτροπής, το 62% δήλωσε πως ήταν εποικοδομητική, το 36% ευχάριστη και το 2% αδιάφορη (Σχήμα 2). Από τους παραπάνω χαρακτηρισμούς αναδεικνύεται η θετική εμπειρία που αποκόμισε η συντριπτική πλειονότητα των κριτών από τη συνεργασία τους με κριτές άλλων σχολείων ως μέλη στην ίδια κριτική επιτροπή.

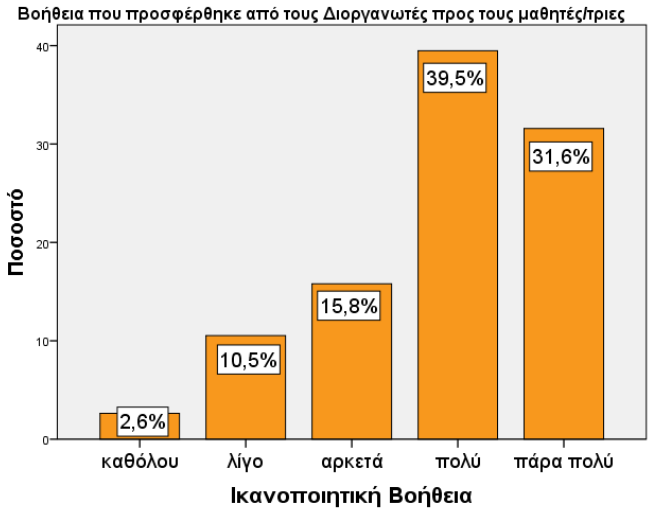


Σχήμα 2: Άποψη κριτών για τη συνεργασία τους με τα άλλα μέλη της κριτικής επιτροπής

Αναφορικά με τη βοήθεια που οι διοργανωτές προσέφεραν στους κριτές για την αντιμετώπιση τυχόν προβλημάτων που προέκυψαν, το 77% απάντησε ότι ήταν πάρα πολύ ικανοποιητική, το 20% πολύ ικανοποιητική και μόνο το υπόλοιπο 3% λίγο ικανοποιητική (Σχήμα 3), εύρημα που αναδεικνύει την υποστήριξη της Οργανωτικής Επιτροπής στο έργο των κριτών. Στο ίδιο ερώτημα κλήθηκαν να απαντήσουν και οι διαγωνιζόμενοι/ες. Το 39% απάντησε ότι ήταν πολύ ικανοποιητική, το 32% πάρα πολύ ικανοποιητική, το 16% αρκετά ικανοποιητική, το 10% λίγο και το 3% καθόλου ικανοποιητική (Σχήμα 4). Δηλαδή, μια μερίδα των διαγωνιζομένων αισθάνθηκε πως οι διοργανωτές θα μπορούσαν να τους προσφέρουν βοήθεια σε μεγαλύτερο βαθμό για κάποια ζητήματα που αντιμετώπισαν.



Σχήμα 3: Άποψη κριτών για τη βοήθεια που τους προσέφεραν οι διοργανωτές για την επίλυση τυχόν προβλημάτων που προέκυψαν



Σχήμα 4: Άποψη διαγωνιζομένων για τη βοήθεια που τους προσέφεραν οι διοργανωτές για την επίλυση τυχόν προβλημάτων που προέκυψαν

3. Συμπεράσματα

Οι Διαλυκειακοί Ρητορικοί Αγώνες της Περιφερειακής Ενότητας Τρικάλων αντιπροσωπεύουν μια συλλογική δράση στην οποία συμμετείχαν εκπαιδευτικοί και μαθητές/τριες, μέλη διαφορετικών σχολικών κοινοτήτων, η Διεύθυνση Δευτεροβάθμιας Εκπαίδευσης Τρικάλων καθώς και τοπικοί φορείς ως αρωγοί στην πραγματοποίησή τους. Στα διάφορα στάδια διοργάνωσης και υλοποίησης του συγκεκριμένου εγχειρήματος αναπτύχθηκαν αλληλεπιδράσεις και σχέσεις συνεργασίας σε πολλαπλά επίπεδα, μεταξύ τόσο μαθητών/τριών όσο και εκπαιδευτικών του ιδίου ή διαφορετικών σχολείων, σχολείων μεταξύ τους, και στελεχών φορέων, συμβάλλοντας στη δημιουργία ποικίλων κοινωνικών δικτύων, των οποίων τα μέλη είχαν τη δυνατότητα να αποκομίσουν μια σειρά ωφελειών. Σύμφωνα με τους Scales, Boat και Pekel (2020), τα οφέλη ήταν περισσότερα, καθώς τα μέλη των κοινωνικών δικτύων που αναπτύχθηκαν, ανέπτυξαν κοινωνικές επαφές με άτομα που προέρχονταν από διαφορετικό περιβάλλον και διέφεραν ως προς τις εμπειρίες, τις γνώσεις και τις δεξιότητές τους. Έτσι, η πληθώρα σχέσεων δικτύωσης που διαμορφώθηκε κατά τη διάρκεια των διαφόρων σταδίων διοργάνωσης και υλοποίησης των Αγώνων και οι πόροι στους οποίους απέκτησαν πρόσβαση τα μέλη των κοινωνικών δικτύων που συγκροτήθηκαν, συνέβαλε στην ενίσχυση του κοινωνικού κεφαλαίου πέρα από τα όρια κάθε σχολικής κοινότητας. Παράλληλα, δεδομένου ότι άτομα με διαφορετικές καταβολές συνεργάζονταν μεταξύ τους, ανταλλάσσοντας γνώσεις και αναπτύσσοντας σχέσεις αμοιβαίου σεβασμού και αλληλοϋποστήριξης, προκειμένου να παραγάγουν και να εξελίξουν ιδέες

και έργα, διαμορφώθηκαν κοινότητες δημιουργίας, οι οποίες σύμφωνα με τον Wenger (1998), αποτελούν ισχυρούς καταλύτες για την καινοτομία και τη συλλογική μάθηση και πρόοδο.

Πιο συγκεκριμένα, σε όλα τα στάδια διοργάνωσης, υλοποίησης και αποτίμησης του έργου αναπτύχθηκαν σχέσεις συνεργασίας και αμοιβαίας εμπιστοσύνης μεταξύ των μελών της Οργανωτικής Επιτροπής, τα οποία, μέσω τακτικών συναντήσεων, αντάλλασσαν απόψεις και εξέφραζαν ελεύθερα τη γνώμη τους, ρύθμιζαν τα επί μέρους ζητήματα των Αγώνων με αίσθημα ευθύνης, οικοδομώντας με τον τρόπο αυτό μια δημιουργική κοινότητα που έθετε τα θεμέλια για την υλοποίηση του συλλογικού εγχειρήματος. Ειδικότερα, τα υπεύθυνα για τα Αγωνίσματα μέλη της Οργανωτικής Επιτροπής διαμόρφωσαν μια κοινότητα συνεργασίας, στην οποία το κάθε μέλος, με την αρωγή του Σχολικού Συμβούλου Φιλολόγων, συνεισέφερε τις γνώσεις και τις δεξιότητές του, προκειμένου να συγκροτήσει μια κοινή τράπεζα θεμάτων. Σχέσεις συνεργασίας αναπτύχθηκαν και ανάμεσα στο σχολείο διοργάνωσης και τους Φορείς τοπικής αυτοδιοίκησης, καθώς και χορηγούς, οι οποίοι παρείχαν τους οικονομικούς πόρους και στήριξη για την επιτυχή έκβαση του εγχειρήματος, με αποτέλεσμα η συνεργασία να επεκτείνεται πέρα από τα όρια του στενού σχολικού περιβάλλοντος και να ενδυναμώνονται οι δεσμοί με την ευρύτερη τοπική κοινότητα.

Τα κοινωνικά δίκτυα που συγκροτήθηκαν δεν αφορούσαν μόνο τη σχολική μονάδα στην οποία διεξήχθησαν οι Αγώνες, αλλά και την ευρύτερη σχολική κοινότητα. Έτσι, εκπαιδευτικοί από διαφορετικά σχολεία συνεργάστηκαν μεταξύ τους για να επιτελέσουν το ρόλο των κριτών, ώστε να συμβάλουν στη δίκαιη έκβαση των Αγώνων. Μαθητές/τριες από διαφορετικές σχολικές μονάδες ήρθαν σε επαφή μεταξύ τους και συνεργάστηκαν στο αγώνισμα των Διττών Λόγων, προκειμένου να επιτύχουν τον κοινό σκοπό της πειθούς, εκδηλώνοντας αμοιβαία υποστήριξη και καλλιεργώντας με τον τρόπο αυτό τις κοινωνικές και επικοινωνιακές τους δεξιότητες. Επίσης, μαθητές/τριες συνεργάστηκαν αρμονικά τόσο μεταξύ τους όσο και με την Οργανωτική Επιτροπή για να επιτελέσουν με επιτυχία το εθελοντικό έργο της χρονομέτρησης, της τροφοδοσίας και της φωτογράφησης.

Από τα παραπάνω προκύπτει ότι καθόλη τη διάρκεια της συγκεκριμένης συλλογικής δράσης αναπτύχθηκαν πολυεπίπεδες σχέσεις συνεργασίας, κατά τις οποίες κάθε άτομο συνεισέφερε τις γνώσεις και τις δεξιότητές του, με αποτέλεσμα την κινητοποίηση ποικίλων πόρων στη διάθεση του εγχειρήματος, αλλά και την ενίσχυση των γνώσεων και των δεξιοτήτων των υπολοίπων μελών, που συνέβαλαν στη διαμόρφωση ενός πλούσιου και βιώσιμου δημιουργικού οικοσυστήματος.

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Η ΕΚΠΑΙΔΕΥΣΗ ΕΝΗΛΙΚΩΝ ΩΣ ΕΡΓΑΛΕΙΟ ΕΝΔΥΝΑΜΩΣΗΣ ΤΗΣ ΠΟΛΙΤΙΚΗΣ ΣΥΜΜΕΤΟΧΗΣ: Ο ΡΟΛΟΣ ΤΗΣ ΚΡΙΤΙΚΗΣ ΣΚΕΨΗΣ ΚΑΙ ΤΗΣ ΚΟΙΝΩΝΙΟΛΟΓΙΚΗΣ ΠΡΟΣΕΓΓΙΣΗΣ ΣΤΗ ΔΙΑΜΟΡΦΩΣΗ ΕΝΕΡΓΩΝ ΠΟΛΙΤΩΝ

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Περίληψη

Η πολιτική συμμετοχή αποτελεί θεμέλιο της δημοκρατίας και της κοινωνικής δικαιοσύνης. Στο σύγχρονο πλαίσιο κοινωνικών και τεχνολογικών μεταβολών, η εκπαίδευση ενηλίκων αναδεικνύεται ως κρίσιμο εργαλείο για την ενδυνάμωση της ενεργούς ιδιότητας του πολίτη. Μέσω της κριτικής σκέψης και της κοινωνιολογικής κατανόησης, οι ενήλικες αποκτούν δεξιότητες και γνώσεις που απαιτούνται για την κατανόηση κοινωνικών δομών, την αμφισβήτηση προκαταλήψεων και τη συμμετοχή στον δημόσιο διάλογο. Η μελέτη αναδεικνύει πώς η εκπαίδευση ενηλίκων συμβάλλει στη διαμόρφωση πολιτικά ενεργών και κοινωνικά ευαισθητοποιημένων πολιτών. Εξετάζεται η συμπληρωματική λειτουργία κοινωνιολογικής προσέγγισης και κριτικής σκέψης στην ενίσχυση της πολιτικής συμμετοχής, καθώς και η σημασία της μετασχηματιστικής μάθησης. Έμφαση δίνεται στην ενεργή συμμετοχή σε συλλογικές δράσεις, στην καλλιέργεια δημοκρατικής συνείδησης και στην αντιμετώπιση κοινωνικών ανισοτήτων μέσω της παιδείας. Τονίζεται η ανάγκη ανάπτυξης προγραμμάτων που προάγουν κοινωνική δικαιοσύνη, διαπολιτισμική ευαισθησία και διαρκή πολιτική ενδυνάμωση ενηλίκων.

Λέξεις κλειδιά: Εκπαίδευση ενηλίκων, Κριτική σκέψη, Κοινωνιολογική προσέγγιση, Πολιτική συμμετοχή, ενεργός πολίτης.

1. Εισαγωγή

Η συμμετοχή των πολιτών στην πολιτική αποτελεί θεμέλιο των δημοκρατικών κοινωνιών, καθώς διασφαλίζει τη διαφάνεια, την ισότητα και τη δραστήρια εμπλοκή τους στις διαδικασίες λήψης αποφάσεων. Στη σύγχρονη εποχή, η ταχύτατη τεχνολογική εξέλιξη και οι ραγδαίες κοινωνικές μεταβολές εντείνουν την ανάγκη για πολίτες ικανούς να κατανοούν και να ανταποκρίνονται στις προκλήσεις της κοινωνίας. Παρόλα αυτά, οι δείκτες πολιτικής συμμετοχής παρουσιάζουν σταθερή πτωτική τάση σε πολλές χώρες, γεγονός που αναδεικνύει τη σημασία της εκπαίδευσης ως μέσου ενίσχυσης της πολιτικής ενεργοποίησης (Norris, 2002).

Η εκπαίδευση ενηλίκων, ως διαδικασία δια βίου μάθησης, διαδραματίζει κεντρικό ρόλο στη διαμόρφωση μιας πολιτικά ενήμερης και δραστήριας κοινωνίας. Μέσω αυτής, οι πολίτες αποκτούν γνώσεις για τις κοινωνικές δομές και τους πολιτικούς μηχανισμούς, αναπτύσσοντας παράλληλα δεξιότητες κριτικής σκέψης που τους επιτρέπουν να αξιολογούν πληροφορίες και να συμμετέχουν ουσιαστικά στον δημόσιο διάλογο. Έρευνες καταδεικνύουν πως τα υψηλότερα επίπεδα εκπαίδευσης συνδέονται με αυξημένη πολιτική συμμετοχή, γεγονός που ενισχύει την ανάγκη για ενίσχυση της εκπαίδευσης ενηλίκων (Verba, Schlozman & Brady, 1995).

Η κοινωνιολογική προσέγγιση προσφέρει ένα πολύτιμο αναλυτικό πλαίσιο για την κατανόηση των παραγόντων που επηρεάζουν την πολιτική συμμετοχή. Κοινωνικές ανισότητες, η κατανομή εξουσίας και πολιτισμικές διαφοροποιήσεις επηρεάζουν την πρόσβαση των πολιτών στα κοινά (Putnam, 2000). Η κατανόησή τους μέσω της κοινωνιολογικής ανάλυσης ενισχύει την ικανότητα των πολιτών να εντοπίζουν εμπόδια και να διεκδικούν ουσιαστικότερο ρόλο στις δημοκρατικές διαδικασίες.

Μέσα σε αυτό το πλαίσιο, η κριτική σκέψη αναδεικνύεται σε καθοριστική δεξιότητα. Σύμφωνα με τον Brookfield (2012), επιτρέπει στους πολίτες να αμφισβητούν προκαταλήψεις, να διακρίνουν την παραπληροφόρηση και να αναλύουν κριτικά κοινωνικές και πολιτικές πρακτικές. Έτσι, η εκπαίδευση ενηλίκων καθίσταται καταλυτικός μηχανισμός για τη διαμόρφωση ενεργών και συνειδητοποιημένων πολιτών, ικανών να συμβάλλουν στη συγκρότηση μιας πιο δημοκρατικής και συμπεριληπτικής κοινωνίας.

Η παρούσα μελέτη διερευνά τη σχέση μεταξύ εκπαίδευσης ενηλίκων και πολιτικής συμμετοχής, με ιδιαίτερη έμφαση στην κριτική σκέψη και την κοινωνιολογική ανάλυση ως εργαλεία ενδυνάμωσης των πολιτών. Στόχος είναι να αναδειχθεί η δυναμική της εκπαίδευσης ως μοχλού κοινωνικής αλλαγής και να προταθούν πρακτικές που ενισχύουν την ενεργό ιδιότητα του πολίτη.

2. Η σημασία της εκπαίδευσης ενηλίκων

Η εκπαίδευση ενηλίκων συνιστά καίριο μηχανισμό ενίσχυσης της πολιτικής συμμετοχής, καθώς συμβάλλει ουσιαστικά στην κατανόηση των κοινωνικών δομών και στην καλλιέργεια δεξιοτήτων απαραίτητων για την ενεργή εμπλοκή στα κοινά. Στο πλαίσιο ενός κόσμου όπου κυριαρχούν η πληροφοριακή υπερφόρτωση, η ταχύτατη τεχνολογική μεταβολή και οι κοινωνικές ανισότητες, οι πολίτες χρειάζονται κριτική επεξεργασία της πραγματικότητας, επίγνωση των πολιτικών εξελίξεων και ικανότητα παρέμβασης σε συλλογικές διαδικασίες. Η μάθηση ενηλίκων προσφέρει αυτό το πλαίσιο, εστιάζοντας στην πρακτική κατανόηση και την ενεργοποίηση της κοινωνικής δράσης.

Πέρα από τη μετάδοση γνώσεων, ενισχύει τη βαθύτερη κατανόηση των δυνάμεων που επηρεάζουν την κοινωνία και την καθημερινότητα των ανθρώπων. Η ανάπτυξη της κριτικής σκέψης και των αναλυτικών δεξιοτήτων συνιστά θεμέλιο για μια συνειδητή πολιτική στάση. Όπως σημειώνει ο Biesta (2011), ο ρόλος της εκπαίδευσης είναι να ενθαρρύνει τους πολίτες να αντιλαμβάνονται τις ανισότητες και να αποκτούν ικανότητες αμφισβήτησης των υφιστάμενων κοινωνικών και πολιτικών δομών.

Ως εκ τούτου, η εκπαίδευση ενηλίκων προωθεί τις αξίες της ισότητας, της συμμετοχής και της κοινωνικής δικαιοσύνης, ενισχύοντας τη δυνατότητα των πολιτών να αναλαμβάνουν δράση για την άρση των αποκλεισμών. Η εμβάθυνση στη λειτουργία των πολιτικών θεσμών, η κατανόηση της κοινωνικής δυναμικής και η ενδυνάμωση της συλλογικής δράσης ενισχύουν τη δημοκρατική παρέμβαση σε επίπεδο διακυβέρνησης (Coffield, 2000).

2.1 Ο ρόλος της εκπαίδευσης στη διαμόρφωση πολιτικής συνείδησης

Η εκπαίδευση ενηλίκων δεν περιορίζεται στη μετάδοση γνώσεων· επιδιώκει κυρίως να ενδυναμώσει τους πολίτες, καλλιεργώντας την κριτική σκέψη και την πολιτική τους συνείδηση. Σύμφωνα με τον Mezirow (1991), η «μετασχηματιστική μάθηση» επιτρέπει στα άτομα να αμφισβητούν παγιωμένες αντιλήψεις και να αναπτύσσουν νέες οπτικές για τον κόσμο. Εφαρμοζόμενη στην πολιτική συμμετοχή, ενισχύει την κατανόηση των κοινωνικών συνθηκών και ενδυναμώνει τους πολίτες ώστε να συμμετέχουν ενεργά και συνειδητά στο δημόσιο βίο.

Η ικανότητα των πολιτών να ερμηνεύουν κριτικά την κοινωνική πραγματικότητα συνδέεται άμεσα με την αποτελεσματική διεκδίκηση δικαιωμάτων και τη συνειδητοποίηση της θέσης τους στο κοινωνικό σύστημα (Milana & Nesbit, 2015). Παράλληλα, η εκπαίδευση συμβάλλει στην καλλιέργεια δημοκρατικής συνείδησης, ενισχύοντας την αντίληψη της σημασίας συμμετοχής σε θεσμικές διαδικασίες και της προώθησης της κοινωνικής δικαιοσύνης.

Πολλές διεθνείς πρακτικές τεκμηριώνουν αυτή τη δυναμική. Προγράμματα πολιτικής εκπαίδευσης έχουν αποδειχθεί αποτελεσματικά στην αύξηση της εμπλοκής πολιτών με τα κοινά – τόσο μέσω εκλογικών διαδικασιών όσο και μέσα από συλλογικές ή εθελοντικές δράσεις. Ενδεικτικά, το πρόγραμμα Active Citizenship Lifelong Learning Programme, στο πλαίσιο του Erasmus+, ενίσχυσε την πολιτική εγγραμματοσύνη ενηλίκων με βιωματικά εργαστήρια, διαλόγους πολιτών και συμμετοχή στην τοπική αυτοδιοίκηση. Οι συμμετέχοντες ανέφεραν αυξημένη αυτοπεποίθηση,

ενδιαφέρον για τις δημόσιες υποθέσεις και ενδυναμωμένη γνώση για τους θεσμούς (European Commission, 2015).

Παρομοίως, σύμφωνα με μελέτη του CEDEFOP (2019), προγράμματα πολιτικής εκπαίδευσης στην Ισπανία και τη Γερμανία οδήγησαν σε αυξημένα ποσοστά πολιτικής συμμετοχής και ενίσχυση της εμπιστοσύνης στους δημοκρατικούς θεσμούς.

Επιπλέον, η ενίσχυση της πολιτικής συμμετοχής μέσω της εκπαίδευσης ενηλίκων δεν τεκμηριώνεται μόνο θεωρητικά, αλλά υποστηρίζεται εμπειρικά μέσα από διεθνείς και ευρωπαϊκές έρευνες. Σύμφωνα με πρόσφατη έρευνα του Eurobarometer (European Commission, 2023), άτομα που συμμετείχαν σε εκπαιδευτικές δραστηριότητες είχαν σχεδόν διπλάσια πιθανότητα να εμπλακούν σε δράσεις της τοπικής αυτοδιοίκησης, σε σύγκριση με όσους δεν συμμετείχαν σε κανενός είδους μάθηση την τελευταία διετία. Παρομοίως, η έκθεση του CEDEFOP (2019) ανέδειξε ότι χώρες με ανεπτυγμένες πολιτικές δια βίου μάθησης, όπως η Φινλανδία και η Ολλανδία, παρουσιάζουν σταθερά υψηλότερα ποσοστά πολιτικής συμμετοχής, ιδιαίτερα σε μη θεσμικές μορφές, όπως οι δημόσιες διαβουλεύσεις, τα κινήματα πολιτών και ο εθελοντισμός.

2.2 Εκπαίδευση ως μέσο κατανόησης κοινωνικών δομών

Η κατανόηση των κοινωνικών μηχανισμών αποτελεί βασικό θεμέλιο της πολιτικής συμμετοχής, καθώς παράγοντες όπως οι ανισότητες, οι διακρίσεις και η άνιση πρόσβαση στην εξουσία επηρεάζουν τη δυνατότητα των πολιτών να συμμετέχουν ουσιαστικά στα κοινά. Στοιχεία όπως η κοινωνική τάξη, το φύλο, η φυλή και το μορφωτικό επίπεδο καθορίζουν τις σχέσεις ισχύος και την κατανομή των πόρων εντός της κοινωνίας. Η εκπαίδευση ενηλίκων προσφέρει τα αναλυτικά εργαλεία για την κατανόηση αυτών των φαινομένων και την ανάπτυξη στρατηγικών για την υπέρβασή τους, προωθώντας τις αξίες της ισότητας και της κοινωνικής δικαιοσύνης.

Μέσα από μαθησιακές πρακτικές βασισμένες στον διάλογο και την εμπειρική ανταλλαγή, οι εκπαιδευόμενοι αποκτούν βαθύτερη επίγνωση της θέσης τους στον κοινωνικό ιστό, όπως και των αλληλεξαρτήσεων που συντηρούν τις ανισότητες και τη δυναμική της εξουσίας. Η εκπαιδευτική διαδικασία ενισχύει την ικανότητα κριτικής ανάλυσης της καθημερινότητας και των πολιτικών αποφάσεων, φέρνοντας στο προσκήνιο τις αθέατες δομές που επιδρούν στη ζωή των πολιτών (Freire, 1970). Αυτή η διαδικασία –γνωστή ως «κριτική συνειδητοποίηση» (critical consciousness)– ενθαρρύνει τη συλλογική δράση και τη διεκδίκηση κοινωνικής αλλαγής.

Η ενδυνάμωση που προκύπτει από την κριτική κατανόηση της κοινωνικής πραγματικότητας δίνει τη δυνατότητα σε ομάδες πολιτών να αναγνωρίσουν ανάγκες και να αντιδράσουν στις δομικές αδικίες. Εκπαιδευτικά προγράμματα που επικεντρώνονται σε κοινωνικά προβλήματα, όπως η φτώχεια, ο αποκλεισμός από την εκπαίδευση ή η περιθωριοποίηση, εξοπλίζουν τους συμμετέχοντες με τα μέσα για να μετατρέψουν τη γνώση σε πράξη και να διεκδικήσουν συμμετοχή σε έναν δικαιότερο κοινωνικό σχεδιασμό (Giroux, 2011).

2.3 Από την παθητική αποδοχή στη συμμετοχική δράση

Η ενεργοποίηση των πολιτών δεν επιτυγχάνεται μόνο μέσω της απόκτησης γνώσεων, αλλά κυρίως μέσα από τη βιωματική εμπλοκή τους σε διαδικασίες που ενισχύουν την αυτοπεποίθηση και την ικανότητά τους να παρεμβαίνουν στα κοινά. Σε αυτό το πλαίσιο, οι εκπαιδευτικές παρεμβάσεις που ενθαρρύνουν τη δημοκρατική συμμετοχή και την κοινωνική ενδυνάμωση διαδραματίζουν ουσιαστικό ρόλο.

Ένα χαρακτηριστικό παράδειγμα εφαρμοσμένης πολιτικής εκπαίδευσης στην Ελλάδα είναι το πρόγραμμα BEEP – Basic Education and Empowerment for Political Education, το οποίο υλοποιήθηκε στο πλαίσιο του Erasmus+ με τη συμμετοχή του ΔΑΦΝΗ ΚΕΚ. Σκοπός του προγράμματος ήταν η ενίσχυση της πολιτικής εγγραμματοσύνης μέσω της βασικής εκπαίδευσης και της ενεργούς συμμετοχής. Πραγματοποιήθηκαν συνεντεύξεις και ομάδες εστίασης με εκπαιδευόμενους και εκπαιδευτές για να εντοπιστούν εμπόδια και ευκαιρίες στην πολιτική εμπλοκή. Τα αποτελέσματα αξιοποιήθηκαν για τη δημιουργία οδηγών και ενός πρακτικού εγχειριδίου για εκπαιδευτές, με στόχο την ενσωμάτωση της πολιτικής διάστασης στα προγράμματα ενηλίκων.

Η μετάβαση από την παθητικότητα στη συμμετοχική δράση αποτελεί πυρήνα της εκπαίδευσης ενηλίκων ως μηχανισμού κοινωνικής αλλαγής. Όταν οι πολίτες βιώνουν περιθωριοποίηση ή αισθάνονται αδύναμοι απέναντι στις πολιτικές εξελίξεις, τείνουν να αποσύρονται από τις δημόσιες υποθέσεις. Ωστόσο, μέσα από εκπαιδευτικές διαδικασίες που ενισχύουν την αυτογνωσία, την κατανόηση των κοινωνικών δομών και την ικανότητα παρέμβασης, διαμορφώνεται το έδαφος για ενεργή δημοκρατική δράση (Merriam et al., 2007).

Η ενίσχυση της κριτικής σκέψης και η ευαισθητοποίηση απέναντι στις κοινωνικές ανισότητες λειτουργούν ως καταλύτες αυτής της μετάβασης. Η συμμετοχή σε τοπικές πρωτοβουλίες με θεματικές όπως η περιβαλλοντική προστασία, η κοινωνική δικαιοσύνη ή η ισότητα των φύλων δίνει στους εκπαιδευόμενους όχι μόνο γνώσεις αλλά και εμπειρία συλλογικής δράσης. Η διαδικασία της συμμετοχικής μάθησης ενδυναμώνει την πολιτική τους συνείδηση και την ικανότητά τους να διεκδικούν κοινωνική αλλαγή (Finger et al., 2004), δημιουργώντας έναν θετικό κύκλο εμπλοκής, συνειδητοποίησης και πολιτικής συμμετοχής.

2.4 Οι σύγχρονες προκλήσεις

Παρά τη σημασία και τα οφέλη της εκπαίδευσης ενηλίκων, σημαντικές προκλήσεις εξακολουθούν να εμποδίζουν τη συμμετοχή ευάλωτων κοινωνικών ομάδων. Ένα από τα βασικά εμπόδια είναι η ανισότητα στην πρόσβαση, καθώς η οικονομική επισφάλεια, η έλλειψη χρόνου ή η απουσία υποστηρικτικών δομών δυσχεραίνουν τη δυνατότητα συμμετοχής σε εκπαιδευτικά προγράμματα με πολιτικό ή κοινωνικό περιεχόμενο (Selwyn, 2016).

Η ψηφιοποίηση της εκπαίδευσης, αν και δημιουργεί νέες ευκαιρίες, επιτείνει τις κοινωνικές διακρίσεις. Η ανεπαρκής τεχνολογική υποδομή, ο ψηφιακός αναλφαβητισμός και οι περιορισμένες ψηφιακές δεξιότητες οδηγούν σε μορφές ψηφιακού αποκλεισμού, ιδιαίτερα στις μεγαλύτερες ηλικίες ή στα κοινωνικά περιθωριοποιημένα στρώματα. Καθώς μεγάλο μέρος της εκπαιδευτικής δραστηριότητας μεταφέρεται σε διαδικτυακά περιβάλλοντα, η συμμετοχή καθίσταται προνόμιο όσων έχουν τα κατάλληλα μέσα.

Η αντιμετώπιση αυτών των προκλήσεων απαιτεί συστημικές παρεμβάσεις. Η χάραξη πολιτικών που βασίζονται στις αρχές της συμπεριληπτικότητας και της δια βίου μάθησης μπορεί να προωθήσει την καθολική πρόσβαση. Ενίσχυση της δημόσιας χρηματοδότησης, ανάπτυξη κοινοτικών εκπαιδευτικών κέντρων, και συνεργασία με τοπικούς φορείς μπορούν να διασφαλίσουν ότι η μάθηση παραμένει κοινωνικά προσβάσιμη (Cross, 2009). Επιπλέον, η τεχνολογία οφείλει να σχεδιάζεται με επίκεντρο την προσβασιμότητα, εξασφαλίζοντας ισότητα ευκαιριών ανεξαρτήτως κοινωνικοοικονομικού υποβάθρου.

Παράλληλα, η ψηφιακή εποχή έχει αλλάξει ριζικά τον τρόπο με τον οποίο οι πολίτες ενημερώνονται και συμμετέχουν πολιτικά. Μέσα από τις πλατφόρμες κοινωνικής δικτύωσης, τα ψηφιακά φόρουμ και τις ηλεκτρονικές διαβουλεύσεις, αναδύονται νέες μορφές συμμετοχής που ξεπερνούν τα παραδοσιακά μέσα πολιτικής έκφρασης. Η δυνατότητα δημιουργίας και διάδοσης περιεχομένου, η οργάνωση συλλογικών δράσεων μέσω ψηφιακών μέσων και η ευκολία πρόσβασης στην πληροφόρηση έχουν ενισχύσει τη φωνή των πολιτών, ειδικά των νεότερων γενεών.

Ωστόσο, οι δυνατότητες αυτές δεν είναι ισότιμα προσβάσιμες σε όλους. Ο ψηφιακός αναλφαβητισμός και η έλλειψη τεχνολογικών υποδομών οδηγούν σε νέες μορφές κοινωνικού αποκλεισμού. Η άνιση κατανομή των ψηφιακών πόρων αναπαράγει τις προϋπάρχουσες κοινωνικές ανισότητες, υπονομεύοντας το δημοκρατικό δυναμικό της τεχνολογίας (Selwyn, 2016). Η εκπαιδευτική πολιτική οφείλει να διασφαλίζει την ανάπτυξη ψηφιακών δεξιοτήτων κριτικής πληροφόρησης, ώστε οι πολίτες να μπορούν να συμμετέχουν ουσιαστικά στον δημόσιο λόγο.

3. Κοινωνιολογική προσέγγιση και πολιτική συμμετοχή

Η κοινωνιολογία προσφέρει ένα ισχυρό αναλυτικό πλαίσιο για την ερμηνεία των κοινωνικών δομών και των μηχανισμών που επηρεάζουν την πολιτική εμπλοκή. Σε αντίθεση με ατομοκεντρικές θεωρήσεις, η κοινωνιολογική προσέγγιση εξετάζει τη συμμετοχή των πολιτών στο πλαίσιο ευρύτερων κοινωνικών και πολιτισμικών παραγόντων, όπως η κοινωνική τάξη, οι θεσμικές

προσβάσεις και τα δίκτυα εξουσίας. Μέσα από αυτή την οπτική, η πολιτική συμμετοχή νοείται όχι ως ατομική επιλογή, αλλά ως έκφραση συλλογικών εμπειριών και άνισης πρόσβασης σε κοινωνικούς πόρους.

3.1 Η ανάλυση των κοινωνικών ανισοτήτων

Οι κοινωνικές ανισότητες διαμορφώνουν ουσιαστικά τις προϋποθέσεις πρόσβασης στη γνώση, την πληροφόρηση και τις δυνατότητες πολιτικής δραστηριοποίησης. Η κοινωνιολογική ανάλυση εξετάζει τους τρόπους με τους οποίους τέτοιες ανισότητες αναπαράγονται διαχρονικά μέσω εκπαιδευτικών, οικονομικών και θεσμικών μηχανισμών.

Ο Pierre Bourdieu (1986) ανέδειξε τη σημασία του κοινωνικού και πολιτισμικού κεφαλαίου ως καθοριστικών παραγόντων κοινωνικής κινητικότητας και συμμετοχής. Άτομα με περιορισμένα κοινωνικά δίκτυα ή με έλλειψη πολιτισμικών κωδίκων τείνουν να παραμένουν αποκλεισμένα από διαδικασίες διαλόγου και λήψης αποφάσεων, γεγονός που υπονομεύει την αντιπροσωπευτικότητα των δημοκρατικών θεσμών. Η δυσκολία κατανόησης των πολιτικών και κοινωνικών ζητημάτων από άτομα με χαμηλό πολιτισμικό κεφάλαιο περιορίζει την ενεργή τους παρουσία στο δημόσιο πεδίο.

Η εκπαίδευση ενηλίκων αναδεικνύεται σε ισχυρό αντίβαρο απέναντι σε αυτές τις ανισότητες. Παρέχοντας γνώσεις, δεξιότητες και νέες ερμηνευτικές οπτικές, συμβάλλει στην ενδυνάμωση των πολιτών και στη σταδιακή επανένταξή τους στις διαδικασίες πολιτικού και κοινωνικού μετασχηματισμού. Όπως επισημαίνει ο Rubenson (2011), η εκπαιδευτική εμπλοκή ενηλίκων μπορεί να μειώσει το χάσμα συμμετοχής και να ενισχύσει τη δημοκρατική συνοχή.

3.2 Η επίδραση των κοινωνικών και πολιτικών συστημάτων

Η κοινωνιολογία εξετάζει πώς οι θεσμοί, οι νόμοι και οι πολιτικές δομές διαμορφώνουν τα όρια και τις δυνατότητες της πολιτικής δράσης. Ένα από τα βασικά ερωτήματα που τίθενται είναι κατά πόσο το εκάστοτε πολιτικό σύστημα ενθαρρύνει ή αποθαρρύνει την ενεργή εμπλοκή των πολιτών.

Για παράδειγμα, το εκλογικό σύστημα, ο βαθμός διαφάνειας των θεσμών, η λογοδοσία των εκπροσώπων και η ανοικτότητα των πολιτικών κομμάτων επηρεάζουν καθοριστικά την αίσθηση πολιτικής αποτελεσματικότητας και, κατ' επέκταση, την πολιτική συμμετοχή. Σε αυταρχικά ή συγκεντρωτικά καθεστώτα, οι πολίτες συχνά στερούνται ευκαιριών έκφρασης, με αποτέλεσμα την αδράνεια ή τον πολιτικό κυνισμό. Αντίθετα, συστήματα που ενισχύουν την διαφάνεια, τον πολιτικό διάλογο και την εμπλοκή από τη βάση δημιουργούν περιβάλλοντα όπου η συμμετοχή νοηματοδοτείται και αναζωπυρώνεται (Dalton, 2008).

Η κοινωνιολογική ανάλυση συμβάλλει στην αποδόμηση αυτών των δομών εξουσίας και ενισχύει την κριτική κατανόηση των πολιτών απέναντι στις λειτουργίες των θεσμών. Η εκπαίδευση ενηλίκων, ενσωματώνοντας αυτή την προσέγγιση, μπορεί να λειτουργήσει ως πεδίο πολιτικής αφύπνισης, καλλιεργώντας συνειδητοποιημένους πολίτες με ικανότητα να αμφισβητούν, να παρεμβαίνουν και να διεκδικούν θεσμικές αλλαγές.

3.3 Κοινωνικές ομάδες και συλλογική δράση

Ένα από τα βασικά ενδιαφέροντα της κοινωνιολογικής προσέγγισης είναι η μελέτη της συλλογικής δράσης ως μορφή πολιτικής πρακτικής. Κοινωνικές ομάδες όπως συνδικάτα, κινήματα βάσης, οργανώσεις της κοινωνίας των πολιτών και τοπικές κοινότητες λειτουργούν ως χώροι κοινωνικοποίησης, έκφρασης συμφερόντων και καλλιέργειας δημοκρατικών δεξιοτήτων.

Σύμφωνα με τον Tilly (2004), η συλλογική δράση αποτελεί θεμελιώδη μηχανισμό μέσω του οποίου οι πολίτες διεκδικούν δικαιώματα, εκφράζουν αιτήματα και προωθούν κοινωνικές αλλαγές. Σε αυτό το πλαίσιο, οι εκπαιδευτικές διαδικασίες που ενισχύουν τη συμμετοχή σε τέτοια σχήματα συμβάλλουν στην πολιτική ενδυνάμωση, προσφέροντας τα αναγκαία εργαλεία για οργάνωση, συνεργασία και διεκδίκηση.

Ιδιαίτερα στο πεδίο της εκπαίδευσης ενηλίκων, η έμφαση στη συνεργασία, τον διάλογο και την ανταλλαγή εμπειριών καλλιεργεί ένα περιβάλλον όπου οι συμμετέχοντες δεν μαθαίνουν μόνο «για» τη δημοκρατία, αλλά μαθαίνουν μέσα από αυτήν, συμμετέχοντας σε μικρο-κοινότητες πρακτικής.

Αυτό το μαθησιακό πλαίσιο αποτελεί μικρογραφία της πολιτικής ζωής, προσφέροντας ένα προστατευμένο πεδίο πειραματισμού στη συλλογική δράση και τον δημοκρατικό στοχασμό.

3.4 Η σύνδεση με την πολιτική συμμετοχή

Η ερμηνεία των κοινωνικών μηχανισμών που προηγήθηκε αποκτά πρακτική αξία όταν συνδέεται με την ενεργό πολιτική εμπλοκή. Η κατανόηση των θεσμών, των σχέσεων εξουσίας και των μηχανισμών αποκλεισμού ενισχύει την αυτοπεποίθηση των πολιτών και την ικανότητά τους να παρεμβαίνουν ουσιαστικά στη δημόσια ζωή.

Η συμμετοχή σε διαδικασίες όπως οι δημόσιες διαβουλεύσεις, η τοπική αυτοδιοίκηση, τα κοινωνικά κινήματα ή οι πολιτικές πρωτοβουλίες βάσης, προϋποθέτει όχι μόνο γνώση των θεσμών αλλά και την καλλιέργεια της πολιτικής συνείδησης. Η κοινωνιολογική ανάλυση, όταν ενσωματώνεται δημιουργικά στην εκπαίδευση ενηλίκων, συμβάλλει στην ανάπτυξη αυτών των δεξιοτήτων, μετατρέποντας τους πολίτες από παθητικούς παρατηρητές σε ενεργούς διαμορφωτές της συλλογικής πραγματικότητας.

4. Ο ρόλος της κριτικής σκέψης

Η **κριτική σκέψη** αποτελεί θεμελιώδη δεξιότητα για την ενίσχυση της πολιτικής συνείδησης και της υπεύθυνης συμμετοχής των πολιτών. Είναι η ικανότητα να ερμηνεύουμε, να αξιολογούμε και να λαμβάνουμε τεκμηριωμένες αποφάσεις με βάση τεκμήρια, και όχι προκαταλήψεις ή επιφανειακές εντυπώσεις. Στο πλαίσιο της πολιτικής συμμετοχής, επιτρέπει στους πολίτες να κατανοούν βαθύτερα τα κοινωνικά φαινόμενα, να αναγνωρίζουν τις συνέπειες των πολιτικών επιλογών και να τοποθετούνται τεκμηριωμένα στον δημόσιο διάλογο.

Στη σύγχρονη εποχή της υπερπληροφόρησης και της διασποράς παραπληροφόρησης, η ανάγκη για κριτική επεξεργασία των πληροφοριών είναι πιο επείγουσα από ποτέ. Η ικανότητα διάκρισης μεταξύ αξιόπιστων και παραπλανητικών πηγών δεν αποτελεί απλώς ατομική αρετή, αλλά κοινωνική ανάγκη.

4.1 Ορισμός και χαρακτηριστικά της κριτικής σκέψης

Η κριτική σκέψη έχει οριστεί ως η ικανότητα να αξιολογεί κανείς πληροφορίες, να αναγνωρίζει προκαταλήψεις και να διακρίνει τη λογική από την παραπληροφόρηση (Ennis, 1996). Είναι μια διαδικασία που περιλαμβάνει την ανάλυση, τη σύνθεση και την αξιολόγηση δεδομένων, ιδεών και επιχειρημάτων.

Σύμφωνα με τον Paul και Elder (2006), η κριτική σκέψη βασίζεται σε βασικά στοιχεία, όπως:

- Διαύγεια: Η ικανότητα να κατανοούμε τις έννοιες και να διατυπώνουμε σαφείς ερωτήσεις.
- Λογική: Η ικανότητα να αναγνωρίζουμε αιτίες και αποτελέσματα.
- Ανοικτόμυαλη προσέγγιση: Η προθυμία να εξετάσουμε εναλλακτικές απόψεις και να αμφισβητήσουμε τις δικές μας προκαταλήψεις.
- Τεκμηρίωση: Η αξιολόγηση της εγκυρότητας των πηγών και των επιχειρημάτων.

Η καλλιέργεια της κριτικής σκέψης είναι ουσιαστική για την κατανόηση σύνθετων κοινωνικών και πολιτικών ζητημάτων. Στη σύγχρονη εποχή της πληροφορίας, όπου η παραπληροφόρηση και τα ψευδή δεδομένα διαδίδονται εύκολα, η ανάγκη για κριτική σκέψη είναι πιο επιτακτική από ποτέ.

4.2 Η κριτική σκέψη ως εργαλείο ενδυνάμωσης

Η κριτική σκέψη δεν αποτελεί απλώς γνωστική δεξιότητα, αλλά μια διαδικασία απελευθέρωσης και ενδυνάμωσης, που ενισχύει την αυτονομία και τη συμμετοχή των πολιτών στη δημοκρατική ζωή (Mezirow, 1997). Μέσα από την ανάλυση και την αξιολόγηση πληροφοριών, τα άτομα αποκτούν επίγνωση των κοινωνικών ανισοτήτων και των δομικών μηχανισμών εξουσίας που επηρεάζουν τη ζωή τους.

Ο Brookfield (2012) υποστηρίζει ότι η κριτική ικανότητα επιτρέπει στους πολίτες να αμφισβητούν τις κατεστημένες παραδοχές και να διαμορφώνουν εναλλακτικές αντιλήψεις για την

κοινωνική πραγματικότητα – μια αναγκαία προϋπόθεση για την οικοδόμηση πιο δίκαιων και συμμετοχικών θεσμών. Η εμπλοκή των εκπαιδευομένων σε διαλογικές εκπαιδευτικές πρακτικές, όπως αυτές που προτείνονται από τον Freire (1970), ενθαρρύνει την ανάπτυξη αναστοχασμού πάνω στη φύση της εξουσίας και της κοινωνικής ανισότητας.

Η εκπαίδευση ενηλίκων, όταν βασίζεται σε αρχές κριτικής παιδαγωγικής, δημιουργεί τις συνθήκες εκείνες που επιτρέπουν τη μετάβαση από την παθητικότητα στη δράση. Οι πολίτες που έχουν καλλιεργήσει κριτικό τρόπο σκέψης είναι πιθανότερο να συμμετάσχουν ενεργά σε κοινωνικές και πολιτικές διεργασίες (Ewert & Grace, 2000).

4.3 Η κριτική σκέψη και η πολιτική συμμετοχή

Η σύνδεση της κριτικής σκέψης με την πολιτική συμμετοχή καθίσταται ιδιαίτερα εμφανής σε περιόδους κοινωνικής αναταραχής, αβεβαιότητας ή πληροφορικής σύγχυσης. Όπως αναφέρουν οι Ten Dam & Volman (2004), πολίτες με υψηλό επίπεδο αναλυτικής σκέψης συμμετέχουν πιο ενεργά στον δημόσιο λόγο, στηρίζοντας παράλληλα τις θεμελιώδεις αξίες της δημοκρατίας.

Στην εποχή της μετα-αλήθειας (post-truth), η ικανότητα διάκρισης της αλήθειας από την παραπληροφόρηση καθίσταται κρίσιμη. Οι Lewandowsky et al. (2017) επισημαίνουν ότι άτομα με αναπτυγμένες δεξιότητες κριτικής ανάλυσης είναι λιγότερο επιρρεπή σε ψευδείς ειδήσεις και προπαγάνδα, ενώ συμβάλλουν σε έναν πιο ποιοτικό και τεκμηριωμένο δημόσιο διάλογο – στοιχείο ζωτικό για τη βιωσιμότητα της δημοκρατίας (Dewey, 1933).

Η εκπαίδευση ενηλίκων, όταν ενσωματώνει στρατηγικές για την καλλιέργεια της κριτικής συνείδησης, ενισχύει την κοινωνική ευαισθητοποίηση και κινητοποιεί τους πολίτες προς δράση. Όπως δείχνει η μελέτη των Ludvigsen et al. (2016), εκπαιδευτικά προγράμματα που εστιάζουν στην πολιτική ανάλυση και τη δημοκρατική συζήτηση αυξάνουν την προθυμία των πολιτών να αναλάβουν πρωτοβουλίες για την αντιμετώπιση κοινωνικών προβλημάτων.

Ο ψηφιακός δημόσιος χώρος αποτελεί πεδίο όπου η πολιτική συζήτηση διεξάγεται όλο και περισσότερο. Ενώ προσφέρει ευκαιρίες για έκφραση και διάλογο, ελλοχεύει κινδύνους παραπληροφόρησης, φίλτρων επιβεβαίωσης και ρητορικής μίσους. Η ανάπτυξη κριτικής σκέψης είναι αναγκαία προϋπόθεση για την πλοήγηση σε αυτό το σύνθετο περιβάλλον πληροφορίας. Πολίτες με αναπτυγμένες δεξιότητες ψηφιακού γραμματισμού είναι πιο ικανοί να αξιολογούν τις πηγές, να αναγνωρίζουν προπαγάνδα και να τοποθετούνται υπεύθυνα στον ψηφιακό διάλογο (Lewandowsky et al., 2017). Έτσι, η ψηφιακή συμμετοχή μετατρέπεται από παθητική κατανάλωση σε συνειδητή πολιτική πράξη.

4.4 Μέθοδοι καλλιέργειας της κριτικής σκέψης στην εκπαίδευση ενηλίκων

Η εκπαίδευση ενηλίκων προσφέρει ένα ευέλικτο και πλούσιο πλαίσιο για την ανάπτυξη της κριτικής συνείδησης μέσω ειδικά σχεδιασμένων παιδαγωγικών προσεγγίσεων. Σύμφωνα με τον Brookfield (2012), η ενεργή συμμετοχή των εκπαιδευομένων σε διαδικασίες που προκαλούν ερωτήματα, αμφισβήτηση και ανάλυση της κοινωνικής πραγματικότητας αποτελεί κλειδί για την καλλιέργεια της αναστοχαστικής σκέψης.

Ο διάλογος διαδραματίζει κεντρικό ρόλο σε αυτή τη διαδικασία. Μέσα από τον ανταγωνισμό και τη σύνθεση ιδεών, ενισχύεται η ικανότητα διατύπωσης επιχειρημάτων, η κατανόηση εναλλακτικών απόψεων και η συλλογική ερμηνεία κοινωνικών φαινομένων. Η μελέτη περίπτωσης και η ανάλυση πραγματικών προβλημάτων φέρνουν τους εκπαιδευόμενους αντιμέτωπους με σύνθετα ζητήματα, μεταφέροντας τη θεωρία στην πράξη και ενισχύοντας την ικανότητά τους για τεκμηριωμένη παρέμβαση (Freire, 1970· Mezirow, 1991).

Ο αναστοχασμός, ως προσωπική και συλλογική διαδικασία, επιτρέπει στους συμμετέχοντες να εντοπίζουν τις δικές τους προκαταλήψεις, να επανεξετάζουν θέσεις και να αποκτούν βαθύτερη κατανόηση της κοινωνικής τους θέσης – κεντρικό στοιχείο της μετασχηματιστικής μάθησης. Η συνεργατική επίλυση προβλημάτων αναπτύσσει στρατηγικές σκέψης και ενισχύει τη δημοκρατική συνεργασία (Jonassen, 2011).

Η τεχνολογία μπορεί να λειτουργήσει υποστηρικτικά, ιδιαίτερα όταν αξιοποιούνται διαδραστικές πλατφόρμες e-learning, εργαλεία ανάλυσης δεδομένων και ψηφιακοί χώροι συζήτησης. Όπως σημειώνει ο Garrison (2011), η ψηφιακή μάθηση προσφέρει νέες ευκαιρίες για εμβάθυνση, συμμετοχή και διάδραση που υποστηρίζουν την ανάπτυξη κριτικού στοχασμού.

4.5 Προκλήσεις και προοπτικές

Η καλλιέργεια της κριτικής σκέψης, παρότι αναγνωρίζεται ως αναγκαία, συναντά στην πράξη αρκετά εμπόδια. Η αντίσταση στην αλλαγή, οι πολιτισμικές προκαταλήψεις και η έλλειψη θεσμικής υποστήριξης μπορεί να περιορίσουν τη δυναμική των κριτικών παιδαγωγικών προσεγγίσεων. Πολλοί εκπαιδευτές δεν έχουν επαρκή επιμόρφωση για την εφαρμογή βιωματικών και διαλογικών μεθόδων, ενώ ορισμένα προγράμματα παραμένουν προσανατολισμένα στην απόκτηση δεξιοτήτων χωρίς προβληματισμό.

Ωστόσο, οι εξελίξεις είναι ενθαρρυντικές. Όλο και περισσότερα προγράμματα ενσωματώνουν κριτική παιδαγωγική, αξιοποιώντας εργαλεία τεχνολογίας, συνεργατικά μοντέλα μάθησης και στρατηγικές ενεργοποίησης πολιτών. Η ενίσχυση της δια βίου μάθησης, η στροφή προς τη συμπεριληπτική εκπαίδευση και η αναγνώριση της σημασίας του πολιτικού εγγραμματισμού δημιουργούν γόνιμο έδαφος για την εδραίωση της κριτικής σκέψης ως αναπόσπαστο μέρος της πολιτικής συμμετοχής.

Το μέλλον της εκπαίδευσης ενηλίκων περνά μέσα από την ανάδειξη πολιτών που σκέφτονται ελεύθερα, δρουν συνειδητά και συμμετέχουν υπεύθυνα στη διαμόρφωση των κοινωνικών εξελίξεων.

5. Συμπεράσματα

Η εκπαίδευση ενηλίκων αναδεικνύεται ως κρίσιμο εργαλείο ενίσχυσης της πολιτικής συμμετοχής στις σύγχρονες δημοκρατίες, όπου οι κοινωνικές δομές γίνονται ολοένα και πιο σύνθετες. Μέσα από τη μαθησιακή διαδικασία, οι πολίτες αποκτούν γνώσεις και δεξιότητες που τους επιτρέπουν να κατανοούν βαθύτερα τις κοινωνικές ανισότητες, τους μηχανισμούς εξουσίας και τη λειτουργία των πολιτικών θεσμών (Brookfield, 2012· Freire, 1970). Η κριτική σκέψη λειτουργεί ενδυναμωτικά, ενισχύοντας την ικανότητα αξιολόγησης πληροφοριών, αμφισβήτησης προκαταλήψεων και συμμετοχής στον δημόσιο λόγο (Mezirow, 1991).

Η σύνδεση μεταξύ κοινωνιολογικής ανάλυσης και κριτικού στοχασμού δημιουργεί τις προϋποθέσεις για την ανάπτυξη πολιτικά συνειδητοποιημένων και ενεργών πολιτών. Μέσα από τον αναστοχασμό, τη διαλογική μάθηση και την εμπειρική ανάλυση των κοινωνικών δομών, οι εκπαιδευόμενοι αναγνωρίζουν τους παράγοντες που διαμορφώνουν τη θέση τους στην κοινωνία, γεγονός που τους οδηγεί σε ουσιαστικότερη εμπλοκή με τις συλλογικές διαδικασίες (Ten Dam & Volman, 2004).

Για την ενίσχυση της πολιτικής συμμετοχής, είναι αναγκαία η ενσωμάτωση της κριτικής παιδαγωγικής στα προγράμματα εκπαίδευσης ενηλίκων, η αξιοποίηση κοινωνιολογικών εργαλείων, η χρήση της τεχνολογίας ως μέσου προσβασιμότητας, καθώς και η συνεργασία εκπαιδευτικών φορέων με κοινωνικούς και πολιτικούς θεσμούς (Mezirow, 1997· Garrison, 2011).

Παρά τις θετικές εξελίξεις, εξακολουθούν να υπάρχουν προκλήσεις. Χρειάζεται περισσότερη εμπειρική έρευνα για την αποτίμηση της αποτελεσματικότητας των εκπαιδευτικών πρακτικών, την κατανόηση της επίδρασης της τεχνολογίας, καθώς και τη διερεύνηση των πολιτισμικών παραγόντων που επηρεάζουν τη συμμετοχή. Η ενεργή εμπλοκή των πολιτών στον σχεδιασμό και την υλοποίηση εκπαιδευτικών πολιτικών μπορεί να ενισχύσει τη συμμετοχική δημοκρατία και να συμβάλει στη διαμόρφωση ενός δικαιότερου και συνειδητού κοινωνικού συνόλου.

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Η ΔΗΜΙΟΥΡΓΙΑ ΕΠΑΓΓΕΛΜΑΤΙΚΩΝ ΚΟΙΝΟΤΗΤΩΝ ΣΤΗΡΙΞΗΣ ΓΙΑ ΕΚΠΑΙΔΕΥΟΜΕΝΟΥΣ ΣΧΟΛΕΙΩΝ ΔΕΥΤΕΡΗΣ ΕΥΚΑΙΡΙΑΣ: ΠΡΩΤΟΒΟΥΛΙΕΣ ΚΑΙ ΣΤΡΑΤΗΓΙΚΕΣ ΕΠΑΓΓΕΛΜΑΤΙΚΟΥ ΠΡΟΣΑΝΑΤΟΛΙΣΜΟΥ

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Περίληψη

Η επαγγελματική ένταξη των εκπαιδευομένων των Σχολείων Δεύτερης Ευκαιρίας (ΣΔΕ) αποτελεί σύνθετο ζητούμενο, που απαιτεί στοχευμένες παρεμβάσεις και διατομεακή συνεργασία. Η εργασία εξετάζει τον ρόλο του επαγγελματικού προσανατολισμού και της συμβουλευτικής παρέμβασης στη στήριξη των εκπαιδευομένων, εστιάζοντας τόσο στη θεωρητική θεμελίωση όσο και στην πρακτική εφαρμογή τους. Ιδιαίτερη έμφαση δίνεται στις στρατηγικές ενδυνάμωσης των εκπαιδευομένων μέσω κοινοτήτων στήριξης, καθοδήγησης και δικτύωσης, καθώς και στην αξιοποίηση ψηφιακών εργαλείων και πλατφορμών. Η συνεργασία με επιχειρήσεις, δημόσιους φορείς και ΜΚΟ αναδεικνύεται κρίσιμη για την παροχή ευκαιριών πρακτικής άσκησης, απασχόλησης και προσωπικής ανάπτυξης. Παράλληλα, αναλύονται προτάσεις για ενίσχυση των υποδομών και των προγραμμάτων ενδυνάμωσης, με στόχο τη βιώσιμη και ουσιαστική επαγγελματική ένταξη. Συνολικά, η μελέτη επιβεβαιώνει την ανάγκη συστηματικής, ευέλικτης και πολυεπίπεδης προσέγγισης για την υποστήριξη των εκπαιδευομένων ΣΔΕ.

Λέξεις κλειδιά: Επαγγελματικός προσανατολισμός, Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ), Κοινοτικές υποστηρίξεις, Δίκτυα στήριξης, Επαγγελματική ένταξη

Εισαγωγή

Η εκπαίδευση ενηλίκων είναι κρίσιμη για την κοινωνική και επαγγελματική ένταξη, ειδικά για όσους έχουν εγκαταλείψει την τυπική εκπαίδευση. Τα Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ) στοχεύουν στην επανένταξη αυτών των ατόμων, παρέχοντας γνώσεις, δεξιότητες και επαγγελματική υποστήριξη. Ωστόσο, η μετάβαση στην αγορά εργασίας παραμένει μια σημαντική πρόκληση, καθώς οι εκπαιδευόμενοι συχνά χρειάζονται επιπλέον στήριξη (Schuetze & Slowey, 2002).

Η δημιουργία επαγγελματικών κοινοτήτων στήριξης είναι απαραίτητη, καθώς προσφέρει δικτύωση, καθοδήγηση και πρόσβαση σε θέσεις εργασίας, ενισχύοντας τις επαγγελματικές προοπτικές των εκπαιδευόμενων (Bourdieu, 1986). Οι στρατηγικές επαγγελματικού προσανατολισμού για ενήλικες πρέπει να είναι εξατομικευμένες, λαμβάνοντας υπόψη τις εκπαιδευτικές και οικονομικές τους συνθήκες (Jarvis, 2024).

Αυτή η μελέτη αναδεικνύει τη σημασία των επαγγελματικών κοινοτήτων στήριξης και των προσαρμοσμένων στρατηγικών επαγγελματικού προσανατολισμού για τους μαθητές ΣΔΕ, τονίζοντας τον ρόλο των κοινοτικών και θεσμικών υποστηρίξεων στην επαγγελματική τους ένταξη.

2. Θεωρητικό υπόβαθρο

2.1. Επαγγελματικός προσανατολισμός και Σχολεία Δεύτερης Ευκαιρίας

Τα Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ) αποτελούν εκπαιδευτικά ιδρύματα που απευθύνονται σε ενήλικες που δεν ολοκλήρωσαν την υποχρεωτική εκπαίδευση ή εγκατέλειψαν το σχολείο νωρίτερα. Ο στόχος τους είναι να παρέχουν μια δεύτερη ευκαιρία στους εκπαιδευόμενους για να ολοκληρώσουν την εκπαίδευσή τους και να ανακτήσουν τις απαραίτητες γνώσεις και δεξιότητες για να ενταχθούν στην κοινωνία και την αγορά εργασίας (Schuetze & Slowey, 2002). Οι εκπαιδευόμενοι των ΣΔΕ χαρακτηρίζονται από ποικιλία ηλικιών, κοινωνικών και οικονομικών υπόβαθρων και συχνά

φέρουν εμπειρίες από προηγούμενες αποτυχίες στο εκπαιδευτικό σύστημα. Πολλοί από αυτούς είναι εργαζόμενοι ή άνεργοι, που επιθυμούν να βελτιώσουν τις επαγγελματικές τους προοπτικές ή να προχωρήσουν σε νέους τομείς καριέρας.

Η ένταξη των εκπαιδευόμενων αυτών στην αγορά εργασίας είναι συχνά δύσκολη, λόγω των περιορισμένων δεξιοτήτων, των χαμηλών επιπέδων εκπαίδευσης και της έλλειψης πρόσβασης σε κατάλληλα επαγγελματικά δίκτυα. Εδώ, ο ρόλος του επαγγελματικού προσανατολισμού είναι κρίσιμος, καθώς παρέχει τη δυνατότητα στους εκπαιδευόμενους να αναγνωρίσουν τις επαγγελματικές τους δυνατότητες, να εξερευνήσουν επαγγελματικές κατευθύνσεις και να προετοιμαστούν για την αγορά εργασίας (Jarvis, 2024). Ο επαγγελματικός προσανατολισμός στα ΣΔΕ δεν αφορά μόνο την ενημέρωση για τις δυνατότητες επαγγελματικής εξέλιξης, αλλά περιλαμβάνει και την ανάπτυξη δεξιοτήτων που βοηθούν τους εκπαιδευόμενους να κατανοήσουν τις απαιτήσεις του εργασιακού χώρου και να προετοιμαστούν για μια επιτυχημένη καριέρα (Teslim, 2024).

Ο επαγγελματικός προσανατολισμός για τους εκπαιδευόμενους των ΣΔΕ πρέπει να είναι εξατομικευμένος και ευέλικτος, προσαρμοσμένος στις ιδιαίτερες ανάγκες και τα επαγγελματικά ενδιαφέροντα του κάθε εκπαιδευόμενου. Στρατηγικές όπως η συμβουλευτική καθοδήγηση, η επαγγελματική κατάρτιση, τα προγράμματα πρακτικής άσκησης και η δικτύωση με επιχειρήσεις και οργανισμούς αποτελούν κλειδιά για την επαγγελματική τους ένταξη (Bourdieu, 1986). Επιπλέον, η συνεργασία με άλλους θεσμικούς φορείς και η αξιοποίηση κοινωνικών πόρων μπορεί να ενισχύσει την υποστήριξη των εκπαιδευόμενων αυτών στην επαγγελματική τους πορεία.

2.2. Κοινοτικές υποστηρίξεις και δίκτυα

Οι κοινοτικές υποστηρίξεις και τα δίκτυα αποτελούν έναν από τους πιο αποτελεσματικούς μηχανισμούς για την επαγγελματική εξέλιξη και ένταξη των εκπαιδευόμενων των ΣΔΕ. Ορισμένα από τα βασικά χαρακτηριστικά των κοινοτήτων στήριξης περιλαμβάνουν την αλληλοβοήθεια, τη συνεργασία και την ενίσχυση της κοινωνικής και επαγγελματικής συνδεσιμότητας των μελών τους. Σύμφωνα με τον Bourdieu (1986), οι κοινοτικές υποστηρίξεις λειτουργούν ως μορφές «κοινωνικού κεφαλαίου», οι οποίες παρέχουν στα άτομα πρόσβαση σε ευκαιρίες και πόρους που διαφορετικά θα ήταν δύσκολο να αποκτηθούν μέσω ατομικής προσπάθειας. Οι κοινότητες αυτές λειτουργούν, όχι μόνο ως υποστηρικτικοί πυρήνες, αλλά και ως μέσα ενδυνάμωσης για τη δημιουργία επαγγελματικών ευκαιριών μέσω της συνεργασίας με άλλους ανθρώπους ή οργανισμούς.

Τα δίκτυα επαγγελματικής εξέλιξης, όπως τα επαγγελματικά φόρουμ ή τα συνεργατικά προγράμματα κατάρτισης, επιτρέπουν στους εκπαιδευόμενους των ΣΔΕ να ενισχύσουν τις επαγγελματικές τους δεξιότητες, να συνδεθούν με επιχειρήσεις και να ενημερωθούν για τις ανάγκες της αγοράς εργασίας. Στη βάση αυτών των δικτύων βρίσκεται η ιδέα της συνδεσιμότητας (networking), η οποία προσφέρει στους εκπαιδευόμενους τη δυνατότητα να χτίσουν σχέσεις με επαγγελματίες του κλάδου τους και να αναπτύξουν την επαγγελματική τους ταυτότητα (Granovetter, 1973). Τα δίκτυα αυτά μπορεί να περιλαμβάνουν συνεργασίες με δημόσιες υπηρεσίες, Μη Κυβερνητικές Οργανώσεις (ΜΚΟ), καθώς και τοπικές επιχειρήσεις ή φορείς που προσφέρουν ευκαιρίες κατάρτισης και πρακτικής άσκησης.

Η υποστήριξη μέσω κοινοτήτων και δικτύων βοηθά τους εκπαιδευόμενους να αποκτήσουν γνώση σχετικά με τις πραγματικές απαιτήσεις του επαγγελματικού κόσμου και να προετοιμαστούν για την ένταξή τους στην αγορά εργασίας. Στηρίζοντας τους εκπαιδευόμενους στην επαγγελματική τους ανάπτυξη, οι κοινότητες αυτές ενισχύουν την αυτοεκτίμηση τους και προάγουν τη συνέχιση της εκπαίδευσης και της κατάρτισης (Teslim, 2024). Επιπλέον, η δυναμική των κοινοτήτων μπορεί να προσφέρει χώρο για την ανταλλαγή εμπειριών, τη δημιουργία νέων ιδεών και την απόκτηση γνώσεων που αφορούν τις τάσεις της αγοράς και τις ανάγκες των εργοδοτών.

3. Δημιουργία συνεργατικών κοινοτήτων και δικτύων για την επαγγελματική εξέλιξη των εκπαιδευόμενων

Οι στρατηγικές για τη δημιουργία τοπικών ή διαδικτυακών κοινοτήτων στήριξης επικεντρώνονται σε τρεις βασικούς πυλώνες: την ενίσχυση της συνεργασίας, τη δημιουργία πρόσβασης σε επαγγελματικούς πόρους και την ανάπτυξη του κοινωνικού κεφαλαίου των εκπαιδευόμενων.

- Στρατηγικές συνεργασίας με επιχειρήσεις και οργανισμούς: Η συνεργασία με τοπικές επιχειρήσεις, οργανισμούς και δημόσιες υπηρεσίες είναι κρίσιμη για τη δημιουργία τοπικών κοινοτήτων στήριξης. Μέσω αυτών των συνεργασιών, οι εκπαιδευόμενοι των ΣΔΕ μπορούν να αποκτήσουν πρόσβαση σε πρακτική άσκηση, κατάρτιση και θέσεις εργασίας. Οι δημόσιοι φορείς και οι ΜΚΟ μπορούν να υποστηρίξουν τις κοινότητες αυτές παρέχοντας επιδοτήσεις, εκπαιδευτικά προγράμματα και άλλες πόρους. Για παράδειγμα, το πρόγραμμα «Career Education for Adults» στην Αυστραλία συνδυάζει την επαγγελματική καθοδήγηση με την πρακτική εμπειρία σε τοπικές επιχειρήσεις, ενισχύοντας την επαγγελματική προοπτική των ενηλίκων εκπαιδευόμενων (Monaghan, et al. 2023).
- Δημιουργία διαδικτυακών κοινοτήτων και δικτύων: Οι διαδικτυακές κοινότητες στήριξης, μέσω πλατφορμών κοινωνικής δικτύωσης ή εξειδικευμένων επαγγελματικών φόρουμ, προσφέρουν μια ευκαιρία στους εκπαιδευόμενους των ΣΔΕ να συνδεθούν με επαγγελματίες σε διαφορετικούς κλάδους και να διευρύνουν τα δίκτυά τους. Η χρήση διαδικτυακών εργαλείων για την εκπαίδευση και την κατάρτιση επιτρέπει στους εκπαιδευόμενους να αποκτήσουν νέες δεξιότητες με ευέλικτο τρόπο και να συνδεθούν με ειδικούς που μπορούν να τους καθοδηγήσουν στην επαγγελματική τους πορεία (Teslim, 2024).
- Υποστήριξη μέσω εξειδικευμένων συμβούλων και καθοδήγησης: Η ενεργή συμμετοχή των συμβούλων σταδιοδρομίας είναι απαραίτητη για τη δημιουργία των κοινοτήτων αυτών. Οι σύμβουλοι μπορούν να βοηθήσουν τους εκπαιδευόμενους να κατανοήσουν καλύτερα τις ανάγκες της αγοράς εργασίας, να τους συνδέσουν με κατάλληλα δίκτυα και να τους καθοδηγήσουν για την ανάπτυξη των επαγγελματικών τους δεξιοτήτων (Jarvis, 2024).

Ένα παράδειγμα συνεργασίας μεταξύ ΣΔΕ και επιχειρήσεων είναι το πρόγραμμα πρακτικής άσκησης που υλοποιείται σε πολλές χώρες της Ευρωπαϊκής Ένωσης μέσω του Erasmus+. Σε αυτό το πρόγραμμα, οι εκπαιδευόμενοι συμμετέχουν σε επαγγελματικά προγράμματα πρακτικής άσκησης σε εταιρείες, που τους δίνει την ευκαιρία να αποκτήσουν άμεση εμπειρία και να ενταχθούν στην αγορά εργασίας. Μέσω αυτής της συνεργασίας, οι εκπαιδευόμενοι μπορούν να αναπτύξουν δεξιότητες, να αποκτήσουν εμπειρία στον τομέα τους και να αναπτύξουν επαγγελματικά δίκτυα (European Commission, 2018).

Επιπλέον, η συνεργασία των ΣΔΕ με οργανισμούς που προσφέρουν εκπαιδευτικά προγράμματα για ενήλικες, όπως το πρόγραμμα «Adult Learning and Skills» στο Ηνωμένο Βασίλειο, υποστηρίζει τους εκπαιδευόμενους με στοχευμένα εκπαιδευτικά εργαλεία και προγράμματα κατάρτισης που καλύπτουν τις ανάγκες της αγοράς εργασίας και ενισχύουν τις επαγγελματικές τους ικανότητες (Estella, 2024). Αυτές οι συνεργασίες ενισχύουν τη συνδεσιμότητα και προσφέρουν περισσότερες ευκαιρίες για ένταξη στην αγορά εργασίας, δημιουργώντας ισχυρά δίκτυα υποστήριξης για τους εκπαιδευόμενους.

4. Προσαρμογή του επαγγελματικού προσανατολισμού στις ανάγκες των ενηλίκων εκπαιδευόμενων

Οι εκπαιδευόμενοι των ΣΔΕ είναι κυρίως ενήλικες που επιστρέφουν στην εκπαίδευση μετά από μια περίοδο απουσίας από το σχολικό περιβάλλον, συχνά λόγω κοινωνικών, οικονομικών ή προσωπικών δυσκολιών. Αυτοί οι εκπαιδευόμενοι αντιμετωπίζουν διαφορετικές προκλήσεις σε σχέση με τους παραδοσιακούς μαθητές, όπως η έλλειψη προηγούμενης εκπαιδευτικής εμπειρίας, η ανάγκη για ταυτόχρονη εργασία και σπουδές, καθώς και οι οικογενειακές και οικονομικές υποχρεώσεις. Όπως αναφέρεται στο έργο του Knowles (1980), οι ενήλικες εκπαιδευόμενοι έχουν

μεγαλύτερη ανάγκη για αυτοκαθοδήγηση και σχεδιασμό των δικών τους μαθησιακών στόχων, δεδομένου ότι τα κίνητρά τους για μάθηση συνδέονται άμεσα με τις προσωπικές και επαγγελματικές ανάγκες τους.

Επιπλέον, οι ενήλικοι εκπαιδευόμενοι των ΣΔΕ φέρουν μαζί τους μια ποικιλία επαγγελματικών εμπειριών, δεξιοτήτων και γνώσεων που μπορούν να αξιοποιηθούν κατά τη διάρκεια της διαδικασίας καθοδήγησης. Αυτές οι εμπειρίες πρέπει να αναγνωρίζονται και να ενσωματώνονται στον επαγγελματικό προσανατολισμό, καθώς συμβάλλουν στην ανάπτυξη αυτοεκτίμησης και στην ενίσχυση της επαγγελματικής τους αυτογνωσίας. Όπως αναφέρεται στην έρευνα των Leach και Zepke (2011), η αναγνώριση των προηγούμενων εμπειριών μάθησης των ενήλικων εκπαιδευόμενων και η σύνδεσή τους με την τρέχουσα εκπαίδευση είναι ζωτικής σημασίας για την επιτυχία του επαγγελματικού προσανατολισμού.

Για να ανταποκριθούν στις ανάγκες των ενηλίκων εκπαιδευόμενων, οι στρατηγικές επαγγελματικού προσανατολισμού πρέπει να είναι ευέλικτες, εξατομικευμένες και προσαρμοσμένες στις διαφορετικές ανάγκες και στόχους των εκπαιδευόμενων. Ορισμένες βασικές στρατηγικές περιλαμβάνουν:

- Εξατομικευμένη καθοδήγηση και συμβουλευτική: Η εξατομικευμένη καθοδήγηση είναι θεμελιώδης για την επιτυχία των ενηλίκων εκπαιδευόμενων. Οι σύμβουλοι σταδιοδρομίας πρέπει να συνεργάζονται στενά με τους εκπαιδευόμενους για να κατανοήσουν τα κίνητρα, τις ικανότητες και τους στόχους τους. Όπως επισημαίνει ο Merriam (2001), η εξατομίκευση της καθοδήγησης ενισχύει τη συμμετοχή και την αφοσίωση των εκπαιδευόμενων, καθώς οι στρατηγικές επικεντρώνονται στις προσωπικές ανάγκες τους.
- Εκπαίδευση σε δεξιότητες ζωής και επαγγελματικής προσαρμοστικότητας: Οι ενήλικοι εκπαιδευόμενοι χρειάζονται ενίσχυση σε δεξιότητες ζωής, όπως η επικοινωνία, η διαχείριση του χρόνου και η επίλυση προβλημάτων. Αυτές οι δεξιότητες είναι κρίσιμες για την επιτυχία τους στην αγορά εργασίας, καθώς επιτρέπουν την προσαρμογή τους σε δυναμικές και απαιτητικές εργασιακές συνθήκες (Teslim, 2024). Η εκπαίδευση σε αυτές τις δεξιότητες βοηθά τους εκπαιδευόμενους να γίνουν πιο ανταγωνιστικοί και ικανοί να ανταποκριθούν στις ανάγκες της αγοράς εργασίας.
- Συμμετοχή σε πρόγραμμα κατάρτισης και πρακτικής άσκησης: Ο επαγγελματικός προσανατολισμός των ενηλίκων εκπαιδευόμενων ΣΔΕ πρέπει να συνδυάζεται με πρακτική εμπειρία και εκπαίδευση στον τομέα τους. Σύμφωνα με την Schuetze & Slowey (2002), τα προγράμματα κατάρτισης που συνδυάζουν θεωρητική εκπαίδευση και πρακτική άσκηση είναι ιδιαίτερα αποτελεσματικά για την επαγγελματική ένταξη των ενηλίκων εκπαιδευόμενων. Μέσω αυτών των προγραμμάτων, οι εκπαιδευόμενοι αποκτούν χρήσιμες επαγγελματικές δεξιότητες και εμπειρία στον τομέα τους.
- Χρησιμοποίηση τεχνολογικών εργαλείων για διαδικτυακή μάθηση και δικτύωση: Οι τεχνολογίες μπορούν να προσφέρουν στους ενήλικους εκπαιδευόμενους νέες ευκαιρίες μάθησης και δικτύωσης. Η χρήση διαδικτυακών πλατφορμών και εργαλείων για την παροχή καθοδήγησης και την ενίσχυση των επαγγελματικών δικτύων αποτελεί ένα ισχυρό εργαλείο για την υποστήριξη των εκπαιδευόμενων (Teslim, 2024). Η διαδικτυακή μάθηση επιτρέπει στους εκπαιδευόμενους να μάθουν με ευέλικτο και αποδοτικό τρόπο, ενώ οι διαδικτυακές κοινότητες στήριξης τους βοηθούν να αναπτύξουν επαγγελματικές σχέσεις με άλλους εκπαιδευόμενους και επαγγελματίες του τομέα τους.

5. Αξιοποίηση θεσμικών και κοινωνικών πόρων για τη στήριξη των εκπαιδευόμενων

Η επαγγελματική ένταξη των εκπαιδευόμενων των ΣΔΕ απαιτεί τη συμμετοχή πολλών φορέων και την αξιοποίηση των διαθέσιμων θεσμικών και κοινωνικών πόρων. Η συνεργασία με δημόσιους και ιδιωτικούς οργανισμούς, καθώς και η χρήση χρηματοδοτικών προγραμμάτων και επιχορηγήσεων, είναι κρίσιμη για την ενίσχυση της υποστήριξης των εκπαιδευόμενων και τη διευκόλυνση της επαγγελματικής τους ένταξης.

Οι δημόσιοι και ιδιωτικοί φορείς διαδραματίζουν θεμελιώδη ρόλο στην υποστήριξη των εκπαιδευόμενων των ΣΔΕ, προσφέροντας πόρους, υπηρεσίες και ευκαιρίες που ενισχύουν την επαγγελματική τους εξέλιξη. Ο ρόλος των φορέων αυτών είναι πολυδιάστατος, περιλαμβάνοντας την παροχή εκπαιδευτικών προγραμμάτων, την ενίσχυση των πρακτικών δεξιοτήτων μέσω προγραμμάτων κατάρτισης και πρακτικής άσκησης, καθώς και την υποστήριξη της επαγγελματικής καθοδήγησης. Ειδικότερα, οι Μη Κυβερνητικές Οργανώσεις (ΜΚΟ) και άλλοι κοινωνικοί οργανισμοί, μέσω των δράσεών τους, προσφέρουν έναν «μεσολαβητικό» ρόλο, συνδέοντας τους εκπαιδευόμενους με την αγορά εργασίας. Ο European Centre for the Development of Vocational Training (Cedefop) (2020) επισημαίνει τη σημασία αυτών των φορέων στην ενίσχυση των επαγγελματικών δεξιοτήτων των ενηλίκων, μέσω της παροχής εξειδικευμένων εκπαιδευτικών προγραμμάτων και της υποστήριξης στην κατάρτιση και πιστοποίηση δεξιοτήτων.

Από την άλλη, οι δημόσιοι φορείς, όπως οι υπηρεσίες απασχόλησης και οι τοπικές αρχές, παρέχουν στους εκπαιδευόμενους πρόσβαση σε προγράμματα κατάρτισης και επαγγελματικής καθοδήγησης, ενώ συχνά αναλαμβάνουν τον ρόλο του «μεσολαβητή» μεταξύ των εκπαιδευόμενων και των εργοδοτών. Η Ευρωπαϊκή Επιτροπή (2020) τονίζει την ανάγκη για συνεργασία μεταξύ των δημόσιων φορέων και των εκπαιδευτικών ιδρυμάτων για την ενίσχυση των ευκαιριών εκπαίδευσης και κατάρτισης των ενηλίκων, δημιουργώντας έτσι ένα δυναμικό οικοσύστημα υποστήριξης που προάγει την επαγγελματική ενσωμάτωση.

Η χρηματοδότηση αποτελεί έναν από τους κύριους μηχανισμούς στήριξης για την υλοποίηση προγραμμάτων επαγγελματικού προσανατολισμού και κατάρτισης. Η Ευρωπαϊκή Ένωση προσφέρει πληθώρα χρηματοδοτικών προγραμμάτων, τα οποία ενισχύουν τη δυνατότητα των ΣΔΕ να προσφέρουν στους εκπαιδευόμενους τους υψηλής ποιότητας εκπαιδευτικά και επαγγελματικά προγράμματα. Ο Erasmus+ είναι ένα χαρακτηριστικό παράδειγμα ευρωπαϊκού προγράμματος που παρέχει επιχορηγήσεις για την ανάπτυξη επαγγελματικών δεξιοτήτων, υποστηρίζοντας τη συνεργασία μεταξύ σχολείων, εκπαιδευτικών οργανισμών και εργοδοτών. Σύμφωνα με την European Commission (2018), το πρόγραμμα αυτό έχει συμβάλει στην ενίσχυση των δυνατοτήτων κινητικότητας και κατάρτισης των ενήλικων εκπαιδευόμενων, προσφέροντας ευκαιρίες για πρακτική άσκηση και εκπαίδευση σε διεθνές επίπεδο.

Επιπλέον, οι εθνικές και περιφερειακές αρχές προσφέρουν χρηματοδοτικά εργαλεία και επιχορηγήσεις για την ανάπτυξη προγραμμάτων που στοχεύουν στην επαγγελματική ένταξη των ενηλίκων. Αυτά τα προγράμματα συχνά παρέχουν χρηματοδότηση για την κατάρτιση συμβούλων σταδιοδρομίας, τη δημιουργία δικτύων συνεργασίας με επιχειρήσεις και οργανισμούς, καθώς και την ανάπτυξη εργαλείων υποστήριξης των εκπαιδευόμενων. Αξιοσημείωτο είναι ότι πέρα από τα ευρωπαϊκά χρηματοδοτικά προγράμματα, πολλές τοπικές επιχειρήσεις και οργανισμοί προσφέρουν υποτροφίες ή χορηγίες σε συνεργασία με τα ΣΔΕ, προκειμένου να στηρίξουν τα έξοδα για κατάρτιση, επαγγελματική καθοδήγηση ή ακόμα και θέσεις πρακτικής άσκησης. Η συνεργασία με ιδιωτικούς οργανισμούς ενισχύει την εμπιστοσύνη των εργοδοτών στις δεξιότητες των αποφοίτων των ΣΔΕ και διευκολύνει την επαγγελματική τους ένταξη.

6. Στρατηγικές δικτύωσης για την ενίσχυση της επαγγελματικής πορείας τους

Η ανάπτυξη επαγγελματικών δικτύων για τους εκπαιδευόμενους των ΣΔΕ προϋποθέτει την ενσωμάτωσή τους σε διάφορες επαγγελματικές και κοινωνικές ομάδες, οι οποίες μπορεί να περιλαμβάνουν άλλους εκπαιδευόμενους, επαγγελματίες από τον τομέα ενδιαφέροντος, επιχειρηματίες και οργανισμούς. Οι στρατηγικές για την ανάπτυξη αυτών των δικτύων επικεντρώνονται στην ενίσχυση της κοινωνικής τους δικτύωσης, τη σύνδεση με άλλους επαγγελματίες και την προώθηση των δεξιοτήτων και της εμπειρίας τους στην αγορά εργασίας.

Μία από τις πιο αποτελεσματικές στρατηγικές είναι η συνεργασία με τοπικές επιχειρήσεις και οργανισμούς, οι οποίοι μπορούν να παρέχουν ευκαιρίες για πρακτική άσκηση, εκπαίδευση και απόκτηση εμπειρίας. Η τοπική δικτύωση είναι εξαιρετικά σημαντική, καθώς επιτρέπει στους εκπαιδευόμενους να αναπτύξουν σχέσεις με ανθρώπους που εργάζονται ήδη στον τομέα τους και να ενημερώνονται για τις τελευταίες τάσεις και απαιτήσεις της αγοράς (Nigar, 2021). Παράλληλα, μέσω

των συνεργασιών αυτών ενισχύεται η αλληλεπίδραση μεταξύ των εκπαιδευόμενων και των εν δυνάμει εργοδοτών, δημιουργώντας μία αμφίδρομη σχέση εμπιστοσύνης και υποστήριξης.

Μια άλλη στρατηγική αφορά τη συμμετοχή σε εξειδικευμένα επαγγελματικά φόρουμ και εκδηλώσεις δικτύωσης. Εκδηλώσεις όπως συνέδρια, σεμινάρια, και επαγγελματικές εκθέσεις προσφέρουν στους εκπαιδευόμενους μια πλατφόρμα για να αναπτύξουν τα δίκτυά τους και να συναντήσουν ειδικούς του κλάδου τους. Η συμμετοχή σε τέτοιες εκδηλώσεις διευρύνει τους επαγγελματικούς τους ορίζοντες και τους παρέχει πρόσβαση σε πολύτιμες πληροφορίες για τις τελευταίες εξελίξεις στον τομέα τους.

Η σύγχρονη τεχνολογία και οι διαδικτυακές πλατφόρμες έχουν καταστεί κρίσιμες για την ανάπτυξη και ενίσχυση των επαγγελματικών δικτύων. Η χρήση των κοινωνικών μέσων δικτύωσης (π.χ. LinkedIn) επιτρέπει στους εκπαιδευόμενους να δημιουργούν επαγγελματικά προφίλ, να συνδέονται με άλλους επαγγελματίες και να συμμετέχουν σε επαγγελματικές ομάδες που σχετίζονται με τον τομέα τους. Οι διαδικτυακές πλατφόρμες διευκολύνουν τη δημιουργία «επαγγελματικών κοινών» (professional communities), στις οποίες οι εκπαιδευόμενοι μπορούν να μοιράζονται εμπειρίες, να αντλούν γνώσεις και να λαμβάνουν καθοδήγηση από ειδικούς του κλάδου. Οι MOOCs (Massive Open Online Courses) είναι μια ακόμα τεχνολογική λύση που προσφέρει στους εκπαιδευόμενους την ευκαιρία να επεκτείνουν τις δεξιότητές τους και να παρακολουθήσουν διαδικτυακά μαθήματα σε συγκεκριμένα επαγγελματικά αντικείμενα.

Η χρήση αυτών των εργαλείων βοηθά επίσης στην εξ αποστάσεως δικτύωση, επιτρέποντας στους εκπαιδευόμενους να συνδεθούν με άλλους εκπαιδευόμενους ή επαγγελματίες σε διεθνές επίπεδο, επεκτείνοντας σημαντικά τις δυνατότητές τους και τις ευκαιρίες για εξέλιξη. Τα διαδικτυακά εργαλεία, όπως τα διαδικτυακά φόρουμ, οι ομάδες και οι ιστοσελίδες επαγγελματικών κοινοτήτων, διευκολύνουν την ανταλλαγή πληροφοριών και την ανάπτυξη επαγγελματικών σχέσεων πέρα από τα γεωγραφικά και φυσικά όρια.

7. Προκλήσεις και επιτυχίες

Η ένταξη των εκπαιδευόμενων των ΣΔΕ στην αγορά εργασίας και η δημιουργία κοινοτήτων στήριξης αντιμετωπίζουν πολλές προκλήσεις. Ο πρώτος σημαντικός παράγοντας είναι η αντίσταση στη συμμετοχή σε κοινοτικές δομές ή σε νέες διαδικασίες επαγγελματικού προσανατολισμού. Οι εκπαιδευόμενοι συχνά διαθέτουν περιορισμένες εμπειρίες από την αγορά εργασίας, κάτι που μπορεί να τους καθιστά διστακτικούς στην ένταξή τους σε επαγγελματικά δίκτυα. Επιπλέον, η έλλειψη αυτοεκτίμησης και η αίσθηση αποτυχίας από προηγούμενες εκπαιδευτικές ή επαγγελματικές εμπειρίες καθιστούν δύσκολη την αποδοχή των κοινοτικών δομών, καθώς οι εκπαιδευόμενοι αμφισβητούν την ικανότητά τους να ανταγωνιστούν στην αγορά εργασίας (Vargas, 2017).

Επιπλέον, υπάρχουν οργανωτικά προβλήματα και περιορισμοί σε πολλούς τομείς, όπως οι χρηματοδοτικοί πόροι και η έλλειψη υποδομών για τη στήριξη των κοινοτήτων στήριξης. Οι δημόσιοι και ιδιωτικοί φορείς συχνά δε διαθέτουν επαρκείς πόρους ή υποστήριξη για τη συντήρηση και ανάπτυξη κοινοτήτων, γεγονός που καθιστά δύσκολη τη βιωσιμότητα των συνεργασιών. Ειδικότερα, η αναγνώριση και αξιοποίηση του δικτύου υποστήριξης από τις επιχειρήσεις και τις οργανώσεις συχνά περιορίζεται από την έλλειψη κατάλληλης πληροφόρησης ή συντονισμού μεταξύ των φορέων (St-Jean & Audet, 2009).

Παρά τις προκλήσεις, υπάρχουν πολλά θετικά παραδείγματα που επισημαίνουν τη σημασία των στρατηγικών συνεργασίας και υποστήριξης. Ορισμένα προγράμματα, όπως το πρόγραμμα mentoring, αποδείχθηκαν εξαιρετικά αποτελεσματικά στη σύνδεση των εκπαιδευόμενων με έμπειρους επαγγελματίες. Τα προγράμματα αυτά ενδυναμώνουν τους εκπαιδευόμενους, ενισχύουν τις δεξιότητές τους και διευκολύνουν τη μετάβασή τους στην αγορά εργασίας (St-Jean & Audet, 2009). Επίσης, η συνεργασία με τοπικές επιχειρήσεις και οργανισμούς έχει αποφέρει θετικά αποτελέσματα, όπως η δημιουργία ευκαιριών για πρακτική άσκηση και αμοιβαία ωφέλιμες συνεργασίες. Εξάλλου, το διαδικτυακό mentoring μέσω πλατφορμών κοινωνικής δικτύωσης έχει ανοίξει νέους δρόμους για την καθοδήγηση και υποστήριξη των εκπαιδευόμενων, επιτρέποντας την επικοινωνία και την ανταλλαγή εμπειριών σε παγκόσμιο επίπεδο.

Συνολικά, οι στρατηγικές που συνδυάζουν την τοπική και διαδικτυακή δικτύωση, την υποστήριξη από έμπειρους επαγγελματίες και την ενίσχυση των κοινοτικών υποδομών, έχουν αποδειχθεί εξαιρετικά χρήσιμες για την επαγγελματική ένταξη των εκπαιδευόμενων. Αν και η διαδικασία αυτή παρουσιάζει προκλήσεις, οι επιτυχίες σε συγκεκριμένα προγράμματα και συνεργασίες δείχνουν ότι η σωστή καθοδήγηση και υποστήριξη μπορούν να βοηθήσουν σημαντικά στην επαγγελματική εξέλιξη των εκπαιδευόμενων αυτών.

Συμπεράσματα

Η ένταξη των εκπαιδευόμενων των ΣΔΕ στην αγορά εργασίας απαιτεί μια ολοκληρωμένη στρατηγική υποστήριξης, λαμβάνοντας υπόψη τις ιδιαίτερες ανάγκες τους. Ο επαγγελματικός προσανατολισμός και η δημιουργία κοινοτήτων στήριξης διαδραματίζουν καθοριστικό ρόλο, προσφέροντας πρόσβαση σε ευκαιρίες και προγράμματα ανάπτυξης δεξιοτήτων.

Η δημιουργία τοπικών και διαδικτυακών κοινοτήτων συμβάλλει στην επαγγελματική εξέλιξη μέσω συνεργασιών με επιχειρήσεις, δημόσιους οργανισμούς και ΜΚΟ. Οι στρατηγικές καθοδήγησης πρέπει να προσαρμόζονται στις ανάγκες των ενηλίκων μαθητών, που συχνά αντιμετωπίζουν χαμηλή αυτοεκτίμηση και περιορισμένη εργασιακή εμπειρία.

Θεσμικοί και κοινωνικοί φορείς παρέχουν χρηματοδότηση και υποδομές για τη δημιουργία δικτύων, ενώ η χρήση τεχνολογίας διευκολύνει τη δικτύωση και την πρόσβαση σε ευκαιρίες εργασίας. Παρά τις προκλήσεις, όπως οργανωτικές δυσκολίες και έλλειψη πόρων, επιτυχημένα προγράμματα mentoring και συνεργασίες με επιχειρήσεις έχουν δείξει θετικά αποτελέσματα.

Για τη βελτίωση της επαγγελματικής ένταξης των εκπαιδευόμενων, προτείνονται συνεργασίες με επιχειρήσεις, ενίσχυση της χρηματοδότησης και αξιοποίηση ψηφιακών εργαλείων. Η ανάπτυξη προγραμμάτων προσωπικής ενδυνάμωσης θα βοηθήσει στην ενίσχυση της αυτοπεποίθησης και των επαγγελματικών δεξιοτήτων τους. Συνολικά, η στήριξη μέσω κοινοτήτων και θεσμικών συνεργασιών είναι καθοριστική για την επαγγελματική τους εξέλιξη.

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ΣΤΑ ΧΝΑΡΙΑ ΤΗΣ ΚΑΛΛΙΠΑΤΕΙΡΑΣ: ΕΝΑ ΨΗΦΙΑΚΟ ΠΑΙΧΝΙΔΙ ΓΙΑ ΤΗΝ ΑΝΑΒΙΩΣΗ ΤΩΝ ΟΛΥΜΠΙΑΚΩΝ ΑΓΩΝΩΝ ΣΤΗΝ ΤΑΞΗ

Κατσιώπη Ελευθερία
Εκπαιδευτικός ΠΕ02

Περίληψη

Το ποίημα Καλλιπάτειρα του Λορέντζου Μαβίλη αποτέλεσε την αφετηρία για τον σχεδιασμό ενός ψηφιακού επιτραπέζιου παιχνιδιού, που αξιοποιείται ως εναλλακτική μορφή αξιολόγησης της Νεοελληνικής Λογοτεχνίας στη Β' Γυμνασίου, μετατρέποντας τη μάθηση σε μια βιωματική εμπειρία. Το παιχνίδι ενσωματώνει διαδραστικές δραστηριότητες και στοιχεία παιχνιδοποιημένης μάθησης, προάγοντας τη συνεργασία, την κριτική σκέψη και την ψηφιακή εγγραμματοσύνη των μαθητών. Σχεδιασμένο με τη χρήση σύγχρονων ψηφιακών εργαλείων, όπως το Genially, το Quizziz, το Learning apps και το E-me, επιτρέπει στους μαθητές να αναλύσουν το περιεχόμενο του ποιήματος, να εμβαθύνουν στα ιστορικά και κοινωνικά συμφραζόμενα και να συμμετέχουν ενεργά στη διαδικασία μάθησης. Η εφαρμογή του καταδεικνύει ότι τέτοιες καινοτόμες παιδαγωγικές προσεγγίσεις, βασισμένες στις αρχές του κονστρουκτιβισμού και της βιωματικής μάθησης, μπορούν να αυξήσουν το ενδιαφέρον των μαθητών, να ενισχύσουν την εσωτερική παρακίνησή τους και να καλλιεργήσουν τη θετική στάση τους απέναντι στη γνώση.

Λέξεις κλειδιά: ψηφιακό επιτραπέζιο παιχνίδι, εσωτερική παρακίνηση, ψηφιακή εγγραμματοσύνη, καινοτόμες παρεμβάσεις, βιωματική εμπειρία

Εισαγωγή

Η εργασία αυτή διερευνά τη δυνατότητα αξιοποίησης ενός ψηφιακού επιτραπέζιου παιχνιδιού (**http://bit.ly/3D1uJJt**) ως εναλλακτικής μεθόδου αξιολόγησης στο μάθημα της Νεοελληνικής Λογοτεχνίας στη Β' Γυμνασίου, με αφορμή τη μελέτη και ανάλυση του ποιήματος «Καλλιπάτειρα» του Λορέντζου Μαβίλη. Η ανάγκη για καινοτόμες προσεγγίσεις στην αξιολόγηση προκύπτει από τις προκλήσεις που αντιμετωπίζουν οι μαθητές στην πρόσληψη της ποίησης και την ενεργό συμμετοχή στη μαθησιακή διαδικασία. Το παιχνίδι σχεδιάστηκε με σκοπό να ενσωματώσει βιωματικές πρακτικές μάθησης, όπου οι μαθητές δεν περιορίζονται σε γραπτές αναλύσεις, αλλά αλληλεπιδρούν με το κείμενο, επιλύουν γρίφους και ανακαλύπτουν τη γνώση μέσα από συνεργατικές διαδικασίες. Ουσιαστικά, επιθυμούμε να ενισχυθεί η φυσική περιέργεια των παιδιών, ώστε να κινητοποιηθούν και να συμμετάσχουν, χωρίς να αισθάνονται την πίεση της «εξέτασης». Το γεγονός ότι η μορφή του δεν ομοιάζει με μία τυπική αξιολόγηση, βοηθά τα παιδιά να είναι πιο χαλαρά, πιο δημιουργικά και πιθανώς πιο ειλικρινή στις απαντήσεις τους, καθώς κινούνται με το δικό τους προσωπικό ρυθμό (Marino et al., 2013). Επιπλέον, το ότι παρέχει άμεση ανατροφοδότηση, επιτρέπει στους μαθητές να κατανοούν την πρόοδό τους και τους ενθαρρύνει να βελτιώνουν συνεχώς τις στρατηγικές μάθησης. Η αξιοποίηση στοιχείων παιχνιδοποίησης (game-based learning) μέσω διαδραστικών αφηγήσεων, ηχητικών εφέ και πολυτροπικών ερεθισμάτων δημιουργεί ένα μαθησιακό περιβάλλον που ενισχύει το αίσθημα επίτευξης, αυξάνει την αυτοπεποίθηση και εμπλέκει ενεργά τους μαθητές (Kapp, 2011). Το παιχνίδι δεν στοχεύει, λοιπόν, στην παθητική αναπαραγωγή γνώσεων, αλλά στη δημιουργική αναδόμησή τους μέσω στρατηγικής σκέψης και επίλυσης προβλημάτων.

1.1. Η διδασκαλία της λογοτεχνίας και οι δυσκολίες

Υποστηρίζεται ότι η μεγαλύτερη πρόκληση του σύγχρονου σχολείου είναι η προσέλκυση και η διατήρηση της προσοχής των μαθητών στη διδακτέα ύλη. Η τελευταία χαρακτηρίζεται πολλές

φορές ως δυσνόητη και αδιάφορη γι' αυτούς (Μιχαηλίδης, 2018). Οι εκπαιδευτικοί για να αντιμετωπίσουν την κατάσταση, επιστρατεύουν διάφορες τεχνικές και μεθόδους. Τα ψηφιακά εκπαιδευτικά παιχνίδια είναι μία από αυτές, αφού παρέχουν τη δυνατότητα να δραστηριοποιήσουν, να κεντρίσουν το ενδιαφέρον των παιδιών στη μαθησιακή διαδικασία, να μειώσουν το άγχος τους, να αυξήσουν την αφοσίωσή τους, να ενισχύσουν τη στρατηγική σκέψη και την αυτοπεποίθησή τους, καθώς και να αξιολογήσουν τη μάθηση. Ο Kapp υποστηρίζει (2011) ότι η χρήση και εφαρμογή στοιχείων παιχνιδιού μέσα στην τάξη μπορεί να βελτιώσει το μειωμένο ενδιαφέρον των μαθητών ως προς τη σχολική ύλη και την εκπαιδευτική διαδικασία καθ' αυτή ή, ακόμα, την αδυναμία συνεργασίας μεταξύ τους.

Έχει διαπιστωθεί ότι η διδασκαλία της ποίησης στη δευτεροβάθμια εκπαίδευση συχνά παρουσιάζει δυσκολίες ως προς την εμπλοκή των μαθητών. Οι περισσότεροι τη θεωρούν αφηρημένη ή αποκομμένη από το σύγχρονο εκπαιδευτικό περιβάλλον. Οι παραδοσιακές μέθοδοι αξιολόγησης βασίζονται κυρίως σε γραπτές αναλύσεις, οι οποίες δεν ευνοούν τη βιωματική προσέγγιση. Το παρόν ψηφιακό παιχνίδι επιχειρεί να γεφυρώσει αυτό το κενό, αξιοποιώντας διαδραστικά εργαλεία και παιγνιώδεις μεθόδους για την κατανόηση της λογοτεχνίας. Συγκεκριμένα, ενσωματώνει την ανάλυση του ποιήματος σε μια αφήγηση, όπου οι μαθητές καλούνται να κατανοήσουν τα νοήματα μέσα από γρίφους, να τα συσχετίσουν με ιστορικά γεγονότα και να «υποδυθούν» ρόλους, βιώνοντας την ποίηση όχι ως στατικό κείμενο, αλλά ως μια δυναμική εμπειρία. Συνεπώς, ακολουθώντας τις αρχές του κονστρουκτιβισμού, οι μαθητές δεν απομνημονεύουν μηχανικά, αλλά οικοδομούν τη γνώση τους μέσω ανακαλυπτικής μάθησης και κοινωνικής αλληλεπίδρασης (Siang & Rao, 2003· Ang et al., 2008). Παράλληλα, η βιωματική προσέγγιση (Kolb, 1984) τους επιτρέπει να εμπλακούν με το περιεχόμενο, συνδέοντας τη λογοτεχνία με το ιστορικο-κοινωνικό πλαίσιο.

1.2. Συνοπτική περιγραφή του παιχνιδιού

Το παιχνίδι βασίζεται σε ένα διαδραστικό περιβάλλον, όπου οι μαθητές μετακινούνται σε ένα ταμπλό, επιλύουν γρίφους και λαμβάνουν άμεση ανατροφοδότηση. Ο σχεδιασμός του έχει γίνει με εργαλεία, όπως το Canva, το Bing Image Creator, το Suno και κυρίως το Genially ενώ η πλοκή περιστρέφεται γύρω από την Καλλιπάτειρα και τους Ελλανοδίκες, προσφέροντας μια ιστορικά εμπλουτισμένη αφήγηση που ενισχύει την εμπλοκή των μαθητών και αναδεικνύει την προσωπικότητα της γυναικείας αυτής μορφής και την αξία των Ολυμπιακών Αγώνων. Επιπλέον, έχει εκπαιδευτικό περιεχόμενο, καθώς καλύπτει έννοιες από πολλά γνωστικά αντικείμενα (διεπιστημονική φύση), όπως τη λογοτεχνία, τη γλώσσα, τη γυμναστική, τα μαθηματικά και την ιστορία (Κόκκος, 2011). Σκοπός μας είναι οι μαθητές να ψυχαγωγηθούν, αλλά και να αναπτύξουν κριτική σκέψη, να κατανοήσουν βαθύτερα τις έννοιες του ποιήματος και να συνδέσουν τη λογοτεχνία με τις ιστορικές και κοινωνικές της προεκτάσεις. Συνάμα, η διαδικασία της παιχνιδοποίησης τους επιτρέπει να αναστοχαστούν και να ενεργοποιήσουν τις διδαγμένες πληροφορίες (Camilleri & Camilleri, 2017). Με τον τρόπο αυτό, η παρούσα εργασία συμβάλλει στο διάλογο για εναλλακτικές μορφές αξιολόγησης στη δευτεροβάθμια εκπαίδευση, αναδεικνύοντας τη δυναμική της παιχνιδοποίησης στη διδακτική της λογοτεχνίας.

1.3. Ερευνητικά ερωτήματα

Τα ερενητικά ερωτήματα στα οποία η παρούσα εργασία εστιάζει είναι τα εξής:

Πώς μπορεί ένα ψηφιακό επιτραπέζιο παιχνίδι να αξιοποιηθεί ως εναλλακτική μορφή αξιολόγησης στη διδασκαλία της Νεοελληνικής Λογοτεχνίας στη Β' Γυμνασίου

Ποια είναι τα παιδαγωγικά οφέλη της ενσωμάτωσης της παιχνιδοποίησης στη μελέτη ποιητικών κειμένων

Με ποιους τρόπους το συγκεκριμένο παιχνίδι συμβάλλει στην ανάπτυξη της κριτικής σκέψης, της συνεργασίας και της ψηφιακής εγγραμματοσύνης των μαθητών;

2. Κυρίως μέρος

2.1. Τα χαρακτηριστικά ενός ψηφιακού παιχνιδιού

Σύμφωνα με τον Prensky (2001), ένα ηλεκτρονικό παιχνίδι διαθέτει έξι βασικά χαρακτηριστικά:

1. Κανόνες Θέτουν τα όρια του παιχνιδιού, διασφαλίζουν τη δικαιοσύνη και καθορίζουν τη δομή του. Οι παίκτες πρέπει να ακολουθούν προκαθορισμένες ενέργειες, όπως μετακίνηση, ποινές, απαντήσεις σε ερωτήσεις, ενεργοποίηση μηχανισμών (κωδικοί, γρίφοι κ.λπ.).

2. Στόχοι. Οι στόχοι είναι το κίνητρο για να ολοκληρώσεις μία αποστολή. Στην περίπτωσή μας θέσαμε ότι οι παίκτες οφείλουν να τερματίσουν, έχοντας πληροφορηθεί και στοχαστεί για όλα τα ζητήματα που αφορούν την Καλλιπάτειρα και τους Ολυμπιακούς Αγώνες.

3. Έκβαση και ανάδραση. Η έκβαση αναφέρεται στο τί επιτυγχάνεται τελικά από τους μαθητές. Δεν είναι απλώς η γνώση που αποκτούν, αλλά και οι δεξιότητες, οι στάσεις και οι αξίες που αναπτύσσουν. Η ανάδραση παρέχεται στους μαθητές για να τους βοηθήσει να κατανοήσουν καλύτερα τί έχουν μάθει, πού έχουν κάνει λάθη και πώς μπορούν να βελτιωθούν. Συμβάλλει, επομένως, στην αυτορρύθμιση και στην αυτογνωσία τους.

Έκβαση: Γνωστικά Αποτελέσματα □

- Οι μαθητές θα έχουν κατανοήσει τη μορφή του ποιήματος, τις εκφράσεις του και τις έννοιες που αναδεικνύει □
- Θα έχουν αποκτήσει βαθύτερη γνώση για την εποχή, τη θέση των γυναικών, την αξία των Ολυμπιακών Αγώνων και την οικογενειακή κληρονομιά □
- Θα έχουν αναλύσει και κατανοήσει τα κίνητρα και τη συμβολική σημασία των πράξεων της Καλλιπάτειρας

Συναισθηματικά Αποτελέσματα □

- Οι μαθητές θα νιώθουν ότι έχουν κατακτήσει κάτι σημαντικό μέσα από την προσπάθειά τους να «ξεκλειδώσουν» γρίφους και να ολοκληρώσουν την αποστολή □
- Θα προβληματιστούν για συμπεριφορές, γεγονός που θα ενισχύσει την κοινωνικο-συναισθηματική τους κατάσταση

Δεξιότητες και Αξίες □

- Οι μαθητές θα έχουν εξασκηθεί στη συνεργασία, στην αμοιβαία εμπιστοσύνη, στον συντονισμό και στον υγιή ανταγωνισμό □
- Θα αναπτύξουν κριτική σκέψη και δεξιότητες επίλυσης προβλημάτων (μέσα από τους γρίφους)
- Θα καλλιεργήσουν την ικανότητα να αναστοχάζονται τη διαδικασία (μέσω της ανάδρασης που θα τους δίνεται) □
- Θα σκεφτούν έξω από τα συνηθισμένα και θα προσπαθήσουν να αποκωδικοποιήσουν μηνύματα με τη χρήση λογικών και μαθηματικών εννοιών □
- Θα εξοικειωθούν με τη χρήση εργαλείων Web 2.0

Ανάδραση. Συνεχής Ανάδραση κατά τη διάρκεια του παιχνιδιού: Οι παίκτες κάθε φορά που λύνουν γρίφους σωστά ή λανθασμένα, λαμβάνουν και μία σύντομη ανατροφοδότηση, που τους βοηθά να κατανοούν την πρόοδό τους και να βελτιώνουν τις στρατηγικές τους. Ανάδραση στο τέλος του παιχνιδιού: Ένα θετικό μήνυμα για όλους όσοι συνέβαλαν στην απελευθέρωση της Καλλιπάτειρας ακούγεται κατά τον τερματισμό του παιχνιδιού.

Σύγκρουση, ανταγωνισμός, πρόκληση, αντιπαράθεση. Τα στοιχεία αυτά είναι αναγκαία για να συγκεντρώσουν την προσοχή των μαθητών-παικτών. Στα παιχνίδια, η σύγκρουση μπορεί να αναφέρεται σε μια διαφωνία, ένα πρόβλημα που πρέπει να λυθεί, μια απόφαση που πρέπει να ληφθεί

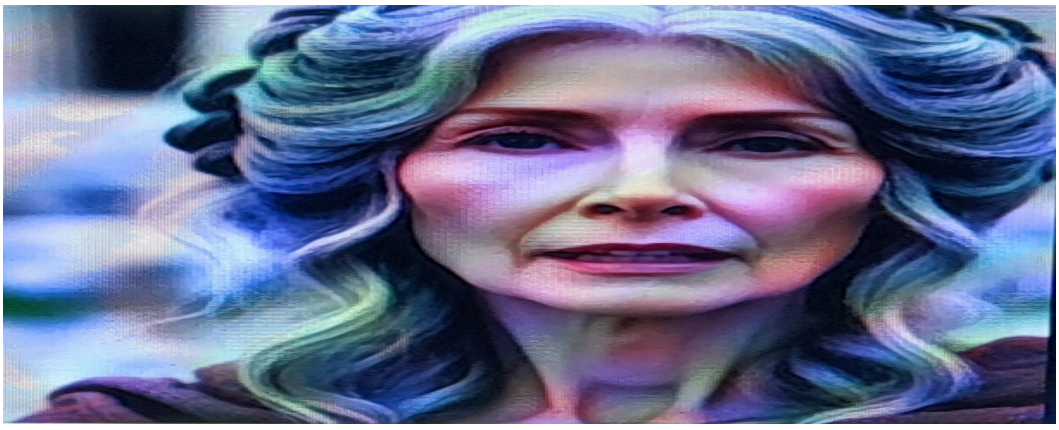
ή ένα εμπόδιο που πρέπει να ξεπεραστεί. Ο ανταγωνισμός μπορεί να είναι είτε με τον εαυτό μας (προσπαθώντας να βελτιώσουμε τις δικές μας επιδόσεις) είτε με άλλους παίκτες. Αυτή η διάσταση ενθαρρύνει τους τελευταίους να προσπαθήσουν σκληρότερα και να επιτύχουν τους στόχους τους. Η πρόκληση θεωρείται επιβεβλημένη, καθώς κρατά σε εγρήγορση τους μαθητές-παίκτες, εφόσον ανταποκρίνεται στο επίπεδό τους. Μία πολύ δύσκολη πρόκληση μπορεί να προκαλέσει τη δυσφορία τους, ενώ μία εύκολη να επιφέρει την αδιαφορία τους. Τέλος, η αντιπαράθεση μπορεί να αναφέρεται σε μια σύγκρουση ιδεών ή απόψεων. Μέσα από αυτήν, οι παίκτες μπορούν να αναπτύξουν κριτική σκέψη και να κατανοήσουν καλύτερα διαφορετικές προοπτικές.

Το παιχνίδι «Καλλιπάτειρα» τεκμηριώνει όλες τις παραπάνω καταστάσεις. Στοχεύει, δηλαδή, να αναδείξει την αθώωση ή καταδίκη της γυναίκας αυτής από τους Ελλανοδίκες, σύμφωνα με τις αποφάσεις που θα λάβουν οι ίδιοι οι μαθητές, ενισχύοντας την ικανότητά τους να αξιολογούν τα επιχειρήματα. Ακόμη συμβάλλει στην ανάπτυξη υγιών ανταγωνιστικών σχέσεων μεταξύ των δύο ομάδων και μέσω των γρίφων-αινιγμάτων όλων των επιπέδων που περιλαμβάνει, υποστηρίζει το σύνολο της τάξης.

Διάδραση. Η διάδραση συνδέεται γενικότερα με την αλληλεπίδραση ενός ατόμου με μια συσκευή ή με άλλους ανθρώπους. Η δική μας διδακτική πρόταση μπορεί να εφαρμοστεί είτε στο διαδραστικό πίνακα της σχολικής τάξης, είτε στους ηλεκτρονικούς υπολογιστές του εργαστηρίου πληροφορικής, καλώντας τους μαθητές να χωριστούν ανάλογα σε δύο ομάδες.

Αναπαράσταση ιστορίας ή σενάριο. Κάθε παιχνίδι διαθέτει μια βασική ιστορία ή ένα σενάριο που καθορίζει τη θεματική του και προσφέρει ένα πλαίσιο για την εμπειρία του παίκτη. Έτσι κι εδώ επιδιώκεται να αναδειχθεί η μορφή και ο ρόλος της Καλλιπάτειρας στην αρχαιότητα, καθώς δεν πρόκειται για συνηθισμένη, αλλά για μια πρωτοπόρο γυναίκα που έσπασε τα δεσμά των κοινωνικών συμβάσεων.

Εικόνα 1: Talking avatar (Καλλιπάτειρα)



3. Η παρουσίαση του παιχνιδιού

3.1. Κατασκευή και τεχνικά χαρακτηριστικά

Το παιχνίδι Καλλιπάτειρα είναι ένα διαδραστικό επιτραπέζιο παιχνίδι που αξιοποιεί σύγχρονα ψηφιακά εργαλεία για να μετατρέψει τη μελέτη του ποιήματος σε μια βιωματική, συνεργατική εμπειρία μάθησης. Ο μαθητής-παίκτης ελκύεται από την εμφάνιση του ψηφιακού περιβάλλοντος δηλαδή, από τα γραφικά-εφέ, τον ήχο-μουσική, καθώς κι από μια καλά δομημένη ιστορία, που θα τον κρατήσει σε εγρήγορση και θα θελήσει να την επιλύσει. Το παιχνίδι «Καλλιπάτειρα» στηρίχθηκε σε template του Canva, από το οποίο αφαιρέθηκαν όλα εκείνα τα στοιχεία που δεν ταίριαζαν στο σενάριό μας. Στην ουσία, κρατήθηκε μόνο η διαδρομή από την αφετηρία ως το τέρμα. Στη συνέχεια, με τη βοήθεια του Bing Image Creator, δημιουργήθηκε ένα κατάλληλο υπόβαθρο που να απεικονίζει μία γυναικεία μορφή της αρχαιότητας να προσηλώνει το βλέμμα της σ’ ένα ολυμπιακό στάδιο. Επιλέχθηκαν ακόμη οι μορφές των πιονιών, δίνοντας την αναγκαία κίνηση. Η πλοκή, συνεπώς, εναλλάσσεται μεταξύ της Καλλιπάτειρας και των Ελλανοδικών, που είναι οι πρωταγωνιστές μας. Η

παρουσία μουσικής υπόκρουσης επιτείνει τον ρεαλισμό, μιας και δημιουργεί ατμόσφαιρα που παραπέμπει στο ιστορικό πλαίσιο. Ο δε ήχος που συνοδεύει την αντίδραση των παικτών σε κάθε επιλογή τους, κάνει ακόμη πιο αληθοφανές το σκηνικό. Τέλος, μέσα από τους γρίφους ξεδιπλώνονται οι χαρακτήρες και σκιαγραφούνται οι ενέργειες και οι κινήσεις τους.

Εικόνα 2: Κύριο ταμπλό παιχνιδιού

3.2. Φύση παιχνιδιού

Η παρούσα διδακτική πρόταση ακολουθεί τη λογική ενός επιτραπέζιου παιχνιδιού στρατηγικής, όπου οι μαθητές χωρίζονται σε ομάδες και επιλέγουν ρόλους (Καλλιπάτειρα ή Ελλανοδίκες). Κάθε παίκτης προχωρά στο ταμπλό, απαντώντας σε ερωτήσεις που σχετίζονται με το ποίημα και τη θεματική του. Οι αποφάσεις που λαμβάνονται επηρεάζουν την εξέλιξη της ιστορίας, καθιστώντας το παιχνίδι διαδραστικό και προσαρμοσμένο στις επιλογές των μαθητών. Η χρήση πολυμεσικών στοιχείων (ήχου, εικόνας, κινούμενων γραφικών) ενισχύει τη συμμετοχή και την εμβάθυνση στη θεματική του. Το παιχνίδι είναι κλιμακωτής δυσκολίας και προσαρμόζεται στις νοητικές ανάγκες των μαθητών της β΄ γυμνασίου. Οι δραστηριότητές του ενισχύουν τη γλωσσική επεξεργασία, την κριτική σκέψη, τη συνεργασία και τη δημιουργικότητα.

Το παιχνίδι πραγματοποιείται, αφότου ολοκληρωθεί η επεξεργασία του ποιήματος. Ωστόσο, με τις απαραίτητες προσαρμογές, είναι δυνατή η αξιοποίησή της και στο μάθημα των Αρχαίων Ελληνικών από πρωτότυπο, δεδομένου ότι μία εκ των ενοτήτων που μελετώνται αφορά στην ιστορία της Καλλιπάτειρας. Θα μπορούσε, κάλλιστα, να γίνει μία διαθεματική προσέγγιση για να αναδειχθεί η σύνδεση της αρχαίας με τη νέα ελληνική γλώσσα. Για την υλοποίησή της απαιτούνται 1-2 διδακτικές ώρες, ανάλογα με τις ιδιαιτερότητες των μαθητών των τμημάτων. Εφαρμόζεται στη σχολική αίθουσα με τη βοήθεια του διαδραστικού πίνακα ή στο εργαστήριο πληροφορικής σε υπολογιστές. Τα πιθανά εμπόδια, που μπορεί να παρουσιαστούν (λχ. δυσκολία πρόσβασης σε εξοπλισμό), αντιμετωπίζονται εύκολα, καθώς ο εκπαιδευτικός διαμοιράζει τον σύνδεσμο και οι μαθητές έχουν τη δυνατότητα να ασχοληθούν με το παιχνίδι από τον προσωπικό τους χώρο. Φυσικά, η επιλογή που θα προτιμηθεί, αλλάζει και τη σύνθεση των ομάδων. Οι μαθητές χωρίζονται τυχαία ή επιλέγουν τον ρόλο που θέλουν να αναλάβουν, ανεξάρτητα από το φύλο τους. Έτσι, ενθαρρύνεται η ενσυναίσθηση, μιας και έχουν τη δυνατότητα να «διαβάσουν» την ιστορία από διαφορετικές οπτικές γωνίες. Επιπλέον, η δραστηριότητα είναι σχεδιασμένη, ώστε να ανταποκρίνεται σε διαφορετικά μαθησιακά προφίλ, ακολουθώντας τις αρχές της διαφοροποιημένης διδασκαλίας. Οι μαθητές που μαθαίνουν καλύτερα μέσω της οπτικής αναπαράστασης επωφελούνται από τα γραφικά και τα διαδραστικά στοιχεία του παιχνιδιού, ενώ εκείνοι που προτιμούν τη λεκτική έκφραση μπορούν να διατυπώσουν γραπτά τις σκέψεις τους κατά την επίλυση ασκήσεων.

3.2.1. Δραστηριότητες και παραδείγματα παιχνιδιού

Οι μαθητές καλούνται να συμμετάσχουν σε τέσσερις κύριες κατηγορίες δραστηριοτήτων, οι οποίες ενισχύουν τη γλωσσική επεξεργασία, τη στρατηγική και τη λογική σκέψη, όπως και την κριτική ικανότητα.

Παραδείγματα δραστηριοτήτων

Γλωσσικές δραστηριότητες- Ανακάλυψε τη δύναμη της γλώσσας

- Αναγνώριση κι ανάλυση σχημάτων λόγου
- Σημασιολογική προσέγγιση λέξεων με αναζήτηση ετυμολογίας
- Εξέταση μορφής και χαρακτηριστικών του σονέτου

Στρατηγικές δραστηριότητες- *Εξερεύνησε την αθλητική και κοινωνική ζωή της αρχαιότητας*

- Αντιστοίχιση εικόνων με αρχαία αθλήματα
- Συμπλήρωση κενών με στοιχεία για την ιστορία των Ολυμπιακών Αγώνων
- Κατανόηση προτύπων συμπεριφοράς (Καλλιπάτειρας και Ελλανοδικών)
- Κουΐζ πολλαπλών επιλογών σχετικά με την επιχειρηματολογία της Καλλιπάτειρας ή με την εξέλιξη των Ολυμπιακών Αγώνων

Γρίφοι, παζλ, αριθμητικά προβλήματα-Ανάπτυξε τη λογική σου σκέψη

- Αποκρυπτογράφηση μηνύματος απολογίας της Καλλιπάτειρας μέσω του κώδικα Ατμπάς
- Κρυπτόλεξο για τη μορφή του ποιήματος
- Παζλ ταξινόμησης ιδιοτήτων και προσώπων

Δραστηριότητες κριτικής σκέψης - Υποστήριξε την άποψή σου

- Παραγωγή δοκιμίου: «Η απολογία της Καλλιπάτειρας στους Ελλανοδίκες»
- Δοκίμιο επιχειρηματολογίας: «Το κοινωνικό μήνυμα της Καλλιπάτειρας στη σύγχρονη εποχή»

Μέσα από αυτές τις δραστηριότητες (κατανόησης, ανάλυσης-σύνθεσης, κριτικής σκέψης και παραγωγής λόγου) οι μαθητές συμμετέχουν ενεργά στη μάθηση, καθώς ανακαλούν κι αποκωδικοποιούν πληροφορίες, αποκτούν δεξιότητες επίλυσης προβλημάτων, καλλιεργούν τη γλωσσική τους έκφραση, ενισχύουν τη χωρική και την οπτική αντίληψή τους και αναπτύσσουν στρατηγική με έναν διαδραστικό και ευχάριστο τρόπο.

3.2.2. Κανόνες παιχνιδιού

Κάθε παίκτης επιλέγει το πιόνι του (Καλλιπάτειρα ή Ελλανοδίκης) και το τοποθετεί στο σημείο της εκκίνησης

- Ρίχνει το ζάρι και μετακινεί το πιόνι του στον αντίστοιχο κύκλο
- Αν πέσει σε κόκκινο κύκλο, τότε γυρίζει μία θέση πίσω (ποινή)
- Αν πέσει σε κίτρινο κύκλο με ερωτηματικό, θα πρέπει να απαντήσει τον γρίφο για να συνεχίσει το παιχνίδι
- Όταν φτάσει σε χρυσό κύκλο, ο οποίος απεικονίζει ένα χέρι κατεβασμένο, τότε αυτόματα χάνει και επιστρέφει στην αφετηρία
- Όταν φτάσει σε χρυσό κύκλο, ο οποίος απεικονίζει ένα χέρι ανασηκωμένο, τότε ρίχνει ξανά το ζάρι

- Αν πέσει σε κύκλο που απεικονίζει κλειδαριά, οφείλει να βρει τον κωδικό που κρύβεται πίσω από τα ολυμπιακά αθλήματα, για να ξεκλειδώσει την πόρτα της φυλακής, όπου βρίσκεται η Καλλιπάτειρα
- Ο παίκτης που θα φτάσει πρώτος στο τέρμα, έχοντας λύσει αρκετούς γρίφους, κερδίζει. Μάλιστα, ένα μήνυμα, που δίνει η Καλλιπάτειρα στους συμβοηθούς της, ακούγεται κατά τον τερματισμό του παιχνιδιού

Εικόνα 3: Ταμπλό ολυμπιακών αθλημάτων (κλειδαριά)

3.3. Στόχοι παιχνιδιού

Το ψηφιακό εκπαιδευτικό παιχνίδι «Στα χνάρια της Καλλιπάτειρας: ένα ψηφιακό παιχνίδι για την αναβίωση των Ολυμπιακών Αγώνων στην τάξη» θέτει ως στόχους οι μαθητές να:

Γνωστικοί Στόχοι:

- εμπεδώσουν τη μορφή του ποιήματος
- αφομοιώσουν λέξεις και εκφράσεις του ποιήματος

Συναισθηματικοί Στόχοι:

- αντιληφθούν την αξία και τη σημασία των Ολυμπιακών Αγώνων
- κατανοήσουν τα κίνητρα των πράξεων της Καλλιπάτειρας
- συνειδητοποιήσουν το χρέος που επέβαλε η θέση των Ελλανοδικών
- γνωρίσουν το ρόλο των γυναικών στην εποχή εκείνη
- αναγνωρίσουν τη σημασία της οικογενειακής κληρονομιάς
- αναπτύξουν ενσυναίσθηση
- συνδέσουν αξίες της αρχαιότητας με τη σύγχρονη εποχή

Δεξιότητες 21ου αιώνα:

- συνεργαστούν
- επικοινωνήσουν σε καθορισμένο πλαίσιο
- καλλιεργήσουν την κριτική σκέψη
- αποκτήσουν ψηφιακές δεξιότητες

3.4. Αναμενόμενα αποτελέσματα παιχνιδιού

Με την ολοκλήρωση του παιχνιδιού, οι μαθητές αναμένεται να:

- ανακαλούν τις γνώσεις που αποκόμισαν στο προηγούμενο μάθημα και να τις εφαρμόζουν σε μεταγενέστερο χρόνο στο παιχνίδι
- γνωρίζουν τη γέννηση και την εξέλιξη των Ολυμπιακών αγώνων στην αρχαιότητα
- αναγνωρίζουν τα ολυμπιακά αθλήματα της αρχαιότητας
- αξιολογούν την αιτία, σύμφωνα με την οποία έδρασε η Καλλιπάτειρα, και την ηθική των ανθρώπων της εποχής
- κρίνουν τις πράξεις της Καλλιπάτειρας και των Ελλανοδικών
- χαρακτηρίζουν την προσωπικότητα των πρωταγωνιστών
- ερμηνεύουν, ψυχογραφούν και παράγουν τον λόγο της Καλλιπάτειρας, προκειμένου να δικαιολογηθεί η δράση της
- συνειδητοποιούν την επιχειρηματολογία που επικαλείται η Καλλιπάτειρα
- δημιουργούν εννοιολογικές συνδέσεις μεταξύ των γεγονότων και των χαρακτήρων (Καλλιπάτειρα και Ελλανοδικών)
- αποτιμούν τη στάση της κοινωνίας της εποχής εκείνης
- κατανοούν τη μορφή και τη δομή του σονέτου
- αντιλαμβάνονται τα εκφραστικά μέσα που χρησιμοποιούνται από τον Λορέντζο Μαβίλη
- ανακαλύπτουν τη λεξιλογική σημασία ουσιαστικών και επιθέτων
- ταξινομούν και αντιστοιχούν πρόσωπα και ιδιότητες
- αποκρυπτογραφούν μηνύματα με τη συνδρομή του κώδικα Ατμπάς
- εστιάζουν στα βασικά σημεία της ιστορίας με βάση το παιχνίδι που έπαιξαν

Το παιχνίδι αυτό αναδεικνύει τη δύναμη της παιχνιδοποίησης στην εκπαίδευση, ενισχύοντας όχι μόνο τη γνώση, αλλά και την κριτική/αφαιρετική σκέψη, την κοινωνική ευαισθησία και τη δημιουργική έκφραση των μαθητών. Μέσα από τη βιωματική αυτή διαδικασία, οι μαθητές δεν μαθαίνουν μόνο για την Καλλιπάτειρα και τους Ολυμπιακούς Αγώνες, αλλά συνδέουν και αντιπαραβάλλουν το κοινωνικο-πολιτισμικό γίγνεσθαι της αρχαιότητας με τις αξίες της σύγχρονης εποχής.

4. Η υλοποίηση της πρότασης

Η υλοποίηση της πρότασης ακολουθεί τρεις διακριτές φάσεις:

4.1. Φάση Α – Επεξεργασία του ποιήματος

Αρχικά, γίνεται μία αναδρομή στην ιστορία των Ολυμπιακών Αγώνων, προκειμένου οι μαθητές να γνωρίσουν τη γέννηση και την εξέλιξή τους. Οι πληροφορίες αυτές θα τους φανούν χρήσιμες αργότερα στην επίλυση των γρίφων του παιχνιδιού. Συνάμα, παρουσιάζονται στοιχεία για τη ζωή της Καλλιπάτειρας και τον ρόλο των Ελλανοδικών, ώστε οι μαθητές να κατανοήσουν τα κίνητρα των πράξεών τους.

Στη συνέχεια, ακολουθεί η νοηματική ανάλυση, η ερμηνεία κάθε στίχου και η γλωσσική επεξεργασία του ποιήματος, δίνοντας τη δυνατότητα στους μαθητές να εμβαθύνουν στο περιεχόμενό του και να ανακαλύψουν τα μηνύματα που μεταδίδει ο Λορέντζος Μαβίλης.

Η φάση αυτή διαρκεί περίπου 3 διδακτικές ώρες και περιλαμβάνει μελέτη, συζήτηση, αναστοχασμό και παραγωγή λόγου.

4.2. Φάση Β – Παιχνίδι

Αφού ολοκληρωθεί η κειμενική επεξεργασία, ακολουθεί η βιωματική μάθηση μέσω παιχνιδιού. Ο εκπαιδευτικός εξηγεί στους μαθητές τους κανόνες που θα ακολουθηθούν και τους στόχους που θα επιτευχθούν, λειτουργώντας πλέον ως καθοδηγητής κι εμψυχωτής. Επιλύει κάθε δυσκολία που θα

αντιμετωπίσουν κατά τη διάρκεια του παιχνιδιού, ενισχύει τις προσπάθειές τους και παρεμβαίνει μόνο όταν οι ίδιοι το ζητήσουν.

Το παιχνίδι οφείλει να ολοκληρωθεί εντός 90 λεπτών, σύμφωνα με το ενσωματωμένο χρονόμετρο. Οι μαθητές εργάζονται ομαδικά, επιλέγοντας ή αναλαμβάνοντας ρόλους, και προχωρούν επί του ταμπλό, απαντώντας σε ερωτήσεις, λύνοντας γρίφους και αντιμετωπίζοντας ηθικά διλήμματα που συνδέονται με τη θεματική του ποιήματος.

Η εμπειρία είναι διαδραστική, προσαρμόσιμη στις επιλογές των παικτών και ενισχύεται από πολυμεσικά στοιχεία (ήχος, εικόνα, κίνηση), γεγονός που τη μετατρέπει σε μια καθηλωτική μαθησιακή εμπειρία.

4.3. Φάση Γ – Ανατροφοδότηση και αναστοχασμός

Μετά το τέλος της διαδικασίας, οι μαθητές συμμετέχουν σε μια αναστοχαστική συζήτηση, όπου καλούνται να εκφράσουν τις εντυπώσεις τους από το παιχνίδι, να συζητήσουν τα συμπεράσματά τους και να αξιολογήσουν τη δική τους συμμετοχή.

Ο εκπαιδευτικός μπορεί να χρησιμοποιήσει σύντομα φύλλα ανατροφοδότησης ή ένα ψηφιακό ερωτηματολόγιο για να καταγράψει τις αντιδράσεις των μαθητών και να εντοπίσει σημεία που χρειάζονται περαιτέρω επεξεργασία. Από την πλευρά τους, οι μαθητές δε γίνονται οι παθητικοί αποδέκτες των πληροφοριών, αλλά οι παραγωγοί γνώσεων (Anastasiadis et al, 2018).

Η εφαρμογή αυτής της διδακτικής πρότασης συμβάλλει στη διαμόρφωση ενός πιο συμμετοχικού και βιωματικού μαθησιακού περιβάλλοντος, προσφέροντας ένα μοντέλο αξιολόγησης που ξεπερνά τις παραδοσιακές προσεγγίσεις και προωθεί την ενεργό εμπλοκή των μαθητών στη γνώση. Σύμφωνα με τις αρχές της διαμορφωτικής αξιολόγησης (Black & Wiliam, 1998), η διαδικασία αυτή επιτρέπει τη συνεχή ανατροφοδότηση, ενισχύοντας την αυτορρύθμιση και τον αναστοχασμό των μαθητών στη μαθησιακή διαδικασία.

5. Συμπεράσματα

Η χρήση του παιχνιδιού "Καλλιπάτειρα" ενισχύει τη μάθηση, προάγοντας δεξιότητες συνεργασίας και στρατηγικής σκέψης. Ικανοποιεί, παράλληλα, τις ανάγκες και τις απαιτήσεις των μαθητών σε σχέση με τις παραδοσιακές εκπαιδευτικές προσεγγίσεις και μεθοδολογίες, καθώς δημιουργεί ένα διασκεδαστικό, παρακινητικό και ενδιαφέρον μαθησιακό περιβάλλον. Το ψηφιακό αυτό παιχνίδι δίνει τη δυνατότητα στους παίκτες να κατανοήσουν πλευρές της ζωής στην αρχαιότητα δηλαδή, την κουλτούρα της εποχής εκείνης για τον ρόλο των φύλων, τη σημασία των αθλητικών αγώνων και της εκγύμνασης σώματος και πνεύματος. Ασκεί επιρροή, συνεπώς, καθώς, μέσα από τις διλημματικές καταστάσεις που δημιουργεί, ενημερώνει, προβληματίζει και προκαλεί σύγκριση-αντιπαράθεση αξιών και πεποιθήσεων του κοινωνικο-πολιτισμικού πλαισίου στην αρχαία και στη σύγχρονη Ελλάδα. Η πρόκληση της αθώωσης ή καταδίκης της Καλλιπάτειρας λειτουργεί ως ένας ισχυρός μηχανισμός που ενθαρρύνει την ενσυναίσθηση και την κρίση των μαθητών, εναρμονιζόμενος με τη θεωρία του Prensky (Prensky, 2001) περί ενεργού συμμετοχής μέσω παιχνιδιού. Μελλοντικές έρευνες θα μπορούσαν να εστιάσουν στην προσαρμογή του παιχνιδιού σε διαφορετικά εκπαιδευτικά επίπεδα ή γνωστικά αντικείμενα, όπως η ιστορία, η γλώσσα, η κοινωνιολογία. Επιπλέον, η σύγκριση της αποτελεσματικότητάς του με άλλες μεθόδους αξιολόγησης (πχ. φύλλα εργασίας) θα παρείχε περαιτέρω εμπειρικά δεδομένα για τη συμβολή των ψηφιακών εκπαιδευτικών παιχνιδιών στη δευτεροβάθμια εκπαίδευση. Σαφώς, αναμένουμε οι μαθητές να ενστερνιστούν τη νέα αυτή προσέγγιση στο μάθημα της λογοτεχνίας και κυρίως να γίνει βίωμα η σύνδεση της τεχνολογίας με τα μαθήματα. Άλλωστε, η χρήση ενός ψηφιακού περιβάλλοντος και των ανάλογων εργαλείων συμβάλλει στην καλλιέργεια της ψηφιακής εγραμματοσύνης των μαθητών, ενώ η ομαδική φύση του παιχνιδιού προωθεί την αλληλεπίδραση και τη συνεργασία, καθώς αναμένεται η επίλυση προβλημάτων μέσα από την κριτική σκέψη.

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Παράρτημα

Πίνακας 1: Ψηφιακά εργαλεία

Εργαλείο	Χρήση στο παιχνίδι
Genially	Διαδραστικός πίνακας παιχνιδιού
Learning Apps, E-me, Quizziz	Δημιουργία γρίφων & κουίζ
Suno	Σύνθεση μουσικής παιχνιδιού
Bing Image Creator	Παραγωγή εικόνων και γραφικών στοιχείων

Πίνακας 2: Παραδείγματα δραστηριοτήτων

Κατηγορία	Παιδαγωγικός Στόχος	Παράδειγμα Δραστηριότητας
Γρίφοι, Παζλ & Μαθηματικά Προβλήματα	Ανάπτυξη λογικής σκέψης & επίλυσης προβλημάτων	→ Αποκρυπτογράφηση μηνυμάτων

Κατηγορία	Παιδαγωγικός Στόχος	Παράδειγμα Δραστηριότητας
Παιχνίδια Κατηγοριοποίησης	Οργάνωση της σκέψης & ταξινόμηση πληροφοριών	→ Αντιστοίχιση εννοιών
Δραστηριότητες Κριτικής Σκέψης & Τεστ Προσωπικότητας	Ανάπτυξη ενσυναίσθησης & κριτικής ανάλυσης	→ Επιχειρηματολογία
Γλωσσικές & Λογοτεχνικές Δραστηριότητες	Κατανόηση κειμένου & γλωσσική ανάλυση	→ Αναγνώριση εκφραστικών μέσων και ανάλυση μορφής του σονέτου

ΣΙΚΙΛΟΜ (ΜΑΘΑΙΝΩ)……. ΑΓΓΛΙΚΑ!

Παπασωτήρη Γαρυφαλιά
Εκπαιδευτικός ΠΕ 60 MSc, PhD
Μακρυγιάννη Σοφία
Εκπαιδευτικός ΠΕ 06

Περίληψη

Η διδασκαλία της αγγλικής γλώσσας σε παιδιά νηπιαγωγείου Ρομά έχει ιδιαίτερη σημασία, καθώς συμβάλλει στην κοινωνική ένταξη, την ανάπτυξη δεξιοτήτων επικοινωνίας, και τη διευκόλυνση της πρόσβασης σε ευρύτερες εκπαιδευτικές ευκαιρίες. Για να είναι αποτελεσματική η διδασκαλία, είναι σημαντικό να λαμβάνει υπόψη τόσο τις πολιτισμικές και κοινωνικές ιδιαιτερότητες της κοινότητας Ρομά, τη χρήση βιωματικών και διαδραστικών μεθόδων διδασκαλίας, όπως παιχνίδια, τραγούδια, και δραστηριότητες που βασίζονται στην καθημερινότητά τους αλλά και τη χρήση σεναρίων διδασκαλίας. Η παρούσα εργασία αφορά στη χρήση ενός σεναρίου διδασκαλίας των αγγλικών σε νήπια Ρομά. Πραγματοποιείται το φετινό σχολικό έτος 2024-25 σε 17 νήπια και προνήπια Ρομά που φοιτούν σε νηπιαγωγείο που εδρεύει σε οικισμό Ρομά στην πόλη του Αγρινίου. Τα αποτελέσματα της έρευνας μας δίνουν πολύτιμα στοιχεία για τη διδασκαλία της αγγλικής γλώσσας που μπορεί να λειτουργήσει ως γέφυρα επικοινωνίας και ενδυνάμωσης για τα παιδιά Ρομά, συμβάλλοντας στη συνολική τους πρόοδο.

Λέξεις κλειδιά: Αγγλική γλώσσα, νήπια Ρομά, σενάρια διδασκαλίας, ενδυνάμωση, εκπαιδευτικές ευκαιρίες.

1. Εισαγωγή

Στο Νέο Πρόγραμμα σπουδών για το Νηπιαγωγείο (2021) φαίνεται να έχει γίνει συνείδηση ότι η εισαγωγή της δεύτερης/ ξένης γλώσσας στην προσχολική εκπαίδευση θα δώσει ώθηση στην ανάπτυξη της διαπολιτισμικής επίγνωσης και ενσυναίσθησης (Karras, 2021). Ένα από τα πιο σημαντικά ζητήματα στη σύγχρονη προσχολική εκπαίδευση είναι η ανάγκη για παιγνιώδη και βιωματική διδασκαλία της αγγλικής γλώσσας, ειδικά για παιδιά που προέρχονται από κοινωνικά ευάλωτες ομάδες, όπως τα παιδιά Ρομά. Το πρόγραμμα Εισαγωγής της Αγγλικής στο Νηπιαγωγείο, γνωστό ως ΕΑΝ, (το οποίο υλοποιήθηκε μετά από την Υπουργική Απόφαση Αριθμ. Φ.80378/ΓΔ4/2021 - ΦΕΚ 3311/Β/26-7-2021), παρέχει τη δυνατότητα για χρήση διδακτικών σεναρίων ως μια εξαιρετική μέθοδος προσέγγισης για την εκμάθηση νέων γλωσσών στην προσχολική ηλικία, διότι ενσωματώνει παιχνίδι, δραστηριότητες, και πολιτισμική ευαισθησία, κάτι που είναι ιδιαίτερα σημαντικό για την ενίσχυση της γλωσσικής ανάπτυξης και της κοινωνικής ένταξης των παιδιών (Alexiou, 2022·Τζακώστα, 2023).

1.1. Ένταξη των παιδιών Ρομά

Στην περίπτωση μαθητών που προέρχονται από μειονότητες, όπως συμβαίνει στην περίπτωση των παιδιών Ρομά, τα εκπαιδευτικά συστήματα οφείλουν να εξασφαλίζουν την ύπαρξη ενός κατάλληλου περιβάλλοντος που θα επιτρέπει την πλήρη αξιοποίηση των δυνατοτήτων τους. Επίσης, πολύ σημαντικό είναι να αισθάνονται πως το εκπαιδευτικό σύστημα αναγνωρίζει και σέβεται τις πολιτιστικές τους αξίες, την κουλτούρα, τα ήθη και τα έθιμά τους, ενισχύοντας μέσα από οργανωμένες εκπαιδευτικές δράσεις τη διαπολιτισμική κατανόηση και την κοινωνική δικαιοσύνη και ένταξη σε όλους τους μαθητές (OECD, 2010). Η ένταξη στην κοινωνία επιτυγχάνεται μέσα από τη δημιουργία ασφαλών και δίκαιων σχέσεων που σέβονται και προστατεύουν τα ανθρώπινα δικαιώματα. Επιπλέον, επιδιώκεται η εξάλειψη των διακρίσεων, ο σεβασμός προς κάθε τι το

διαφορετικό, οι ίσες ευκαιρίες, η αλληλεγγύη, η ασφάλεια και η συμμετοχή στην κοινωνία και στους θεσμούς όλων των ανθρώπων, συμπεριλαμβανομένων όσων ανήκουν σε ευάλωτες κοινωνικές ομάδες (Correll &Chai, 2009· Ευρωπαϊκό Ελεγκτικό Συνέδριο, 2016· Ευρωπαϊκή Επιτροπή, 2020α). Στο σύγχρονο εκπαιδευτικό πλαίσιο, το νηπιαγωγείο πρέπει να προσαρμόζεται στις ανάγκες μιας κοινωνίας που χαρακτηρίζεται από πολυπολιτισμικότητα και γλωσσική ποικιλομορφία. Ένα πολυπολιτισμικό, πολυγλωσσικό και διαπολιτισμικό νηπιαγωγείο προωθεί τη συμπερίληψη, τη γλωσσική ανάπτυξη και τη διαπολιτισμική κατανόηση, ενισχύοντας τη μάθηση όλων των παιδιών, ανεξαρτήτως καταγωγής (Πεντέρη, Χλαπάνα, Μέλλιου, Φιλιππίδη, & Μαρινάτου, 2022). Η φοίτησή των παιδιών Ρομά στο νηπιαγωγείο συμβάλλει στην ανάπτυξη βασικών δεξιοτήτων, στη μείωση των ανισοτήτων και στη διευκόλυνση της μετάβασης τους στην πρωτοβάθμια εκπαίδευση. Δυστυχώς παρά τις προσπάθειες ένταξης, τα παιδιά Ρομά αντιμετωπίζουν συχνά σημαντικά εμπόδια στη φοίτησή τους στο νηπιαγωγείο, όπως: κοινωνικοοικονομικές δυσκολίες, που επηρεάζουν τη σταθερότητα της εκπαίδευσής τους, προβλήματα προσβασιμότητας σε σχολικές μονάδες λόγω γεωγραφικών ή μεταφορικών δυσκολιών, γλωσσικά εμπόδια, καθώς πολλά παιδιά Ρομά μιλούν τη μητρική τους γλώσσα και δεν έχουν επαρκή γνώση της ελληνικής, έλλειψη εξοικείωσης των οικογενειών Ρομά με τη σημασία της προσχολικής εκπαίδευσης, με αποτέλεσμα χαμηλά ποσοστά συμμετοχής (Κοκιούση, 2023). Για να αντιμετωπιστούν οι παραπάνω προκλήσεις, απαιτείται μια πολύπλευρη προσέγγιση που να ενισχύει τη συμπερίληψη και τη συμμετοχή των παιδιών Ρομά στην προσχολική εκπαίδευση και να δίνει βάση στη χρήση διαδραστικών διδακτικών μεθόδων και στη δημιουργία υποστηρικτικού περιβάλλοντος που θα εμπλέκει τα νήπια Ρομά ενεργά σε όλες τις δραστηριότητες, θεματικές ενότητες και γνωστικά αντικείμενα όπως θα δούμε και πιο κάτω στη διδασκαλία της αγγλικής γλώσσας.

1.2. Εισαγωγή της Αγγλικής Γλώσσας στην Προσχολική Εκπαίδευση: Ναι ή Όχι;

Η εισαγωγή της αγγλικής γλώσσας στο νηπιαγωγείο είναι ένα θέμα που έχει απασχολήσει εκπαιδευτικούς και ερευνητές παγκοσμίως. Υπάρχουν ισχυρά επιχειρήματα τόσο υπέρ όσο και κατά της εισαγωγής της σε αυτήν την ηλικία. Στην πρώτη περίπτωση αναφέρονται ως οφέλη η ευκολότερη και αβίαστη εκμάθηση των γλωσσών σε μικρή ηλικία μέσω του παιχνιδιού , των τραγουδιών και της μίμησης, η ανάπτυξη γνωστικών και κοινωνικών δεξιοτήτων με τα δίγλωσσα παιδιά, και στην περίπτωσή μας τα τρίγλωσσα παιδιά, να παρουσιάζουν βελτιωμένη συγκέντρωση, μνήμη και ευελιξία στη σκέψη, η προετοιμασία για τη σχολική και επαγγελματική ζωή καθώς η αγγλική είναι η κυρίαρχη διεθνής γλώσσα, απαραίτητη για ακαδημαϊκές και επαγγελματικές ευκαιρίες (Τζακώστα, 2023).

Στον αντίποδα διαπιστώνονται επιφυλάξεις και προβληματισμοί που αφορούν στην πιθανή σύγχυση με τη μητρική γλώσσα, ιδιαίτερα σημαντικό για παιδιά από γλωσσικά μειονοτικές ομάδες όπως οι Ρομά, που ήδη μαθαίνουν τα ελληνικά ως δεύτερη γλώσσα. Άλλοι προβληματισμοί αφορούν στην έλλειψη χρόνου και προτεραιοτήτων στην προσχολική εκπαίδευση με το πρόγραμμα του νηπιαγωγείου να είναι ήδη γεμάτο με δραστηριότητες που αφορούν τη γνωστική, κοινωνική και συναισθηματική ανάπτυξη των παιδιών και τον κίνδυνο η εισαγωγή της αγγλικής να μειώσει τον χρόνο που αφιερώνεται σε βασικές δεξιότητες, όπως η ανάπτυξη της μητρικής γλώσσας, η κοινωνικοποίηση και το δημιουργικό παιχνίδι. Η εισαγωγή της αγγλικής γλώσσας στο νηπιαγωγείο μπορεί να είναι ωφέλιμη, αρκεί να γίνει με τρόπο που να σέβεται τις ανάγκες και την ανάπτυξη των παιδιών. Με τη συνεργασία του εκπαιδευτικού της τάξης-νηπιαγωγού με τον εκπαιδευτικό της αγγλικής γλώσσας, αλλά και μέσα σε ένα υποστηρικτικό περιβάλλον μάθησης που εφαρμόζει διδακτικά σενάρια, που οι δραστηριότητες εφαρμόζονται σταδιακά και φιλικά χωρίς πίεση αλλά και ευέλικτα ανάλογα με τις ανάγκες των παιδιών και μέσω παιχνιδιού τραγουδιών και βιωματικών δράσεων. η αγγλική γλώσσα μπορεί να εισαχθεί ως συμπληρωματικό στοιχείο της εκπαίδευσης, χωρίς να επισκιάζει την ανάπτυξη της ελληνικής ή της μητρικής γλώσσας των παιδιών (Alexiou et al., 2022 ·Αλεξίου & Πεντέρη, 2021· 2022· Αλεξίου 2020· Karavas, 2014).

1.3. Η σημασία του Παιγνιώδη Τρόπου Μάθησης και των διδακτικών σεναρίων της Αγγλικής στο Νηπιαγωγείο

Το παιχνίδι αποτελεί θεμελιώδες μέσο μάθησης στην προσχολική ηλικία. Μέσα από το παιχνίδι, τα παιδιά αναπτύσσουν δεξιότητες, εξερευνούν τον κόσμο και εκφράζονται δημιουργικά. (Γελαστοπούλου, Μάνου & Χωλίδη, 2020·Πεντέρη & συν., 2022).

Η εκμάθηση της αγγλικής γλώσσας από νήπια Ρομά πρέπει να είναι βιωματική, διασκεδαστική και φυσική, αξιοποιώντας τη δύναμη του παιχνιδιού, της μουσικής και των διαδραστικών δραστηριοτήτων (Πεντέρη & συν., 2021). Τα παιδιά Ρομά έχουν ισχυρή προφορική παράδοση και μαθαίνουν καλύτερα μέσα από αφήγηση, κίνηση, μουσική και ομαδικές δραστηριότητες. Με βάση τις αρχές της παιγνιώδους μάθησης, οι λέξεις και οι φράσεις συνδέονται με ρεαλιστικά, γνώριμα περιβάλλοντα, αντί για παθητική απομνημόνευση, τα παιδιά συμμετέχουν ενεργά, απορροφούν τη γλώσσα πιο εύκολα όταν μαθαίνουν μέσα από ρυθμό και κίνηση, ενώ η έμφαση δίνεται στην εμπειρία και την επικοινωνία, όχι στη σωστή προφορά ή στη γραμματική (Alexiou, Penderi, & Serafeim, 2022). Τραγούδια και ρυθμικά ποιήματα με κινήσεις ή με τη συνοδεία μουσικών οργάνων, παιχνίδια με κάρτες ή αντικείμενα, κινητικά παιχνίδια όπως π.χ. εκτέλεση εντολών, αφήγηση ιστοριών ή δημιουργία ιστορίας μέσω εικόνων ή παντομίμας, παιγνίδια ρόλων και δημιουργικές δραστηριότητες ή χειροτεχνίες με τη χρήση διαφορετικών υλικών και τεχνικών, βοηθούν τα νήπια, και στην περίπτωσή μας τα νήπια Ρομά, να μαθαίνουν διασκεδάζοντας χτίζοντας γλωσσικές δεξιότητες αγγλικών με τρόπο φυσικό και προσαρμοσμένο στην τρυφερή ηλικία και τις ανάγκες του νηπιαγωγείου (Τζακώστα, 2023). Παράλληλα τα διδακτικά σενάρια ενισχύουν τη συνεργασία, την ομαδικότητα και την αυτοπεποίθηση των παιδιών, δίνουν ευκαιρίες για έκφραση συναισθημάτων και επικοινωνία σε πραγματικά πλαίσια, καθώς τα παιδιά μαθαίνουν να αλληλεπιδρούν μέσα από ρόλους, διάλογους και παιχνίδι. Τα σενάρια συνδέονται με πολλαπλά γνωστικά αντικείμενα (μαθηματικά, τέχνη, φυσικές επιστήμες), δημιουργώντας ένα περιβάλλον γεμάτο ευκαιρίες μάθησης μέσα από ποικίλες δραστηριότητες (Alexiou, 2022). Με βάση τα παραπάνω η παρούσα εργασία παρουσιάζει ένα διδακτικό σενάριο που αφορά στη θεματική κατηγορία του ‘’Χειμώνα’’και αξιοποιήθηκε από τους εκπαιδευτικούς της τάξης (ΠΕ 06 –ΠΕ 60). Στο συγκεκριμένο σενάριο τα παιδιά, μέσα από τις δραστηριότητες που αναπτύσσονται εμπλέκονται σε παιγνιώδεις δραστηριότητες όπως ιστορίες, τραγούδια και κατασκευές που τα βοηθούν να αντιληφθούν τη γλώσσα ως ένα σύνολο λέξεων και φράσεων νοηματοδοτώντας τον κόσμο γύρω τους.

2. Κυρίως μέρος

Η παρούσα έρευνα επικεντρώνεται στη μελέτη της εκμάθησης της αγγλικής γλώσσας από νήπια Ρομά μέσω διδακτικών σεναρίων και εξετάζει τη σημασία και την αποτελεσματικότητα αυτής της προσέγγισης στην προσχολική εκπαίδευση. Οι στόχοι της έρευνας περιλαμβάνουν την ανάλυση των επιπτώσεων της μεθόδου αυτής στην γλωσσική ανάπτυξη, στην κοινωνική ένταξη, και στην αυτοεκτίμηση των παιδιών. Πραγματοποιείται το φετινό σχολικό έτος 2024-25 σε νηπιαγωγείο που βρίσκεται σε επαρχιακή πόλη και εδρεύει σε οικισμό Ρομά. Στο νηπιαγωγείο της έρευνας φοιτούν μόνο παιδιά αποκλειστικά από τον οικισμό. Η έρευνα ασχολείται με τη σημασία ενός πολύ-πολυτισμικού και πολύ-γλωσσικού νηπιαγωγείου, με τη φοίτηση των νηπίων Ρομά στην προσχολική εκπαίδευση, την εισαγωγή της αγγλική γλώσσας και τα στοιχεία που υποστηρίζουν αυτή την εισαγωγή (παιγνιώδης μάθηση- διδακτικά σενάρια). Με το πέρασμα της έρευνας, στόχος είναι να προκύψουν χρήσιμα συμπεράσματα και προτάσεις για τη βελτίωση των μεθόδων διδασκαλίας της αγγλικής σε παιδιά Ρομά και για τη δημιουργία εκπαιδευτικών προγραμμάτων που προάγουν τη συμπερίληψη και τη πολιτισμική κατανόηση στο σχολικό περιβάλλον.

2.1.Σκοπός και ερευνητικά ερωτήματα

Σκοπός

Να αναδειχθεί η σπουδαιότητα της χρήσης βιωματικών μεθόδων, εργαλείων και σεναρίων διδασκαλίας για την εκμάθηση της αγγλικής γλώσσας σε νήπια Ρομά. Πραγματοποιείται το σχολικό έτος 2024-25 σε 17 νήπια και προνήπια (4-6 ετών) που φοιτούν σε νηπιαγωγείο που βρίσκεται μέσα

σε οικισμό Ρομά. Από το σύνολο των 17 παιδιών, 7 είναι προνήπια, 7 νήπια (τα οποία φοιτούσαν ήδη ως προνήπια το προηγούμενο σχολικό έτος) και 3 παιδιά με επαναφοίτηση.

Ερευνητικά ερωτήματα

- Σε ποιο βαθμό το διδακτικό σενάριο συμβάλλει στην ανάπτυξη βασικών δεξιοτήτων στην αγγλική γλώσσα (κατανόηση, προφορικός λόγος, λέξεις-κλειδιά);
- Σε ποιο βαθμό ενισχύεται η αυτοπεποίθηση και η συμμετοχή των νηπίων Ρομά μέσω της παιγνιώδους εκμάθησης της αγγλικής και των βιωματικών δραστηριοτήτων (παιχνίδι, μουσική, αφήγηση, παντομίμα);

2.2. Μέθοδος της έρευνας

Η μεθοδολογία που επιλέγεται για την έρευνα καθορίζεται από τους στόχους και τα ερευνητικά ερωτήματα. Δεδομένου ότι η έρευνα αφορά νηπιακή ηλικία, γλωσσική εκμάθηση και εκπαιδευτικές πρακτικές, ακολουθείται μια μικτή μεθοδολογική προσέγγιση που αφορά σε ποιοτική & ποσοτική έρευνα. Προκειμένου να διαμορφώσουμε ένα παιγνιώδες μαθησιακό πλαίσιο και για να εξασφαλίσουμε την ενεργητική και ισότιμη συμμετοχή όλων των παιδιών, χρησιμοποιήσαμε την συνεργατική μάθηση, μια διαδικασία που στην εκπαίδευση αναφέρεται στην εργασία των μαθητών σε ομάδες προκειμένου να μεγιστοποιήσουν τη δική τους μάθηση αλλά και εκείνη των συμμαθητών τους (Γκλούμπου & Κακανά, 2018). Οι συμμετέχοντες στη δράση που μελετάται εμπλέκονται σε όλες τις δραστηριότητες ενώ η δράση υλοποιείται σε αυθεντικό πλαίσιο (τάξη νηπιαγωγείου) όπου δίνει τη δυνατότητα μελέτης μιας κατάστασης με ολιστικό τρόπο, όπου όλοι οι παράγοντες αντιμετωπίζονται ως ένα σύνολο σχέσεων μεταξύ τους που δε διαχωρίζονται και που αλληλεπιδρούν συνεχώς μεταξύ τους (Κακανά και Μπότσογλου 2010). Η εργασία οργανώθηκε από τους εκπαιδευτικούς της τάξης (ΠΕ 06-ΠΕ 60) και περιλάμβανε συμμετοχική παρατήρηση, όπου οι δύο εκπαιδευτικοί λειτουργούσαν υποστηρικτικά και εμψυχωτικά εμπλέκοντας τα παιδιά σε πλήθος δραστηριοτήτων σχετικών με τα γνωστικά αντικείμενα του νηπιαγωγείου, αλλά και φωτογραφικά στιγμιότυπα από τη συμμετοχή των παιδιών στις δράσεις. Παράλληλα καθώς κάθε έρευνα οφείλει να πληροί τα κριτήρια της εγκυρότητας, της αντιπροσωπευτικότητας, της αξιοπιστίας και της αντικειμενικότητας, τα δεδομένα θα πρέπει να τυποποιηθούν για να μπορούν να μετρηθούν, έτσι ώστε οι μεταβλητές να λάβουν αριθμητική τιμή (Τσιώλης, 2013). Για το σκοπό αυτό δόθηκε ερωτηματολόγιο στους μικρούς μαθητές όπου οι εκπαιδευτικοί τοποθέτησαν τρεις φατσούλες-επιλογές. Ο μαθητής/τρια κυκλώνει μία από τις τρεις φατσούλες για να δηλώσει ανάλογα αν το πρόγραμμα ήταν ικανοποιητικό, διασκεδαστικό ή εποικοδομητικό.

2.3. Ενδεικτικό εκπαιδευτικό σενάριο

Σκοπός του προγράμματος ΕΑΝ είναι η υποστήριξη των εν ενεργεία εκπαιδευτικών στο έργο τους σχετικά με την εισαγωγή της αγγλικής γλώσσας στο Νηπιαγωγείο. Για αυτό τον σκοπό, αναπτύξαμε ένα εκπαιδευτικό σενάριο CLIL (Content and Language Integrated Learning) (Coyle, 2006)που εντάσσεται στην θεματική ενότητα ‘’ΧΕΙΜΩΝΑΣ’’ και το οποίο διαρθρώνεται κατά αντιστοιχία σε 3 διδακτικές ώρες των 45’.

Στη λογική του σεναρίου, αφιερώνεται στο πρώτο σκέλος ενδεικτικά χρόνος (7-10’) παρουσίασης της νηπιαγωγού (Ν) και της εκπαιδευτικού αγγλικής γλώσσας (ΕΑ) σχετικά με την καθημερινή ρουτίνα με βιωματικό και παιγνιώδη τρόπο. Συγκεκριμένα, η εκπαιδευτικός κάνει ερωτήσεις σχετικές με την ημέρα, (What’ s the day today), τον μήνα, (What’s the month?) κτλ. , και τα παιδιά απαντούν κάνοντας χρήση του ημερολογίου ή των σχετικών εικόνων που υπάρχουν στον πίνακα. Επιπρόσθετα, αφιερώνεται χρόνος 5’ με 7’ ,προκειμένου τα παιδιά να παρουσιάσουν τον εαυτό τους χαιρετίζοντας στην παρεουλα (Hello, I m ……). Στην συνέχεια, η εκπαιδευτικός αγγλικών(ΕΑ), χρησιμοποιώντας τα χέρια με την μορφή αριθμητήριου, εισάγει την έννοια τον αριθμών από το ένα έως το δέκα. Επίσης δίνεται στα παιδιά η ευκαιρία να χρησιμοποιήσουν τη γνώση αριθμών σε δραστηριότητες, για παράδειγμα η (ΕΑ) ζητάει από ένα παιδί να μετρήσει τα υπόλοιπα παιδιά στην παρεούλα (How many boys ?), (How many girls?). Με αυτόν τον τρόπο δημιουργείται θετική διάθεση και ευνοείται η εύκολη εκμάθηση μέσω επαναλαμβανομένων μοτίβων.

Εικόνα 1:Μετρώντας.

Στη φάση της προεργασίας, η (Ν) και η (ΕΑ) αναφέρονται στις έννοιες του καιρού (weather, cold) και του χειμώνα (winter, snow) και έπειτα παρουσιάζουν μέσω της πλατφόρμας you tube ,το τραγούδι (I'm a little snowman).Τα παιδιά τραγουδώντας, οικειοποιούνται την εικόνα του χιονάνθρωπου (snowman), την οποία αργότερα θα κατασκευάσουν ατομικά, με βάση τη δική τους δημιουργική αντίληψη. Η (ΕΑ) χρησιμοποιεί τον πίνακα και σχεδιάζει μαζί με τα παιδιά τα μέρη του σώματος του χιονάνθρωπου, επαναλαμβάνοντας και δείχνοντας λέξεις σχετικές με τη θεματική ενότητα του χειμώνα (winter).

Εικόνα 2.:Δημιουργία χιονάνθρωπου

Στην επόμενη βιωματική δραστηριότητα, τα παιδιά έχουν την ευκαιρία να αναγνωρίσουν τα ζώα, τα οποία στο πλαίσιο της θεματική ενότητας '' ΧΕΙΜΩΝΑΣ'' (winter) πέφτουν σε χειμέρια νάρκη. Η (ΕΑ) σε συνεργασία με την (Ν) εισάγουν τις έννοιες ''ΧΕΙΜΩΝΑΣ'' (winter) , ''ΚΑΝΕΙ ΚΡΥΟ'' (it's cold) , ΖΩΑΚΙΑ (animals) , ''ΧΕΙΜΕΡΙΑ ΝΑΡΚΗ'' (hibernation) , ''ΚΟΙΜΑΜΑΙ'' (SLEEP) , '' ΞΥΠΝΑΩ'' (wake up), χρησιμοποιώντας εικόνες (flashcards), προκειμένου τα παιδιά να αντιληφθούν αισθητηριακά ο παιχνίδι που θα ακολουθήσει. Στη συνέχεια, μέσα σε ένα πλαστικό δοχείο η (ΕΑ) και η (Ν) τοποθετούν ξερά φύλλα, κλαδιά και άμμο, καθώς επίσης πλαστικά ζωάκια που πέφτουν σε χειμέρια νάρκη. Δίνεται χρόνος στα παιδιά να εξερευνήσουν το''τεχνητό''φυσικό περιβάλλον που ζουν τα ζωάκια, να αναζητήσουν αυτά που κοιμούνται και να τα ονοματήσουν.

Εικόνα 3.: Sensory play

Συμπληρωματικά με την προηγουμένη δραστηριότητα, σχεδιάστηκε η ομαδική εργασία η οποία χωρίστηκε σε δυο διδακτικές ώρες. Κατά τη διάρκεια της πρώτης, η (ΕΑ) σε συνεργασία με την (Ν) , παρουσίασαν ένα φύλλο εργασίας όπου τα παιδιά, είχαν την δυνατότητα να αντιληφθούν τη δημιουργία ενός φυσικού καταφυγίου (natural shelter- cave) για τα ζώα. Τα παιδιά χωρίστηκαν σε ομάδες και χρησιμοποιώντας διαφορετικού τύπου δεξιότητες (κοπή με ψαλίδι, χρωματισμοί, χρήση κόλλας, κολλάζ,) άρχισαν να δημιουργούν μια σπηλιά χειμερινού τοπιού, στην οποία έπρεπε να τοποθετήσουν τα ζώα. Κατά τη διάρκεια της δεύτερης διδακτικής ώρας, κάθε ομάδα έχοντας ολοκληρώσει την εργασία που είχε αναλάβει ξεκινούσε να τοποθετεί σε διάφορα μέρη του καταφυγίου τα ζωάκια για να κοιμηθούν, ονοματίζοντας τα.

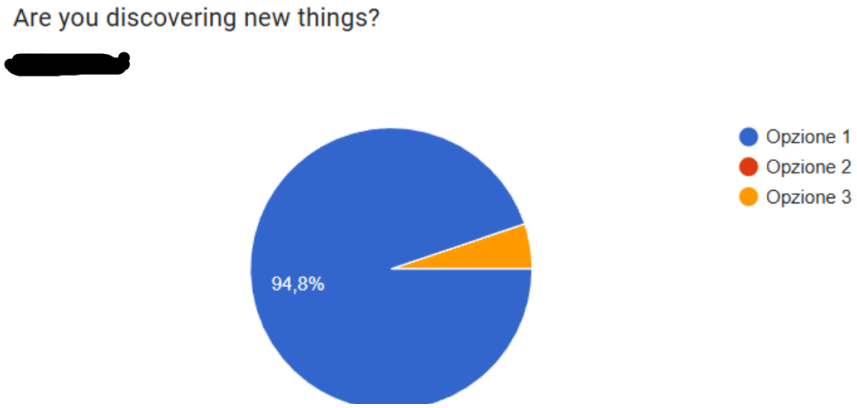
Εικόνα 4. :Team work

2.4.Αποτελέσματα της έρευνας

Τα αποτελέσματα της έρευνας αποτυπώνουν την αποτελεσματικότητα των διδακτικών σεναρίων στην εκμάθηση της αγγλικής γλώσσας από τα νήπια Ρομά, καθώς και τις επιπτώσεις της παιγνιώδους και βιωματικής προσέγγισης στη γλωσσική, κοινωνική και συναισθηματική τους ανάπτυξη. Τα νήπια που συμμετείχαν στα διδακτικά σενάρια παρουσίασαν σημαντική αύξηση στον

αριθμό των λέξεων και φράσεων που χρησιμοποίησαν στην αγγλική γλώσσα. Η σύνδεση λέξεων με αντικείμενα και καταστάσεις έγινε πιο αυθόρμητη μέσω του παιχνιδιού και των δραστηριοτήτων (π.χ. αναγνώριση χρωμάτων, αριθμών και βασικών καθημερινών λέξεων στις ρουτίνες της τάξης, χαιρετισμοί στην αρχή και στο τέλος του μαθήματος). Παρατηρήθηκε βελτίωση στην ανάγνωση και αναγνώριση λέξεων σχετικών με το διδακτικό σενάριο, μέσω τραγουδιών, παιχνιδιών ρόλων και άλλων διαδραστικών δραστηριοτήτων. Η αυτοεκτίμηση και η εμπιστοσύνη των παιδιών στην ικανότητά τους να χρησιμοποιούν μια δεύτερη, στην ουσία μια τρίτη, γλώσσα ενισχύθηκε μέσω θετικών εμπειριών μάθησης. Τα παραπάνω στοιχειοθετούν απάντηση και για τα δύο ερευνητικά μας ερωτήματα καθώς το διδακτικό σενάριο και ο παιγνιώδης τρόπος παρουσίασής του συνέβαλλαν στην ανάπτυξη βασικών δεξιοτήτων που αφορούσαν την κατανόηση της αγγλικής αλλά και τον εμπλουτισμό του προφορικού λόγου. Για τις ανάγκες της αξιολόγησης αξιοποιήθηκαν διαφόρων ειδών παιχνίδια (κινητικά, ψηφιακά, επιτραπέζια κλπ) ενώ παράλληλα συλλέχθηκαν τεκμήρια μάθησης μέσα από παρατήρηση των παιδιών και αξιοποίηση τεχνικών καταγραφής, εμπλουτισμό του Ατομικού Φακέλου Προόδου (Portfolio) (με ζωγραφιές ή φύλλα εργασίας) καθώς και εμπλουτισμό του ηλεκτρονικού φακέλου του μαθήματος της αγγλικής με φωτογραφικό υλικό και βίντεο. Με τον τρόπο αυτό η αξιολόγηση εστιάζει περισσότερο στη διαδικασία, στο «τι»και «πως» μαθαίνει το παιδί, το πώς αισθάνεται και το τι είναι ικανό να κάνει και όχι στο τελικό αποτέλεσμα (Αλεξίου, 2022· Πεντέρη, 2022β). Τέλος και στη μελέτη των αποτελεσμάτων του ερωτηματολογίου, το 95% των μαθητών μας απαντούν πως βρίσκουν το πρόγραμμα των αγγλικών διασκεδαστικό ενώ το 94, 8% αναφέρουν πως ανακαλύπτουν νέα πράγματα. Γενικότερα οι μαθητές μας ήταν ενεργά δεσμευμένοι και πρόθυμοι να μάθουν ενώ η πιο πολύτιμη πτυχή αυτού του έργου είναι ο ενθουσιασμός τους εξερευνώντας νέες γνώσεις και προοπτικές μέσω των διδακτικών σεναρίων.

GRAPHIC 5



Εικόνα 5. :Are you discovering new things?

3. Συμπεράσματα –Συζήτηση

Η εφαρμογή των διδακτικών σεναρίων είχε θετική επίδραση στην εκμάθηση της αγγλικής γλώσσας από τα νήπια Ρομά. Η χρήση παιχνιδιών, τραγουδιών και δραστηριοτήτων με οπτικοακουστικό υλικό ενίσχυσε την κατανόηση και την εφαρμογή βασικών γλωσσικών εννοιών στα παιδιά (Αλεξίου & Πεντέρη, 2022β). Η εισαγωγή της αγγλικής μέσω διαπολιτισμικών και πολυαισθητηριακών σεναρίων συνέβαλε στην ενίσχυση της αυτοπεποίθησης, στην κοινωνική ένταξη των παιδιών Ρομά στο σχολικό περιβάλλον, καθώς και στη διευκόλυνση της σχέσης τους με τους συμμαθητές (Κακανά, 2022) και τη συμμετοχή τους σε έταιρες εκπαιδευτικές δραστηριότητες (προγράμματα etwinning).

Αν και παρατηρήθηκε σημαντική πρόοδος στην εκμάθηση της αγγλικής, ορισμένα νήπια Ρομά παρουσίασαν γλωσσικές δυσκολίες, κυρίως λόγω της μητρικής τους γλώσσας και των πολιτισμικών διαφορών. Αυτά τα προβλήματα μπορεί να υποδεικνύουν την ανάγκη για πιο εξατομικευμένες

στρατηγικές διδασκαλίας. Η έρευνα αυτή αναδεικνύει τη σημασία της πρώιμης γλωσσικής εκπαίδευσης για τα νήπια Ρομά, ωστόσο υπάρχουν αρκετές περιοχές που χρήζουν περαιτέρω διερεύνησης: 1) Αξιολόγηση της αποτελεσματικότητας άλλων μεθόδων διδασκαλίας, όπως η χρήση ψηφιακών εργαλείων ή της τεχνολογίας, στην εκμάθηση της αγγλικής γλώσσας από τα νήπια Ρομά. 2) Εξέταση της μακροπρόθεσμης επίδρασης της πρώιμης εκμάθησης αγγλικών στην ακαδημαϊκή και κοινωνική πορεία των παιδιών Ρομά, τόσο στο σχολικό περιβάλλον όσο και στις μελλοντικές τους ευκαιρίες. 3) Περαιτέρω διερεύνηση του ρόλου των γονέων στην ενίσχυση των γλωσσικών δεξιοτήτων των παιδιών και της συνεργασίας σχολείου-οικογένειας για τη στήριξη της εκμάθησης της αγγλικής. Η έρευνα αποδεικνύει ότι η διδασκαλία της αγγλικής μέσω διδακτικών σεναρίων σε νήπια Ρομά είναι μια ισχυρή στρατηγική για την ενίσχυση των γλωσσικών, κοινωνικών και συναισθηματικών δεξιοτήτων τους. Τα αποτελέσματα ενισχύουν την ανάγκη για συνεχιζόμενη επιμόρφωση, εξατομικευμένες προσεγγίσεις και πολιτισμική ευαισθησία στο σχολικό περιβάλλον.

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ΑΠΟ ΤΗ ΡΗΤΟΡΙΚΗ ΤΟΥ ΜΙΣΟΥΣ ΣΤΗ ΣΥΝΕΡΓΑΣΙΑ, ΤΗΝ ΚΑΤΑΝΟΗΣΗ ΚΑΙ ΤΗΝ ΑΠΟΔΟΧΗ ΜΕΣΩ ΤΗΣ ΕΚΠΑΙΔΕΥΣΗΣ

Κατσιγιάννη Βικτωρία
Διδάκτορας ΤΕΠΑΕΣ
Κατσιγιάννη Αγγελική
Φοιτήτρια ΔΙΠΑΕ

Περίληψη

Η ρητορική μίσους αποτελεί κοινωνικό φαινόμενο που συχνά εδράζεται σε άνισες σχέσεις εξουσίας, αρνητικά στερεότυπα και κοινωνικές δομές που διαιωνίζουν την περιθωριοποίηση συγκεκριμένων ομάδων, αρνούμενη την εγγενή ανθρώπινη αξιοπρέπειά τους. Η λειτουργία των Δομών Υποδοχής και Εκπαίδευσης Προσφύγων (ΔΥΕΠ) το 2017 αποτέλεσε ένα καινοτόμο εκπαιδευτικό πρόγραμμα, το οποίο ανταποκρίθηκε στις επιτακτικές ανάγκες εκπαίδευσης και ένταξης παιδιών προσφύγων σε μια περίοδο αυξημένων μεταναστευτικών ροών. Η συμμετοχή των παιδιών προσφύγων σε τυπικές σχολικές δομές είχε διττό στόχο: την εκμάθηση της ελληνικής γλώσσας ως μέσου επικοινωνίας και την ανάπτυξη κοινωνικών δεξιοτήτων για την ομαλή ένταξή τους στην κοινωνία υποδοχής. Η κοινή φοίτηση με μαθητές από τον τοπικό πληθυσμό συνέβαλε στην αποδόμηση στερεοτύπων και προκαταλήψεων, ενώ προώθησε τη διαπολιτισμική κατανόηση και την κοινωνική συνοχή. Μέσα από στοχευμένες εκπαιδευτικές παρεμβάσεις, είναι εφικτή η ενίσχυση της κριτικής σκέψης, της ενσυναίσθησης και της διαπολιτισμικής ευαισθησίας των μαθητών, δημιουργώντας τις προϋποθέσεις για την οικοδόμηση μιας κοινωνίας χωρίς αποκλεισμούς.

Λέξεις κλειδιά: ρητορική μίσους, εκπαίδευση, αποδοχή, αλληλεγγύη

1. Εισαγωγή

Η ρητορική μίσους (hate speech) περιλαμβάνει κάθε μορφή έκφρασης που διαδίδει, υποκινεί, προωθεί ή δικαιολογεί το ρατσιστικό μίσος, την ξενοφοβία, τον αντισημιτισμό ή οποιαδήποτε άλλη μορφή μίσους που βασίζεται στην έλλειψη ανεκτικότητας (Council of Europe, Committee of Ministers, Recommendation No. (97) 20, 30.10.1997). Η ρητορική μίσους στρέφεται κυρίως κατά ομάδων και σχετίζεται με κοινωνικές δομές, τη δύναμη που κατέχουν ορισμένες ομάδες στην κοινωνία και τα αρνητικά στερεότυπα. Ουσιαστικά, αποτελεί μια μορφή άρνησης της ανθρώπινης αξιοπρέπειας των ατόμων που ανήκουν στην εκάστοτε στοχοποιημένη ομάδα. Ο σκοπός της εργασίας είναι να καταδείξει ότι η εκπαίδευση προσφύγων όταν πραγματοποιείται εντός του σχολικού πλαισίου με μαθητές από τον τοπικό πληθυσμό συμβάλλει στην αποδόμηση στερεοτύπων και προκαταλήψεων και η σχολική κοινότητα λειτουργεί ως πεδίο διαπολιτισμικής αλληλεπίδρασης, ενισχύοντας την αίσθηση του «ανήκειν» και διευκολύνοντας τη μετάβαση των μαθητών προσφύγων σε μια νέα κανονικότητα.

Ο μισαλλόδοξος λόγος διαφέρει από την άσκηση νόμιμης κριτικής ή ακόμη και από έναν ιδιαίτερα αυστηρό λόγο, καθώς χαρακτηρίζεται από τρία βασικά στοιχεία:

α) Απευθύνεται σε ένα συγκεκριμένο ή προσδιορίσιμο άτομο ή, συνήθως, σε μια ομάδα ατόμων, στηριζόμενος σε ένα αυθαίρετο και κοινωνικά αδιάφορο χαρακτηριστικό, όπως η φυλή ή η γλώσσα. β) Στιγματίζει την ομάδα-στόχο, αποδίδοντάς της ρητά ή υπαινικτικά αρνητικά χαρακτηριστικά. γ) Την καθιστά ανεπιθύμητη ή την παρουσιάζει ως «δικαιολογημένο» αντικείμενο εχθρότητας (Parekh, 2012, Corlett, 2002). Αντίθετα, ο εκφοβισμός στοχεύει κυρίως σε μεμονωμένα άτομα και κάτω από συγκεκριμένες συνθήκες και πρόθεση (Κατσιγιάννη, 2006).

Ο μισαλλόδοξος λόγος προκαλεί άμεσες και συγκεκριμένες βλάβες, καθώς οδηγεί σε διακρίσεις εις βάρος ορισμένων κοινωνικών ομάδων, βασιζόμενος σε χαρακτηριστικά που τα μέλη τους δεν μπορούν να αλλάξουν, ακόμα και αν το επιθυμούσαν. Αυτό έχει ως αποτέλεσμα τον αποκλεισμό τους από τη δημόσια ζωή και τον περιορισμό της δυνατότητας ελεύθερης ανάπτυξης της

προσωπικότητάς τους (Parekh, 2012, Waldron, 2012, Corlett, 2002). Αξίζει να σημειωθεί ότι στα κείμενα της μαζικής κουλτούρας, οι μετανάστες συχνά παρουσιάζονται ως ομοιογενή σύνολα, χωρίς ατομικά χαρακτηριστικά, ενώ στις περισσότερες περιπτώσεις δεν γίνεται καν αναφορά στα ονόματά τους (Ηλιάδου, 2020). Σύμφωνα με τους Cervone et al. (2021), η ρητορική μίσους αποτελεί μια ακραία μορφή υποτιμητικής γλώσσας, η οποία συχνά περιλαμβάνει εκφράσεις μίσους ή ενθαρρύνει τη βία με βάση την ένταξη ενός ατόμου σε μια συγκεκριμένη κοινωνική κατηγορία. Όπως επισημαίνει η Ηλιάδου (2015), μια επιφανειακή προσέγγιση του φαινομένου μπορεί να αποπροσανατολίσει από την ουσία του ζητήματος, που σχετίζεται άμεσα με την κοινωνική αποδοχή της διαφορετικότητας. Οι συνέπειες της ρητορικής μίσους είναι βαθιές και πολύπλευρες. Οι επιπτώσεις δεν περιορίζονται μόνο στη σωματική ή ψυχολογική βία, αλλά εκτείνονται και στην ισότιμη συμμετοχή στη δημόσια ζωή, καθώς και στην ελεύθερη ανάπτυξη της προσωπικότητας των ατόμων που πλήττονται. Επιπλέον, η ρητορική μίσους ενισχύει τις διακρίσεις, καθώς βασίζεται σε χαρακτηριστικά τα οποία τα θύματά της δεν μπορούν να αλλάξουν, όπως η εθνική καταγωγή ή η θρησκεία (Waldron, 2012).

2.Κυρίως Θέμα

2.1 Θεσμικό πλαίσιο αντιμετώπισης

Τον Μάιο του 2015, η Ευρωπαϊκή Επιτροπή εξέδωσε τη Σύσταση Γενικής Πολιτικής υπ' αριθ. 15, με σκοπό την καταπολέμηση του μισαλλόδοξου λόγου. Μέσω αυτής, τα κράτη-μέλη καλούνται να αναλάβουν κατάλληλη και αποτελεσματική δράση, αξιοποιώντας το ποινικό δίκαιο για την αντιμετώπιση της δημόσιας χρήσης του μισαλλόδοξου λόγου. Ο λόγος είναι ότι η διάδοσή του μπορεί εύλογα να οδηγήσει σε πράξεις βίας, εκφοβισμό, εχθρότητα ή διακρίσεις εις βάρος των στοχοποιημένων ατόμων ή ομάδων. Ωστόσο, ταυτόχρονα, απαιτείται η διασφάλιση και προστασία της ελευθερίας της έκφρασης και της γνώμης όλων των ανθρώπων, ιδιαίτερα όσων βρίσκονται στο στόχαστρο τέτοιων επιθέσεων. Έναν χρόνο αργότερα, τον Μάιο του 2016, η Ευρωπαϊκή Επιτροπή, σε συνεργασία με τέσσερις μεγάλες διαδικτυακές πλατφόρμες (Facebook, Microsoft, Twitter και YouTube), ανακοίνωσε έναν κώδικα δεοντολογίας για την καταπολέμηση της παράνομης ρητορικής μίσους στο διαδίκτυο. Έκτοτε, περισσότερες εταιρείες έχουν ενταχθεί σε αυτήν την πρωτοβουλία, υιοθετώντας πρακτικές που ευθυγραμμίζονται με τους στόχους του κώδικα. Για παράδειγμα, οι πλατφόρμες δεσμεύονται να αφαιρούν αναρτήσεις που περιέχουν παράνομη ρητορική μίσους εντός 24 ωρών από την αναφορά τους. Τον Μάρτιο του 2018, η Ευρωπαϊκή Επιτροπή πρότεινε πρόσθετες παρεμβάσεις, προκειμένου να ενισχυθούν αυτές οι προσπάθειες, πριν προχωρήσει στην αξιολόγηση πιθανών νομοθετικών μέτρων. Παράλληλα, ο Αντιπρόεδρος της Ευρωπαϊκής Επιτροπής και αρμόδιος για την Ψηφιακή Ενιαία Αγορά, Andrus Ansip (https://ec.europa.eu/commission/presscorner/detail/en/ip_19_805), τόνισε την ευθύνη των διαδικτυακών πλατφορμών, δηλώνοντας: «Οι διαδικτυακές πλατφόρμες έχουν καταστεί η κύρια πηγή πληροφόρησης για τους πολίτες. Για την αντιμετώπιση του προβλήματος, η Ευρωπαϊκή Επιτροπή έχει προχωρήσει σε διάλογο με διάφορες διαδικτυακές πλατφόρμες και έχει χρηματοδοτήσει προγράμματα που στοχεύουν στον περιορισμό της ρητορικής μίσους στο διαδίκτυο. Η ρητορική μίσους, είτε εκφράζεται διαδικτυακά είτε στον φυσικό κόσμο, αποτελεί ποινικό αδίκημα βάσει του δικαίου της Ευρωπαϊκής Ένωσης. Συγκεκριμένα, ο Κώδικας Συμπεριφοράς, ο οποίος βασίζεται στον αρχικό Κώδικα Συμπεριφοράς για την καταπολέμηση της παράνομης ρητορικής μίσους στο διαδίκτυο, υπεγράφη από τις Dailymotion, Facebook, Instagram, Jeuxvideo.com, LinkedIn, Microsoft φιλοξενούμενες υπηρεσίες καταναλωτών, Snapchat, Rakuten Viber, TikTok, Twitch, X και YouTube. Ο κώδικας δεοντολογίας θα ενισχύσει τον τρόπο με τον οποίο οι επιγραμμικές πλατφόρμες αντιμετωπίζουν το περιεχόμενο που η ενωσιακή και η εθνική νομοθεσία ορίζουν ως παράνομη ρητορική μίσους. Ο ολοκληρωμένος κώδικας δεοντολογίας θα διευκολύνει τη συμμόρφωση και την αποτελεσματική επιβολή της πράξης για τις ψηφιακές υπηρεσίες όσον αφορά τους κινδύνους διάδοσης παράνομου περιεχομένου στις υπηρεσίες.

Το Συμβούλιο της Ευρώπης, ήδη από το 2014, είχε εκδώσει ένα εγχειρίδιο σχετικά με τη ρητορική μίσους, το οποίο μεταφράστηκε στα ελληνικά το 2015 με την υποστήριξη του Ιδρύματος Μποδοσάκη. Σύμφωνα με το εγχειρίδιο, η ρητορική μίσους συνιστά ζήτημα ανθρωπίνων δικαιωμάτων, γι' αυτό και οι προτεινόμενες δραστηριότητες βασίζονται στις αρχές και τα πρότυπα που τα διέπουν. Ο στόχος είναι να βοηθήσουν τους νέους να αποκτήσουν τις απαραίτητες γνώσεις, δεξιότητες και στάσεις, ώστε το διαδίκτυο να διέπεται από τις ίδιες θεμελιώδεις αρχές που ισχύουν και στον πραγματικό κόσμο. Κατά συνέπεια, το εγχειρίδιο δεν συμβάλλει μόνο στην αντιμετώπιση της διαδικτυακής ρητορικής μίσους, αλλά και στην κατανόηση των ίδιων των ανθρωπίνων δικαιωμάτων και της εφαρμογής τους τόσο στο διαδίκτυο (online) όσο και εκτός αυτού (offline). Η αίσθηση ή η ψευδαίσθηση του ανώνυμου λόγου στο διαδίκτυο, αποτέλεσε έναν βασικό παράγοντα για την ανεξέλεγκτη εξάπλωση του φαινομένου αυτού, με όχημα κυρίως τα μέσα κοινωνικής δικτύωσης που διευκολύνουν τη δημιουργία και τη δράση ομάδων μίσους (ρατσιστικού, πολιτικού, θρησκευτικού, κ.λπ.) online. Το καινούργιο στοιχείο σε σχέση με τον μισαλλόδοξο λόγο offline είναι οι εξατομικευμένες λεκτικές επιθέσεις, με πιο χαρακτηριστική έκφραση το οργανωμένο trolling εναντίον συγκεκριμένων προσώπων-στόχων (Ανθόπουλος, 2021).

Η ρητορική μίσους δεν (θα πρέπει να) εξαντλείται στον αντισυστημικό λόγο ούτε (να) περιορίζεται απλώς στην απόρριψη «μη εξευγενισμένων» εκφράσεων βάσει γενικών και απροσδιόριστων κριτηρίων μιας πολιτικά ορθής στάσης σύμφωνα με την Κίτσου (2025). Το μίσος, δηλαδή, όταν εξετάζεται υπό το πρίσμα της νομικής καταστολής, δεν προσεγγίζεται ως ένα ακόμη συναίσθημα στη γκάμα των ανθρώπινων συναισθημάτων ούτε ως αντικείμενο ψυχαναλυτικής διεργασίας αλλά ως πρακτική διακρίσεων που στρέφεται κατά των ταυτοτήτων που φέρουν τα υποκείμενα εναντίον των οποίων εκφέρεται και που αποκλίνουν από το φαντασιακό της κανονικότητας και της ομοιογένειας. Αν κάθε εκδήλωση σε υποκίνηση βίας αντιμετωπίζεται ως «ρητορική μίσους», σύμφωνα με την ίδια, λόγω αυτής της αποστροφής, χωρίς να λαμβάνονται παράλληλα υπόψη οι κυριαρχικές σχέσεις εξουσίας που διατρέχουν μια κοινωνία και τα χαρακτηριστικά του θύματος ως στοιχεία ταυτοτικά της ύπαρξής του, που συνήθως το εντάσσουν σε μία ή περισσότερες μειονοτικές ομάδες, τότε μια τέτοια οριζόντια πρόσληψη του φαινομένου αποπροσανατολίζει από το βασικό επίδικο της ρητορικής μίσους, ως ρητορικής των αποκλεισμών.

2.2 Ποιοτική εκπαίδευση ως στόχος της βιώσιμης ανάπτυξης

Το Σεπτέμβριο του 2015, η Γενική Συνέλευση των Ηνωμένων Εθνών στη Νέα Υόρκη προώθησε την υιοθέτηση 17 Στόχων, γνωστοί ως «Στόχοι Βιώσιμης Ανάπτυξης», οι οποίοι εκφράζουν τις σύγχρονες παγκόσμιες προκλήσεις, σε μια προσπάθεια να ανταποκριθούν αποτελεσματικά όλες οι χώρες σε αυτές. Οι Στόχοι Βιώσιμης Ανάπτυξης είναι παγκόσμιου χαρακτήρα και γενικής εφαρμογής με χρονοδιάγραμμα υλοποίησης έως το 2030. Δημιουργούν δεσμεύσεις υλοποίησης για όλες τις χώρες, ανεπτυγμένες και αναπτυσσόμενες, λαμβάνοντας υπόψη τις διαφορετικές εθνικές πραγματικότητες, τα επίπεδα ανάπτυξης, τις εθνικές πολιτικές και προτεραιότητες. Η Ατζέντα 2030 προωθεί την ενσωμάτωση και των τριών διαστάσεων της βιώσιμης ανάπτυξης – κοινωνική, περιβαλλοντική και οικονομική – σε όλες τις τομεακές πολιτικές, ενώ παράλληλα προάγει τη διασύνδεση και τη συνοχή των σχετικών με τους στόχους βιώσιμης ανάπτυξης πολιτικών και νομοθετικών πλαισίων. Έως το 2020, προτείνεται η ουσιαστική επέκταση, σε παγκόσμιο επίπεδο, του αριθμού των διαθέσιμων υποτροφιών στις αναπτυσσόμενες χώρες, και ιδίως στις λιγότερο ανεπτυγμένες, στα μικρά νησιωτικά αναπτυσσόμενα κράτη και στις αφρικανικές χώρες, έτσι ώστε να προωθηθούν οι εγγραφές στην ανώτατη εκπαίδευση, συμπεριλαμβανομένων της επαγγελματικής κατάρτισης, των τεχνολογιών της πληροφορίας και επικοινωνίας, καθώς και τεχνικών κι επιστημονικών προγραμμάτων. Τέλος, ως το 2030, επιδιώκεται η ουσιαστική αύξηση επιμόρφωσης, μέσω της διεθνούς συνεργασίας για την κατάρτιση του διδακτικού προσωπικού κυρίως στις αναπτυσσόμενες χώρες. Ως εκ τούτου, η απόκτηση ποιοτικής εκπαίδευσης είναι η βάση για τη βελτίωση της ανθρώπινης ζωής και της βιώσιμης ανάπτυξης και αποτελεί έναν βασικό στόχο από τους 17 της Βιώσιμης Ανάπτυξης στο πλαίσιο της 70ης Γενικής Συνέλευσης των Ηνωμένων Εθνών στις 25 Σεπτεμβρίου του 2015. Τα τελευταία χρόνια έχει σημειωθεί σημαντική πρόοδος

όσον αφορά την πρόσβαση στην εκπαίδευση σε όλα τα επίπεδα και τη φοίτηση στα σχολεία των γυναικών και των κοριτσιών. Ειδικότερα, ο γενικός γραμματέας του ΟΗΕ, Αντόνιο Γκουτέρες, το 2023 υπογράμμισε πως «οι επενδύσεις είναι ζωτικής σημασίας για την επίτευξη του Στόχου Βιώσιμης Ανάπτυξης 4 για Ποιοτική Εκπαίδευση». Αναφερόμενος στη σύνοδο κορυφής για τον Μετασχηματισμό της Εκπαίδευσης προκειμένου να επαναπροσδιοριστούν τα εκπαιδευτικά συστήματα, ώστε κάθε μαθητής να έχει πρόσβαση στις γνώσεις και στις δεξιότητες που απαιτούνται για να πετύχει, ο Αντόνιο Γκουτέρες επισήμανε πως πάνω από 130 χώρες δεσμεύτηκαν να διασφαλίσουν ότι η καθολική ποιοτική εκπαίδευση θα καταστεί κεντρικός πυλώνας των δημόσιων πολιτικών και επενδύσεων. «Μια έκκληση για δράση σχετικά με τις επενδύσεις στην εκπαίδευση και η δημιουργία του διεθνούς χρηματοδοτικού μηχανισμού για την εκπαίδευση, δημιούργησαν μια νέα ώθηση στην εγχώρια και διεθνή χρηματοδότηση» σημείωσε. Αυτό αποτελεί ένα ενθαρρυντικό μήνυμα σε μία εποχή μετά τον εγκλεισμό λόγω της πανδημίας και τις συνέπειες στην εκπαίδευση και προσπαθεί να ανακτήσει το «χαμένο χρόνο» και να «επουλώσει» τις επιπτώσεις που έχουν προκληθεί.

2.3 Η εκπαίδευση ως παράγοντας πρόληψης ρητορικής μίσους και καλλιέργειας αξιών

Οι Ευρωπαϊκές κοινωνίες υποδέχθηκαν μεγάλο αριθμό προσφύγων από το 2015 έως το 2019 μεταξύ των οποίων και ασυνόδευτων ανηλίκων, για τους οποίους όφειλαν να προβλέψουν και να σχεδιάσουν συνθήκες υποδοχής και ένταξης αλλά και εκπαίδευσης. Η μη ετοιμότητα των κοινωνιών όμως σε συνδυασμό με την παγκόσμια οικονομική κρίση οδήγησε σε φαινόμενα ρητορικής μίσους σε κάπ0οιες περιπτώσεις που υποσκάπτουν την προοπτική της ομαλής κοινωνικής λειτουργίας. Η θεσμοθέτηση της εκπαίδευσης των προσφύγων στην Ελλάδα αποτέλεσε μία γέφυρα επικοινωνίας και μάθησης, τόσο με την ίδρυση των Δ.Υ.Ε.Π (Δομών Υποδοχής για την Εκπαίδευση Προσφύγων) από το σχολικό έτος 2016-17, όσο και με τις Τάξεις Υποδοχής, Ζωνών Εκπαιδευτικής Προτεραιότητας (ΖΕΠ) στην Πρωτοβάθμια και τη Δευτεροβάθμια Εκπαίδευση (Κατσιγιάννη & Καΐλα, 2018; Κατσιγιάννη & Καΐλα, 2019). Ωστόσο, ένα κομμάτι της τοπικής κοινωνίας δεν ήταν έτοιμο για την υποδοχή και τη σχολική ένταξη μεγάλων αριθμών προσφύγων μαθητών, με αποτέλεσμα να υπάρξουν αντιδράσεις και σε ορισμένες περιπτώσεις φαινόμενα ρητορικής μίσους (Katsigianni & Kaila, 2019). Παρά τις αρχικές αντιδράσεις, η πολιτεία στήριξε και ενδυνάμωσε τον θεσμό αυτό. Ο τρόπος αντιμετώπισης της ρητορικής του μίσους στις δημοκρατικές κοινωνίες είναι πρωτεύουσας σημασίας και επικαιρότητας θέμα και η πρωτοβουλία του Συνηγόρου του Πολίτη να αναδείξει τη σχετική προβληματική είναι ιδιαίτερα σημαντική ((Χουλιάρα, Σταύρου & Χαμτζούδη (2017). Με την Υπουργική Απόφαση (Αριθμ.: 2099/ΓΔ4) οι ανήλικοι αιτούντες ή τα ανήλικα τέκνα των αιτούντων διεθνή προστασία, εγγράφονται σε εκπαιδευτικές δομές ακόμα και με ελλιπή δικαιολογητικά, εφόσον εμπίπτουν στις διατάξεις του άρθρου 51 του ν. 4636/2019 (Α'169), σε όλες τις τάξεις του Νηπιαγωγείου, Δημοτικού, Γυμνασίου και αποκλειστικά στην Α' τάξη Λυκείου, οποτεδήποτε κατά τη διάρκεια του διδακτικού έτους. Η ένταξη γίνεται υπό προϋποθέσεις, ανάλογες με αυτές που ισχύουν για τους Έλληνες πολίτες και με διευκολύνσεις, ως προς την έγγραφη σε περίπτωση δυσχερειών υποβολής των απαιτούμενων δικαιολογητικών και για όσο χρονικό διάστημα δεν εκτελείται μέτρο απομάκρυνσης, που εκκρεμεί κατά των ιδίων ή των γονέων τους.

Αξίζει να γίνει αναφορά στην έκθεση αποτίμησης του πρώτου χρόνου εφαρμογής από την επιστημονική επιτροπή για την εκπαίδευση των προσφύγων (Βεντούρα και συν., 2017) και την επισήμανση ότι «Ο συντονισμός των επιτελικών και συμβουλευτικών οργάνων εντός του Υπουργείου, ο ορισμός των Συντονιστών Εκπαίδευσης Προσφύγων και η πρόσληψη των αναπληρωτών εκπαιδευτικών, όπως και η ίδρυση και η λειτουργία των δομών εκπαίδευσης προσφυγόπαιδων, ήταν απαραίτητα βήματα, τα οποία έπρεπε να γίνουν για να αποκτήσει αυτό το έργο θεσμική υπόσταση και να υλοποιηθεί. Όλες αυτές οι ενέργειες συνοδεύτηκαν από τις σχετικές Κοινές Υπουργικές Αποφάσεις, Υπουργικές Αποφάσεις και Αποφάσεις Γενικού Γραμματέα. Παράλληλα, προέκυψε η ανάγκη να εκδοθεί μία σωρεία άλλων διοικητικών πράξεων (διευκρινιστικών, ερμηνευτικών ή διορθωτικών) και εντολών, προκειμένου να μπορέσει το σύνολο του εκπαιδευτικού συστήματος να ενσωματώσει τη δράση της εκπαίδευσης των προσφυγόπαιδων.

Μέσα από αυτή την εμπειρία αποκαλύφθηκε –στους μη εξοικειωμένους με τη γραφειοκρατία– η μεγάλη δυσχέρεια στη λήψη αποφάσεων και η αδυναμία ανάληψης δημιουργικών πρωτοβουλιών για την αντιμετώπιση καθημερινών προβλημάτων. Το φαινόμενο αυτό ανάγκασε την Ομάδα Διαχείρισης να συντάσσει και να διορθώνει επί μήνες σχέδια διοικητικών αποφάσεων για ό,τι προέκυπτε, ακόμη και για ζητήματα που θα μπορούσαν να απαντηθούν με απλή προφορική επικοινωνία». Η τοποθέτηση αυτή εξηγεί και τη μεγάλη καθυστέρηση στην έναρξη λειτουργίας των ΔΥΕΠ ειδικά την πρώτη χρονιά εφαρμογής 2016-17.

Το σχολικό έτος 2017-18 λειτούργησαν εκ νέου οι ΔΥΕΠ με μεγαλύτερο αριθμό μαθητών και μαθητριών. Στην Αττική λειτούργησαν 18 ΔΥΕΠ για την Πρωτοβάθμια και 4 ΔΥΕΠ στα Γυμνάσια (ΦΕΚ 3974/2017). Την ίδια χρονιά ιδρύθηκαν και Δομές Υποδοχής νηπίων για την Εκπαίδευση των Προσφύγων ως παραρτήματα των όμορων νηπιαγωγείων εντός των Κέντρων Φιλοξενίας, 7 στην Αττική και 34 πανελλαδικά. Αυτό αποτέλεσε μια καινοτόμο πρακτική, ώστε να μην εξαιρεθεί κανένα παιδί από την εκπαίδευση και σημείωσε μεγάλη επιτυχία. Το σχολικό έτος 2018-19 και 2019-20 μειώθηκε ο αριθμός των ΔΥΕΠ, δίνοντας προτεραιότητα στην υποστήριξη των Τάξεων Υποδοχής τόσο στην πρωτοβάθμια όσο και στη δευτεροβάθμια εκπαίδευση. Πολλοί από τους μαθητές αυτούς μετακινήθηκαν σε άλλη περιοχή ή σε άλλη χώρα της Ευρώπης, εφόσον εκκρεμούσε η διαδικασία ασύλου, ενώ υπήρξαν και νεότεροι μαθητές που εγγράφονταν καθώς υπήρχαν και νέες αφίξεις και ενσωματώνονταν στη συνέχεια στις σχολικές μονάδες, κοντά όπου διέμεναν. Με τον τρόπο αυτό δημιουργήθηκαν και ωρίμασαν οι συνθήκες για τη συνέχιση της φοίτησης των μαθητών σε άλλο πλαίσιο. Οι αρχικές ενστάσεις και αμφιβολίες για θέματα που αφορούσαν την υγιεινή, τη μάθηση και τη γενικότερη συμβίωση στο σχολικό πλαίσιο αποδομήθηκαν από τους ίδιους τους μαθητές που με τη στάση τους απέδειξαν ότι η συμπερίληψη όλων των ομάδων στο σχολείο δημιουργεί μια άλλη δυναμική, πιο κοντά στην κοινωνία του σήμερα και η διαφορετικότητα λειτουργεί θετικά όχι αρνητικά (Κατσιγιάννη, 2021).

Από μελέτη των Madzina et all. (2017) που αφορούσε την εκπαίδευση των Σύριων προσφύγων στο Ηνωμένο Βασίλειο διαπιστώθηκε ότι η εκπαίδευση των προσφύγων δεν έχει να κάνει κυρίως με τα ποσοτικά δεδομένα που αφορούν τους δείκτες επίδοσης και σχολικής επιτυχίας των μαθητών, αλλά με το αν επιτεύχθηκαν οι στόχοι που αφορούν στην ενσωμάτωση, την καταγραφή των ειδικών αναγκών στον μαθητικό πληθυσμό των προσφύγων, την επιμόρφωση των εκπαιδευτικών που διδάσκουν τους μαθητές πρόσφυγες, τη βελτίωση των σχέσεων με τους συμμαθητές τους, την υποστήριξη από την κοινότητα κι ακόμη την ενδυνάμωση της επικοινωνίας μεταξύ οικογένειας και σχολείου. Αυτό ήταν και το ζητούμενο στην εφαρμογή ενός σύνθετου σχεδίου εκπαίδευσης προσφύγων εξακτινωμένο σε όλη την Ελλάδα. Όπως υποστηρίζει ο Tikly (2011) για να υπάρξει η παροχή μιας ποιοτικής εκπαίδευσης, βασική προϋπόθεση αποτελούν οι τρεις αλληλοεξαρτώμενοι παράγοντες: το σχολείο, η οικογένεια και η κοινότητα. Η «μεγάλη εικόνα» της εφαρμογής της εκπαίδευσης των προσφυγόπουλων κατά το πρώτο αυτό προενταξιακό έτος συνοψίζεται στην έκθεση: «Μηχανισμός παρακολούθησης των δικαιωμάτων των παιδιών που μετακινούνται στην Ελλάδα» (Ιούλιος-Δεκέμβριος 2016) του Συνηγόρου του Πολίτη/Συνηγόρου του Παιδιού και σε συνεργασία με τη UNICEF : «Η πρόσβαση των παιδιών στην εκπαίδευση σχεδιάστηκε έγκαιρα και στη βάση συγκεκριμένου προγραμματισμού, η εφαρμογή του οποίου ωστόσο συνάντησε πολλές δυσχέρειες στην πράξη με αποτέλεσμα τις καθυστερήσεις στην έναρξη, ή σε ορισμένες περιπτώσεις και τη διακοπή λειτουργίας, των προβλεπόμενων Δομών Υποδοχής Εκπαίδευσης Προσφύγων. Ως προς την ένταξη των παιδιών σε τμήματα υποδοχής της πρωινής ζώνης, παρουσιάστηκαν περαιτέρω προβλήματα που σχετίζονται, μεταξύ άλλων, με την ανάγκη ανταπόκρισης σε αυξημένα αιτήματα ένταξης λόγω της παρουσίας σημαντικού αριθμού παιδιών στον αστικό ιστό κατόπιν μη προγραμματισμένων μεταφορών από τα κέντρα φιλοξενίας όπου προηγουμένως διέμεναν».

Το δικαίωμα στην εκπαίδευση ουσιαστικά αποτελεί προέκταση και υλοποίηση του δικαιώματος στην ανάπτυξη της προσωπικότητας, όπως το εγγυάται γενικότερα το Σύνταγμα (άρθρο 5) και, ειδικότερα, σε συνάρτηση με το σκοπό της εκπαίδευσης, η ανωτέρω αναφερόμενη Διεθνής Σύμβαση (άρθρο 29). Στο πλαίσιο αυτό, η κοινωνική ένταξη μέσα από την εκπαίδευση και η εκμάθηση της γλώσσας της χώρας υποδοχής αποτέλεσαν ζητούμενα της νομικής προστασίας των αλλοδαπών, άρα και των προσφύγων. Κατά συνέπεια, η διαδικασία παροχής εκπαίδευσης στα παιδιά

των προσφύγων αποτελεί υποχρέωση του κράτους και υπαγορεύεται από διατάξεις αυξημένης τυπικής ισχύος, δηλ. του Συντάγματος και της Σύμβασης για τα Δικαιώματα του Παιδιού. Σε καμία περίπτωση δεν μπορεί να αρνηθεί κανείς το δικαίωμα των παιδιών στην εκπαίδευση και να παρακάμψει ή να υποσκάψει τη θετική υποχρέωση του κράτους και επικουρικά της τοπικής αυτοδιοίκησης, να υλοποιήσει την παροχή εκπαίδευσης. Η πολιτεία οφείλει να παράσχει εκπαίδευση στους πρόσφυγες στο πλαίσιο του δημόσιου σχολείου με την 10ετή υποχρεωτική εκπαίδευση (νηπιαγωγείο – δημοτικό -γυμνάσιο) και την προαιρετική 3ετή εκπαίδευση (λύκειο). Οι βάσεις του πλαισίου αυτού βρίσκονται στον ν. 1566/1985, και υλοποιούνται μέσα από τις υπάρχουσες δομές και σχολικές μονάδες.

3. Συμπεράσματα

Η επιτυχία ή όχι των προγραμμάτων εκπαίδευσης και το ρόλο της με βασικό άξονα την συμπερίληψη έγκειται στο βαθμό ετοιμότητας και αποδοχής αλλά και την επιτυχία της συνεργασίας σχολείου, οικογενειών και τοπικής κοινωνίας.

Σύμφωνα με την έρευνα των Madziva & Thondhlana (2017) βασικά στοιχεία που αφορούν στην ένταξη των παιδιών προσφύγων από τη Συρία σε σχολεία του Ηνωμένου Βασιλείου είχαν να κάνουν με το πώς το σχολείο προωθεί τη συμπερίληψη, νοιάζεται για τις ψυχολογικές ανάγκες των μαθητών με την άφιξη τους εκεί, προσφέρει συχνή κατάρτιση στους εκπαιδευτικούς, βελτιώνει και υποστηρίζει τις σχέσεις τόσο εντός όσο και εκτός του σχολείου με όλα τα μέλη και ενδυναμώνει την αμοιβαία αλληλεπίδραση του σπιτιού και του σχολείου. Η πρόσβαση στην εκπαίδευση προσφύγων στην Ελλάδα κατέδειξε τρεις δυσλειτουργίες, όπως τονίζει και ο Essomba (2017). Αρχικά, το εκπαιδευτικό σύστημα ήταν ανέτοιμο να δεχτεί αυτόν τον μεγάλο αριθμό των προσφύγων και μεταναστών μαθητών/τριών, δεύτερον, το πρόγραμμα σπουδών δεν ήταν βοηθητικό τόσο στην εκμάθηση της γλώσσας όσο και στις κοινωνικές δεξιότητες και τρίτον, δεν υπήρξε πάντα το υποστηρικτικό περιβάλλον στους νεοεισερχόμενους, από την τοπική κοινωνία. Όπως αναφέρει ο Τσιάκαλος (2012:48) ο φόβος και η δυσπιστία απέναντι στους ξένους δημιουργούνται εξαιτίας αρνητικών πληροφοριών γι' αυτούς, σύμφωνα με τις οποίες οι «ξένοι» μας απειλούν σε σχέση με κάποια αγαθά που απολαμβάνουμε και θεωρούμε σημαντικά για τη ζωή μας και τη ζωή των κοντινών μας ανθρώπων, όπως την ελευθερία και την αξιοπρέπειά μας, την ευημερία μας, την εθνική και πολιτισμική μας ταυτότητα, το φυσικό περιβάλλον, τη δυνατότητα να ζούμε με γείτονες αποκλειστικά κοινής καταγωγής, γλώσσας, θρησκείας, την κατοχή μιας ασφαλούς θέσης εργασίας, τη δυνατότητα των παιδιών μας να απολαμβάνουν εκπαίδευση υψηλής ποιότητας και τη διατήρηση της αξίας που έχει η ακίνητη περιουσία μας. Ο ίδιος συνεχίζει ότι εάν κατακλυστούμε από πληροφορίες που δημιουργούν την εντύπωση ότι οι «ξένοι» αποτελούν κίνδυνο για κάποια από τα αδιαπραγμάτευτα αγαθά μας και θεωρήσουμε τις πληροφορίες αυτές έγκυρες, τότε η ψυχή μας και η κοινωνική μας μνήμη μπαίνουν στο περιθώριο και η συμπεριφορά μας καθοδηγείται αποκλειστικά από το φόβο της απώλειας σημαντικών αγαθών. Η αποδοχή και η κατανόηση του δικαιώματος της εκπαίδευσης για όλα τα παιδιά με τον καλύτερο δυνατό αποτελεί θεμέλιο μιας συμπεριληπτικής κοινωνίας, όπου κάθε μαθητής έχει την ευκαιρία να αναπτύξει τις δυνατότητές του και να συμβάλει ενεργά στο κοινό καλό, καθώς το σχολείο αποτελεί παράγοντας καλλιέργειας αξιών και το πρώτο σκαλοπάτι της κοινωνικής ένταξης σε έναν κόσμο που αλλάζει και ο «ξένος» δεν θα πρέπει να αποτελεί απειλή.

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ΣΤΑΣΕΙΣ ΚΑΙ ΑΝΤΙΛΗΨΕΙΣ ΤΩΝ ΜΑΘΗΤΩΝ ΜΕΤΑ ΤΗΝ ΟΛΙΚΗ ΑΠΑΓΟΡΕΥΣΗ ΧΡΗΣΗΣ ΤΩΝ ΚΙΝΗΤΩΝ ΤΗΛΕΦΩΝΩΝ ΣΤΗ ΣΧΟΛΙΚΗ ΜΟΝΑΔΑ

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Περίληψη

Τον τελευταίο καιρό διεξάγεται μια έντονη συζήτηση σχετικά με τον περιορισμό των κινητών τηλεφώνων στα σχολεία, ύστερα και από την παγκόσμια επιτυχία του βιβλίου της Jonathan Haidt – «Η Αγχωμένη Γενιά». Περισσότερες από 60 χώρες (ΟΗΕ), ανάμεσά τους και η Ελλάδα θέσπισαν μέτρα για την πλήρη απαγόρευση της χρήσης των κινητών τηλεφώνων στις σχολικές μονάδες. Μια έκθεση της UNESCO για την παγκόσμια εκπαίδευση (2023) ζητούσε να χρησιμοποιούνται τα κινητά τηλέφωνα στην τάξη μόνο για την υποστήριξη της μάθησης. Στην παρούσα εργασία εξετάζονται οι αντιλήψεις των μαθητών της δευτεροβάθμιας εκπαίδευσης αναφορικά με τη χρήση των κινητών τηλεφώνων στα σχολεία, με έμφαση κυρίως στο κομμάτι των ποινών και της παραβίασης των κανόνων καθώς και στη χρήση των κινητών τηλεφώνων στην τάξη για εκπαιδευτικούς λόγους.

Λέξεις κλειδιά: Κινητά, διαδίκτυο, απαγόρευση, νέα νομοθεσία, ποινές.

1. Εισαγωγή

Οι millennials χρησιμοποιούν κινητά τηλέφωνα σε καθημερινή βάση για να διατηρούν επαφή με την οικογένεια και τους φίλους τους (Lenhart 2010). Ωστόσο, ο ρόλος των κινητών τηλεφώνων στην εκπαίδευση πρέπει να εξεταστεί προσεκτικά, καθώς οι εκπαιδευτικοί προσπαθούν να ενσωματώσουν κινητές συσκευές στην τάξη. Κατά συνέπεια, τα σχολεία δεν θα πρέπει μόνο να αξιολογήσουν τα σχολικά τους προγράμματα σπουδών, αλλά και να αναγνωρίσουν τη δύναμη των ψηφιακών συσκευών να προσελκύσουν, να ενεργοποιήσουν και να ενδυναμώσουν τους μαθητές. Η νομοθεσία περί χρήσης κινητών τηλεφώνων έχει αλλάξει τα τελευταία χρόνια πολλές φορές. Η πιο πρόσφατη αλλαγή προτείνει τα κινητά τηλέφωνα απενεργοποιημένα στις τσάντες των μαθητών και προβλέπει αυστηρές ποινές στους παραβάτες μαθητές. Πολύ νωρίς φέτος δόθηκε η ποινή της ημερήσιας αποβολής σε μαθητή. Στο συγκεκριμένο σχολείο διεξαγάγαμε έρευνα για να ανιχνεύσουμε τις απόψεις και τις πεποιθήσεις των μαθητών σχετικά με τη χρήση, αλλά και το νομοθετικό πλαίσιο που διέπει πλέον τη χρήση των κινητών τηλεφώνων. Παράλληλα, ο σκοπός αυτού του άρθρου είναι να μελετήσει παράσχει μια αιτιολόγηση για την ανάγκη οι διαμορφωτές της εκπαιδευτικής πολιτικής να σχεδιάσουν κατευθυντήριες γραμμές για τα σχολεία ώστε τα σχολεία να υιοθετήσουν τα κινητά τηλέφωνα στα προγράμματα σπουδών τους. Επιπλέον, αυτό το άρθρο έχει ως στόχο να ενθαρρύνει τον προβληματισμό σχετικά με αποτελεσματικούς τρόπους υιοθέτησης κινητών τηλεφώνων στην εκπαίδευση για τη συμμετοχή των μαθητών. Σε μια έρευνα του Zelos Group, το να μην έχεις κινητό τηλέφωνο είναι «ένα σοβαρό κοινωνικό μειονέκτημα για τα παιδιά» (Batista 2003). Επιπλέον, «τέσσερις στους 10 (40%) εφήβους λένε ότι θα πέθαιναν χωρίς τα κινητά τους τηλέφωνα και σχεδόν οι μισοί (46%) λένε ότι η κατοχή κινητού τηλεφώνου είναι το κλειδί για την κοινωνική τους ζωή» (Trim 2009). Το ίδρυμα Kaiser Family Foundation Study (Rideout et al. 2010) κατέληξε στο συμπέρασμα ότι υπήρξε έκρηξη στην κατοχή και χρήση κινητών τηλεφώνων τα τελευταία 5 χρόνια, αναφέροντας ότι τα δύο τρίτα (66%) των ατόμων ηλικίας 8 έως 18 ετών χρησιμοποιούν κινητά τηλέφωνα. Η ίδια μελέτη ανέφερε επίσης αύξηση της κατοχής κινητών τηλεφώνων και της χρήσης τους μεταξύ 8 και 10 ετών από 21 % σε 31 %, 11 έως 14 ετών από 36 σε 69 % και 15 έως 18 ετών από 56 σε 85 %. Επιπλέον, οι νεαροί ενήλικες χρησιμοποιούν κινητά τηλέφωνα σε καθημερινή

βάση για να διατηρούν επαφή με την οικογένεια και τους φίλους τους (Lenhart 2010). Οι πρακτικές εξαπάτησης έχουν κάνει τα σχολεία να φοβούνται να εγκρίνουν τη χρήση κινητών τηλεφώνων καθ' όλη τη διάρκεια της σχολικής ημέρας. Τα σχολεία και οι εκπαιδευτικοί αντιμετωπίζουν την εξαπάτηση εδώ και γενιές και μπορούμε να πούμε ότι το πρόβλημα είναι τόσο παλιό όσο και η διεξαγωγή εξετάσεων. Η ψηφιακή εξαπάτηση υπερβαίνει τα μηνύματα κειμένου, καθώς οι χρήστες φωτογραφίζουν γραπτές δοκιμασίες για να μοιραστούν στη συνέχεια με φίλους τις απαντήσεις των ερωτημάτων κατά τη διάρκεια των εξετάσεων, ή χρήση του Διαδικτύου για τον εντοπισμό των απαντήσεων κατά τη διάρκεια μιας εξέτασης (McGrory 2010). Κατά περίεργο τρόπο, πολλοί μαθητές δε βλέπουν τις συμπεριφορές εξαπάτησης ως επιλήψιμη υπόθεση. Παράλληλα, η ακατάσχετη χρήση του κινητού τηλεφώνου μεταξύ των εφήβων έχει επίσης δημιουργήσει ανθυγιεινές εθιστικές συμπεριφορές που συμβάλλουν αρνητικότατά στη ψυχική υγεία των νέων. Μερικοί επιστήμονες αναφέρουν ότι οι εμμονικοί millenials δεν κοιμούνται αρκετά, καθώς κοιμούνται με τα τηλέφωνά τους και μένουν ξύπνιοι αργά το βράδυ στέλνοντας μηνύματα (McCann 2008). Σε μια έκθεση της Αμερικανικής Ακαδημίας Ιατρικής Ύπνου, "Οι έφηβοι που χρησιμοποιούν υπερβολικά το κινητό τους τηλέφωνο είναι πιο επιρρεπείς σε διαταραγμένο ύπνο, ανησυχία, άγχος και κόπωση" (αναφέρεται στο McCann 2008, σελ. 1).

2. Κινητά και σχολικό περιβάλλον

Ένα ερώτημα που τέθηκε σε μια έκθεση από το Project Tomorrow (2011) ήταν: «Πώς μπορεί η κινητή μάθηση να επιτρέψει, να εμπλέξει και να ενδυναμώσει τους σημερινούς μαθητές». Ο Lemke δήλωσε (2010) ότι: "Η ευθύνη των εκπαιδευτικών είναι να διασφαλίσουν ότι οι σημερινοί μαθητές είναι έτοιμοι να ζήσουν, να μάθουν, να εργαστούν και να ευδοκιμήσουν σε αυτόν τον κόσμο υψηλής τεχνολογίας" (σελ. 244). Ωστόσο, η εκπαίδευση δε δίνει έμφαση στην τεχνολογία, αλλά στη διαδικασία και προσεγγίζει περιγραφικά την τεχνολογία (Saettler 2004). Παρά τη ραγδαία εξέλιξη της τεχνολογίας, τυπικές διδακτικές πρακτικές όπως διαλέξεις, εργασίες για το σπίτι, οδηγοί μελέτης, βιωματικές δράσεις και μαθησιακά παιχνίδια θα εξακολουθήσουν να χρησιμοποιούνται ως βάση για μάθηση ακόμη και με την υιοθέτηση κινητών τηλεφώνων (Rosen 2011).

Από την άλλη, η χρήση του κινητού τηλεφώνου κατά τη διάρκεια κοινωνικών συναναστροφών θα πρέπει επίσης να αποτελεί θέμα συζήτησης για τις οικογένειες. Ο Faull (2006) δήλωσε: «Είναι σημαντικό να ενημερώσετε τα παιδιά σας ότι όταν ένα άτομο αποχωρεί για λίγο από μια κοινωνική ή οικογενειακή συνεύρεση για να χρησιμοποιήσει το κινητό του τηλέφωνο, παύει να βιώνει τη στιγμή, που μπορεί να είναι μοναδική». (σ. 1). Ο Kolb (2010) πρότεινε ότι οι εκπαιδευτικοί πρέπει να ρυθμίζουν τη χρήση κινητών τηλεφώνων στην τάξη, καθορίζοντας πότε και πού αποθηκεύουν οι μαθητές το κινητό τηλέφωνο πριν εισέλθουν στην τάξη ή/και πότε δεν χρησιμοποιούνται για μάθηση. "Οι σχολικοί κανονισμοί μπορούν επίσης να καθορίσουν το πώς, πότε, γιατί και πού θα χρησιμοποιηθούν τα κινητά τηλέφωνα μέσα στην τάξη" (Kolb 2010, σελ. 13). Οι εκπαιδευτικοί επίσης θα πρέπει να έχουν την ευκαιρία να μιλήσουν με τους εφήβους σχετικά με το πως πρέπει να συμπεριφέρονται σε κοινωνικές συναναστροφές ως προς τη χρήση του κινητού τηλεφώνου, αλλά και ως προς τους ανεπιθύμητους περισπασμούς όπως ο διαδικτυακός εκφοβισμός, η εξαπάτηση και το sexting.

Τα σχολεία έχουν το νόμιμο δικαίωμα να απαγορεύσουν τα κινητά τηλέφωνα στις σχολικές αίθουσες και χώρους. Ωστόσο, η μη συμμόρφωση των μαθητών μπορεί να θέσει σε κίνδυνο την αποτελεσματικότητα της πολιτικής του σχολείου, συμβάλλοντας σε ακόμη περισσότερους περισπασμούς. Η απαγόρευση των κινητών τηλεφώνων, ίσως είναι μια κακή υπηρεσία για τους σημερινούς μαθητές και εκπαιδευτικούς (Fisher and Frey 2010). Τα κινητά τηλέφωνα έχουν μεγάλες δυνατότητες να ενισχύσουν τη διδασκαλία και τη μάθηση (Katz 2005) και να διευκολύνουν την ενεργό μάθηση, επιτρέποντας στους μαθητές την πρόσβαση στην πληροφορία και τη γνώση, προκειμένου να αξιοποιήσουν τις δεξιότητες και τις γνώσεις τους και να επιτύχουν τους δικούς τους εκπαιδευτικούς στόχους (Sharples et al. 2007, σελ. 223). Ας δούμε όμως ποιες είναι οι απόψεις και οι πεποιθήσεις των μαθητών στο Πειραματικό Γυμνάσιο του Πανεπιστημίου Πατρών, το σχολείο όπου επιβλήθηκε η πρώτη ποινή ημερήσιας αποβολής, λόγω χρήσης κινητού στο σχολικό χώρο.

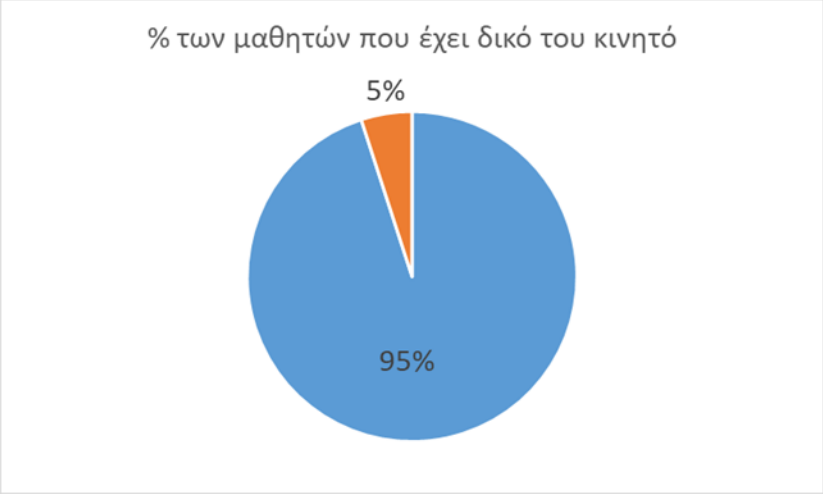
3. Ερευνητικά αποτελέσματα

3.1 Ερευντική Μέθοδος

Η ερευνητική μεθοδολογία, που ακολουθήθηκε για την εκπόνηση της παρούσας έρευνας, στηρίχθηκε στην σύνταξη δομημένου ερωτηματολογίου ποσοτικής έρευνας το οποίο και αποτελείται από 17 ερωτήσεις κλειστού τύπου. Το ερωτηματολόγιο δημιουργήθηκε με την χρήση της πλατφόρμας Google forms, εκτυπώθηκε και δόθηκε στους μαθητές και των τριών τάξεων του Γυμνασίου να το συμπληρώσουν. Τα δείγμα που συλλέχθηκε προέρχονταν από το Πειραματικό Γυμνάσιο του Πανεπιστημίου Πατρών και συγκεντρώθηκαν συνολικά 83 ερωτηματολόγια(35 αγόρια και 48 κορίτσια) . Οι ερωτήσεις ήταν τύπου: α) διχοτόμησης δηλαδή ερωτήσεις που παίρνουν δύο τιμές πχ Ναι/Όχι, β) προσδιορισμού συχνότητας δηλαδή ο ερωτώμενος προσδιορίζει πόσο συμφωνεί ότι συμβαίνει ένα γεγονός πχ διαφωνεί, συμφωνεί κτλ. με απαντήσεις στην κλίμακα Likert 1-5 και δ) πολλαπλής προκαθορισμένης απόκρισης ο ερωτώμενος επιλέγει όσες από τις προκαθορισμένες απαντήσεις στην ερώτηση θέλει. Το ερωτηματολόγιο αποτελείται από δύο μέρη. Στο πρώτο μέρος οι ερωτήσεις αφορούν κατά πόσο οι μαθητές διαθέτουν δικό τους κινητό τηλέφωνο ή όχι, τους λόγους που το χρησιμοποιούν, εάν έχουν προφίλ στα κοινωνικά δίκτια, εάν το φέρνουν στο σχολείο και κατά πόσο το χρησιμοποιούν ή όχι στη σχολική μονάδα. Το δεύτερο μέρος περιλαμβάνει ερωτήσεις που αφορούν τη στάση τους απέναντι στους κανόνες χρήσης του κινητού στη σχολική μονάδα, εάν συμφωνούν με τους κανόνες χρήσης του κινητού, εάν θεωρούν ότι είναι δίκαιοι, καθώς και εάν συμφωνούν με την πολιτική παραβίασης των κανόνων χρήσης του κινητού. Επίσης, κατά πόσο συμφωνούν με τη χρήση του κινητό στη σχολική μονάδα για εκπαιδευτικούς λόγους.

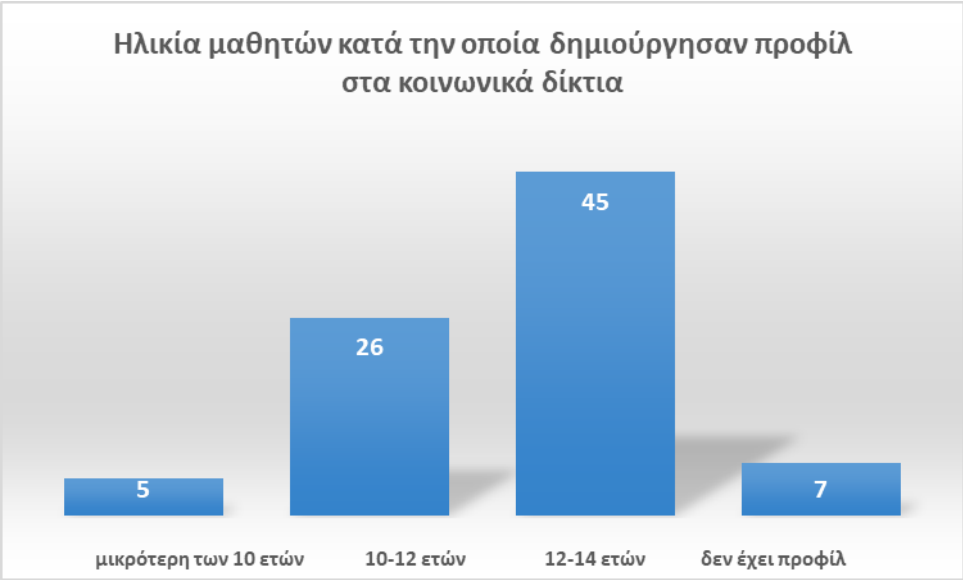
3.2. Ευρήματα, Ανάλυση και Συζήτηση

Η έρευνα πραγματοποιήθηκε σε σύνολο 83 μαθητών (35 αγόρια και 48 κορίτσια) εκ των οποίων οι 21 ήταν μαθητές της Α΄ Γυμνασίου, 30 της Β΄ Γυμνασίου και 32 της Γ΄ Γυμνασίου. Από τους ερωτηθέντες μαθητές το 95% έχει δικό του κινητό ενώ το 5% όχι (Εικόνα 1).



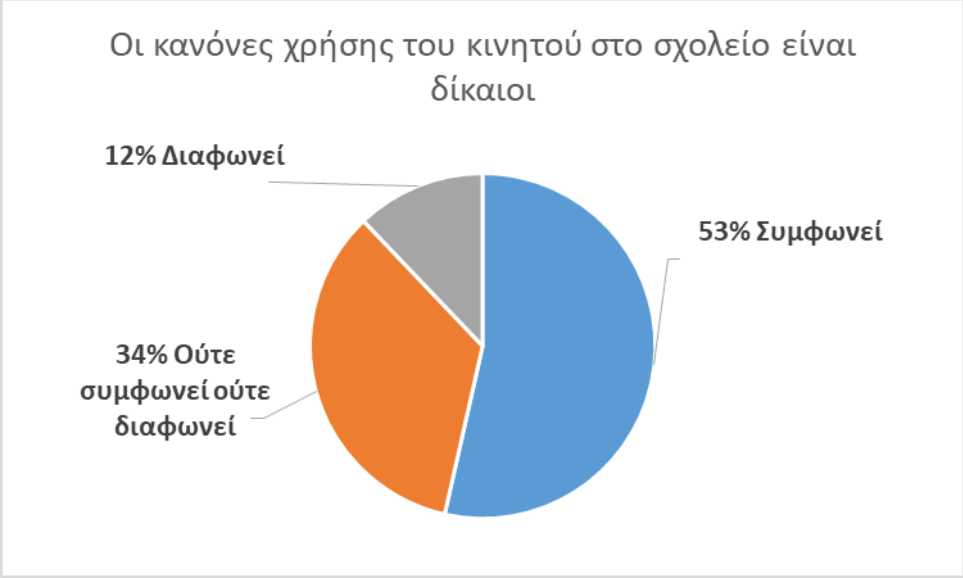
Εικόνα 1: Ποσοστό μαθητών που διαθέτουν δικό τους κινητό.

Όσον αφορά τους λόγους που χρησιμοποιούν το τηλέφωνο, η πλειοψηφία των μαθητών το χρησιμοποιούν για να μιλούν στο τηλέφωνο, για να στέλνουν μηνύματα και για να βγάζουν φωτογραφίες. Ακολουθεί η χρήση του κινητού ως ξυπνητήρι/ρολόι και έπειτα για να βιντεοσκοπούν και να παίζουν παιχνίδια. Τελευταία από τις δοθείσες επιλογές τους ήταν η χρήση του κινητού ως ημερολόγιο προγραμματισμού εργασιών και ως αριθμομηχανή. Καθώς οι έφηβοι χρησιμοποιούν το κινητό τους για να επικοινωνούν, αλλά και να δικτυώνονται, ένα σημαντικό ερώτημα αφορούσε την πρώτη ηλικία δημιουργίας προφίλ σε οποιοδήποτε κοινωνικό δίκτυο. Το 6% δημιούργησε 1η φορά προφίλ σε κοινωνικά δίκτυα σε ηλικία μικρότερη των 10 ετών, το 31, 3% σε ηλικία 10 έως 12 ετών, το 54,2 % μεταξύ 12 και 14 ετών ενώ ένα 8,4% δεν έχει ακόμα προφίλ σε κοινωνικά δίκτια (Εικόνα 2).



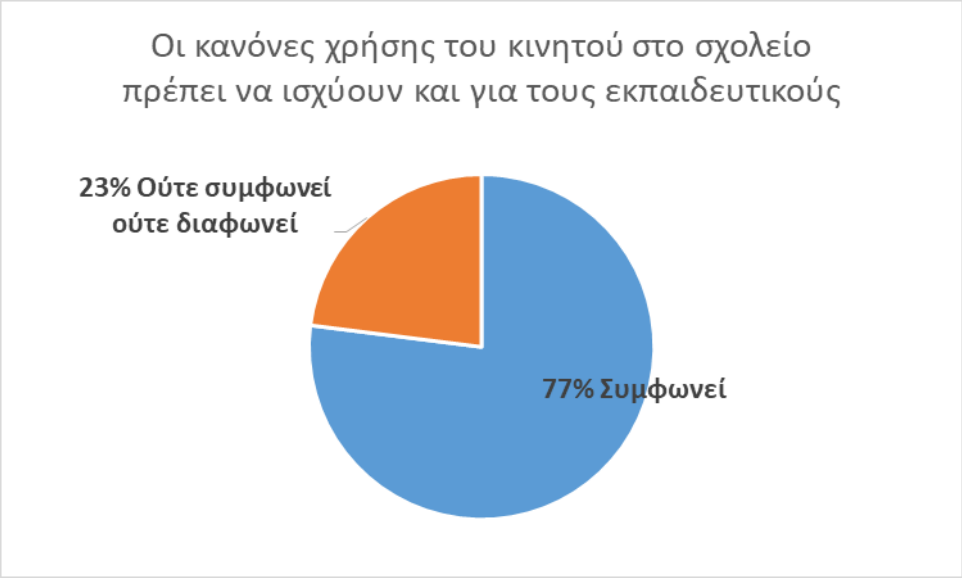
Εικόνα 2: Ηλικία μαθητών στην οποία δημιούργησαν προφίλ στα κοινωνικά δίκτια.

Στη συνέχεια και καθώς, τη φετινή χρονιά είχαν εισαχθεί νέοι πολύ αυστηροί κανόνες σχετικά με τη χρήση κινητών τηλεφώνων, το ερώτημα που τέθηκε ήταν κατά πόσο οι κανόνες αυτοί είναι δίκαιοι. Στην εικόνα 3 φαίνεται ότι το 53% θεωρεί ότι είναι δίκαιοι, ενώ μόλις ένα 12% ότι δεν είναι δίκαιοι και ένα 34% φάνηκε ούτε συμφωνεί ούτε διαφωνεί.



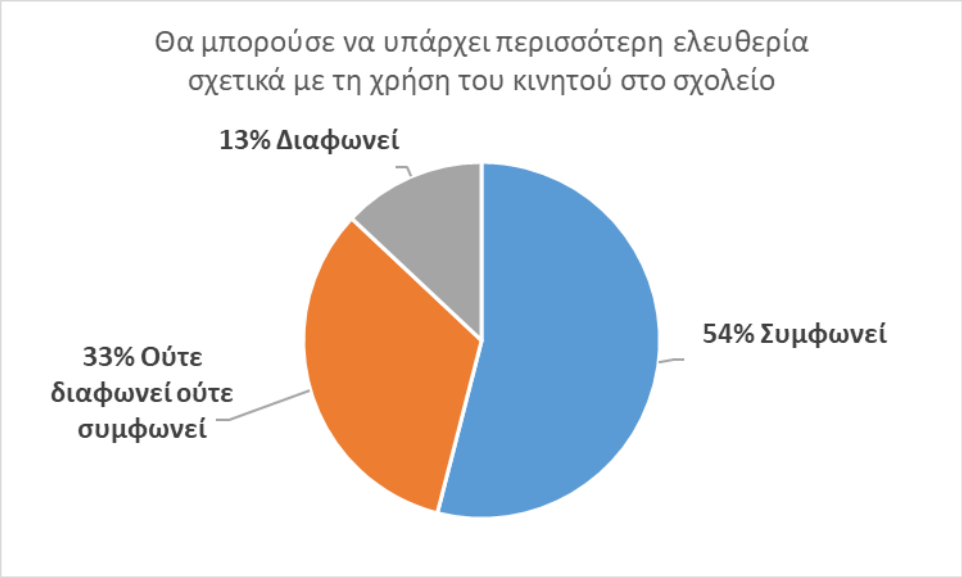
Εικόνα 3: Αντίληψη των μαθητών στο κατά πόσο οι κανόνες χρήσης του κινητού είναι δίκαιοι.

Στο σημείο αυτό και καθώς αναφερόμαστε σε δικαιοσύνη και σε ισονομία τέθηκε το θέμα αντίστοιχων κανόνων για τους εκπαιδευτικούς. Στην πρόταση: «Οι κανόνες χρήσης του κινητού στο σχολείο πρέπει να ισχύουν και για τους εκπαιδευτικούς» η συντριπτική πλειοψηφία των μαθητών, 77% συμφωνεί, ενώ το 23% ούτε συμφωνεί ούτε διαφωνεί (Εικόνα 4).



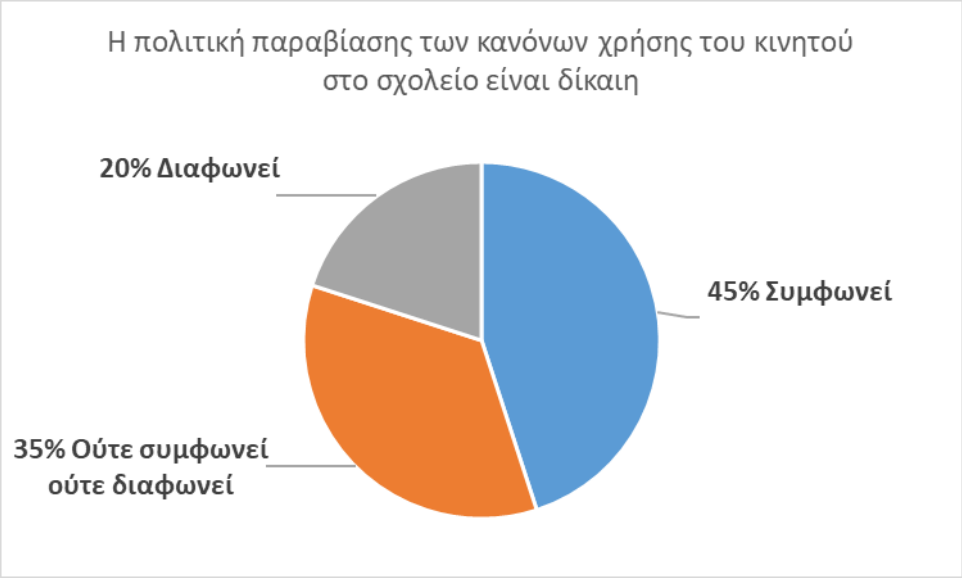
Εικόνα 4: Ποσοστό μαθητών στο ερώτημα κατά πόσο οι κανόνες χρήσης του κινητού στο σχολείο πρέπει να ισχύουν και για τους εκπαιδευτικούς.

Από την άλλη μεριά, στην ερώτηση εάν θα μπορούσε να υπάρχει περισσότερη ελευθερία στη χρήση του κινητού στο σχολείο π.χ διαλείμματα, το 54% συμφωνεί, το 32,5% ούτε συμφωνεί ούτε διαφωνεί ενώ το 13% πιστεύει ότι δεν θα μπορούσε να υπάρχει περισσότερη ελευθερία. Φαίνεται ότι στις ηλικίες αυτές (12-15), υπάρχει ισχυρή η πεποίθηση ότι η απαγόρευση θα πρέπει να είναι καθολική και καθ' όλη τη διάρκεια του σχολικού ωραρίου, όπως φαίνεται στην Εικόνα 5. Σε αντίθεση μαθητές Λυκείου μεγαλύτερης ηλικίας, σίγουρα πιστεύουν ότι θα έπρεπε να υπάρχει ελευθερία χρήσης κατά τα διαλείμματα των μαθημάτων.



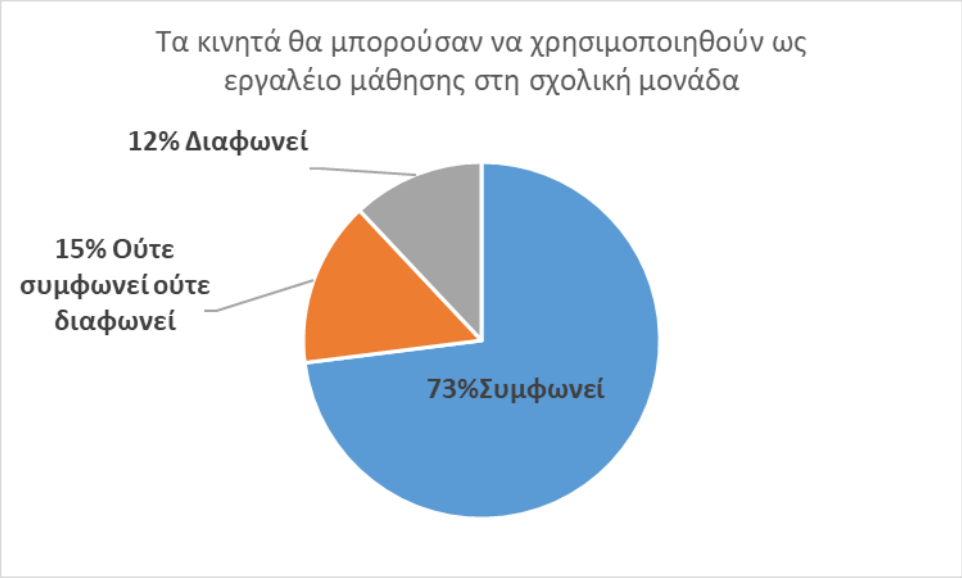
Εικόνα 5: Ποσοστό μαθητών στο ερώτημα κατά πόσο θεωρούν ότι θα μπορούσε να υπάρχει περισσότερη ελευθερία στη χρήση του κινητού στο σχολείο.

Στο ερώτημα αν «Η πολιτική παραβίασης των κανόνων χρήσης του κινητού στο σχολείο (τιμωρίες) είναι δίκαιη» στην εικόνα 6 φαίνεται ότι το 45% συμφωνεί, το 35% ούτε συμφωνεί ούτε διαφωνεί και το 20% δεν συμφωνεί. Εδώ ίσως οι μαθητές να έχουν επηρεαστεί από τη μεγάλη έκταση και δημοσιότητα που έλαβε η είδηση περί της πρώτης πανελλαδικά ποινής σε σχολείο, μετά την αυστηροποίηση των μέτρων που αφορούν τη χρήση κινητών τηλεφώνων. Σημειώνουμε ότι η είδηση είχε λάβει πανελλαδική έκταση και σε πολλά ειδησεογραφικά μέσα ήταν πρώτη είδηση. Αυτό ίσως έχει επηρεάσει τις απαντήσεις και τις κρίσεις των μαθητών.



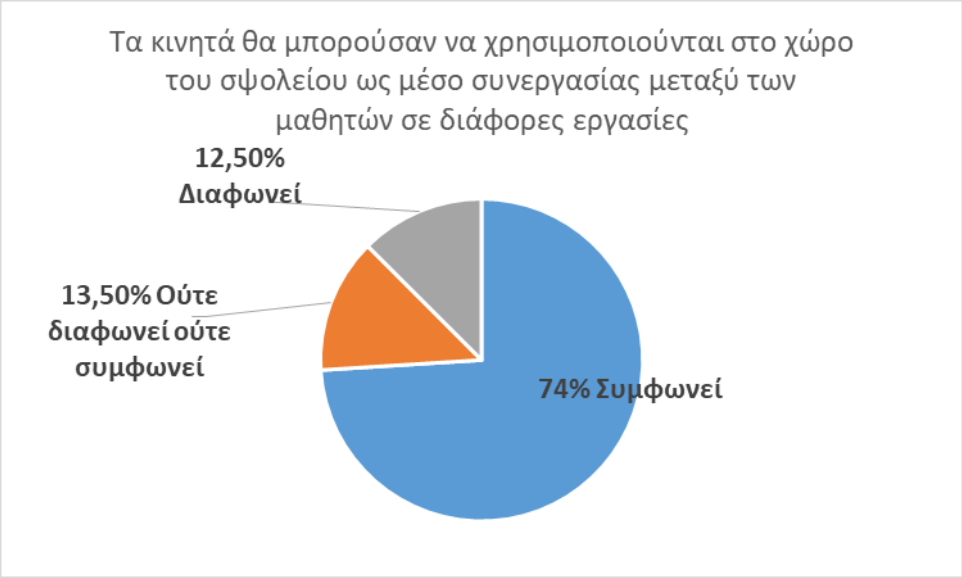
Εικόνα 6: Ποσοστό μαθητών κατά πόσο η πολιτική παραβίασης χρήσης του κινητού στο σχολείο είναι δίκαιη.

Από την άλλη μεριά, όσον αφορά το κατά πόσο τα κινητά θα μπορούσαν να χρησιμοποιηθούν στην τάξη ως εργαλείο μάθησης το 73% συμφωνεί, το 15% ούτε συμφωνεί ούτε διαφωνεί και το 12% διαφωνεί (Εικόνα 7).



Εικόνα 7: Ποσοστό των μαθητών κατά πόσο συμφωνούν εάν τα κινητά θα μπορούσαν να χρησιμοποιηθούν ως εργαλείο μάθησης.

Λίγο διαφοροποιημένη η προηγούμενη προσέγγιση – ερώτηση, εάν τα κινητά θα μπορούσαν να χρησιμοποιούνται στο χώρο του σχολείου ως μέσο συνεργασίας μεταξύ των μαθητών σε διάφορες εργασίες. Όπως φαίνεται στην εικόνα 8, το 74% συμφωνεί, το 13,5% ούτε συμφωνεί ούτε διαφωνεί και το 12,5% διαφωνεί. Φαίνεται πως υπάρχει διάθεση για επωφελή και εποικοδομητική χρήση των κινητών στο σχολικό περιβάλλον, αλλά η συνεργασία μεταξύ τους χρησιμοποιώντας τα κινητά ίσως εμπεριέχει τον κίνδυνο το κινητό να μη χρησιμοποιηθεί για το μάθημα αλλά ως μέσω ανταλλαγής γραπτών μηνυμάτων.

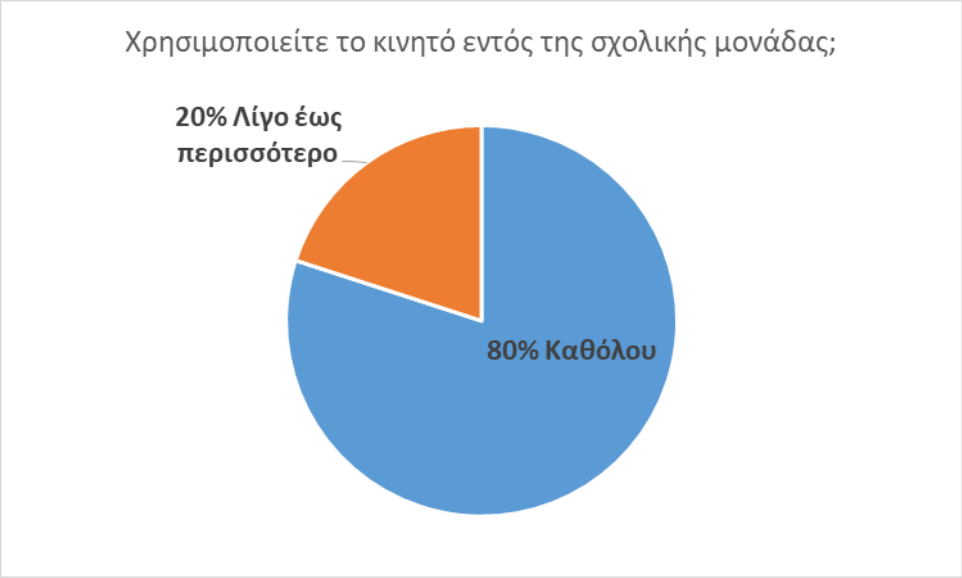


Εικόνα 8: Ποσοστό μαθητών κατά πόσο συμφωνούν ότι τα κινητά θα μπορούσαν να χρησιμοποιηθούν ως μέσο συνεργασίας μεταξύ των μαθητών.

Στην ερώτηση εάν οι μαθητές φέρνουν το κινητό τους σχολείο το 90% απάντησε θετικά ενώ μόλις το 10% αρνητικά (Εικόνα 9). Φαίνεται ότι οι μαθητές θέλουν να έχουν μαζί τους το κινητό τους, ακόμα και απενεργοποιημένο. Ίσως έχει ενδιαφέρον να εξετάσουμε τη σχέση εξάρτησης ή την ανασφάλεια που νιώθουν κάποιοι μαθητές όταν αποχωρίζονται το κινητό τους.

Εικόνα 9: Ποσοστό μαθητών που φέρνουν το κινητό στους στο σχολείο.

Στο σημείο αυτό είχε ενδιαφέρον να εξετάσουμε αν οι μαθητές έστω και παράνομα κάνουν χρήση του κινητού τους στα κρυφά μέσα στο σχολικό χώρο. Στο κατά πόσο, λοιπόν χρησιμοποιούν το κινητό τους εντός της σχολικής μονάδας στην εικόνα 10 φαίνεται ότι το 80% δεν το χρησιμοποιεί καθόλου ενώ το 20% ότι το χρησιμοποιεί από λίγο έως περισσότερο.



Εικόνα 10: Ποσοστό μαθητών που χρησιμοποιούν το κινητό τους στο σχολείο.

4. Συμπεράσματα

Η συντριπτική πλειοψηφία των μαθητών έχει δικό του κινητό. Σε ηλικία 12-14 ετών οι περισσότεροι μαθητές δημιουργούν το πρώτο τους προφίλ στα κοινωνικά δίκτυα. Περισσότεροι από τους μισούς μαθητές συμφωνούν με τα νέα αυστηρά μέτρα χρήσης του κινητού στο σχολικό περιβάλλον, ενώ οι μαθητές ζητούν αντίστοιχοι κανόνες να ισχύουν και για τους εκπαιδευτικούς στο σχολικό περιβάλλον. Από την άλλη περισσότεροι από τους μισούς μαθητές θα θέλανε να υπάρχει περισσότερη ελευθερία στη χρήση κινητών στο σχολικό περιβάλλον κατά τη διάρκεια των διαλειμμάτων ή σε τυχόν κενά του ωρολογίου προγράμματος. Οι μαθητές φαίνεται να επικροτούν την πολιτική ποινών για χρήση κινητού στο σχολικό περιβάλλον σε ποσοστό που αγγίζει το 50%, αλλά ίσως αυτή η στάση να έχει ισχυρά ποσοστά επηρεασμού από την αυστηρή ποινή που πανελλαδικά πρώτη είχε επιβληθεί στο συγκεκριμένο σχολείο. Σύμφωνα και με τις απόψεις πολλών ερευνητών και παιδαγωγών οι μαθητές στη συντριπτική τους πλειοψηφία (73%), πιστεύουν ότι τα κινητά θα μπορούσαν να ενσωματωθούν στην εκπαιδευτική διαδικασία και να αποτελέσουν εργαλείο μάθησης. Ακριβώς το ίδιο πιστεύουν για τα κινητά ως εργαλείο και μέσο συνεργατικότητας, επικοινωνίας και ανταλλαγής εκπαιδευτικού υλικού και πληροφοριών εντός της σχολικής μονάδας. Τέλος, η συντριπτική πλειοψηφία των μαθητών φέρνει το κινητό του μαζί στο σχολείο, έστω και απενεργοποιημένο, ή σε λειτουργία πτήσης, ή στο «αθόρυβο», ενώ ένας μαθητής στους πέντε χρησιμοποιούν ή επιχειρούν να χρησιμοποιήσουν στα «κρυφά» το κινητό τους παρανομώντας. Σε γενικές γραμμές η πανελλαδική δημοσιότητα που προσέλαβε η επιβολή της ποινής έχει επηρεάσει τους μαθητές, οι οποίοι πειθαρχούν συστηματικά στους κανόνες που επιβάλλει η νομοθεσία, αλλά και ο σχολικός κανονισμός.

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ΣΥΝΕΡΓΑΤΙΚΕΣ ΠΡΑΚΤΙΚΕΣ ΣΥΝΕΚΠΑΙΔΕΥΣΗΣ ΣΤΟ ΝΗΠΙΑΓΩΓΕΙΟ: ΤΟ ΠΑΡΑΔΕΙΓΜΑ ΤΟΥ ΤΜΗΜΑΤΟΣ ΕΝΤΑΞΗΣ

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Περίληψη

Το θέμα της συνεκπαίδευσης μαθητών με ειδικές εκπαιδευτικές ανάγκες στα τυπικά σχολεία είναι κάτι που εξελίσσεται δυναμικά τα τελευταία χρόνια και επηρεάζει τα εκπαιδευτικά συστήματα πολλών χωρών, μεταξύ των οποίων και της Ελλάδας. Η εκπαιδευτική βαθμίδα του Νηπιαγωγείου αποτελεί την πρώτη οργανωμένη και πλέον πρόσφορη βαθμίδα για τη δημιουργία κατάλληλου κλίματος συνεκπαίδευσης όλων των παιδιών, με απώτερο στόχο τη διαμόρφωση θετικής στάσης τόσο απέναντι στα παιδιά με ειδικές εκπαιδευτικές ανάγκες, όσο και στην κοινωνικοποίηση και ένταξή τους. Ειδικότερα, το Τμήμα Ένταξης (Τ.Ε) αποτελεί μια εξειδικευμένη δομή ειδικής αγωγής στα τυπικά σχολεία, που η βασική του λειτουργία του αποσκοπεί στη γνωστική, συναισθηματική και κοινωνική ανάπτυξη των παιδιών με ειδικές εκπαιδευτικές ανάγκες. Σκοπός της παρούσας εργασίας είναι αφενός να αποσαφηνίσει τους όρους «συνεκπαίδευση» και «Τμήμα ένταξης» και αφετέρου να παρουσιάσει καλές πρακτικές συνεκπαίδευσης μέσα από δραστηριότητες που μπορούν να οργανωθούν μεταξύ των εκπαιδευτικών της τυπικής εκπαίδευσης και του Τμήματος Ένταξης.

Λέξεις κλειδιά: Συνεκπαίδευση, Τμήμα Ένταξης, Νηπιαγωγείο, καλές πρακτικές

1. Εισαγωγή

Στη σημερινή εποχή η έννοια του «νέου και ανοιχτού σχολείου για όλους» διαμορφώνει μια καινούρια αντίληψη για τη μάθηση, σύμφωνα με την οποία κεντρικό ρόλο κατέχει η συνεργασία, αποδοχή και η καλλιέργεια στάσεων και κοινωνικών δεξιοτήτων, που είναι απαραίτητα στοιχεία για τον πολίτη του 21ου αιώνα, αποκλείοντας την απομόνωση, τον ανταγωνισμό και τον ατομοκεντρισμό (Σούλης, 2008). Ο προσανατολισμός για μια εκπαίδευση για όλους διατυπώθηκε στη Διακήρυξη της Σαλαμάνκα «Πολιτική και Πρακτικές στις Ειδικές Ανάγκες στην Εκπαίδευση», η οποία συνομολογήθηκε από 92 κυβερνήσεις και 25 διεθνείς οργανισμοί τον Ιούνιο του 1994.

Έτσι, βασικός στόχος της εκπαίδευσης τα τελευταία χρόνια σε διεθνές επίπεδο καθίσταται η αντιμετώπιση της διαφορετικότητας ως μιας δημιουργικής ικανότητας που ενώνει τους μαθητές και όχι ως πρόβλημα που οδηγεί σε αποκλεισμούς. Ο χώρος της προσχολικής αγωγής αποτελεί πρόσφορο έδαφος, προκειμένου να εφαρμοστούν προγράμματα ένταξης μαθητών με ειδικές ανάγκες ή αναπηρία, ώστε να μειωθούν οι προκαταλήψεις και να διαμορφωθούν συνθήκες εμπλουτισμού της κοινωνίας με ποικίλες μορφές διαφορετικότητας (Ainscow, 2020).

2. Συνεκπαίδευση

Η συνεκπαίδευση προέρχεται από τον αγγλικό όρο “inclusion”, ο οποίος έχει τις ρίζες του από το λατινικό ρήμα “includere” που σημαίνει συμπεριλαμβάνω. Όσον αφορά την ελληνική βιβλιογραφία, για τον όρο της συνεκπαίδευσης παρατηρείται ότι χρησιμοποιούνται με την ίδια σημασία και οι όροι «εκπαίδευση για όλους», «σύγκλιση» και «συμπεριληπτική εκπαίδευση». Ταυτόχρονα, η έννοια αυτή σχετίζεται με το «άνοιγμα» του σχολείου της γενικής εκπαίδευσης ώστε να συμπεριλαμβάνει όλα τα παιδιά, πολύ δε περισσότερο αυτά που έχουν δυσκολίες (ενταξιακή εκπαίδευση-inclusive education) (Allen, Cowdery, 2015; Brown, Shearer, 1999).

Σε διεθνές επίπεδο, έχουν γίνει αρκετές προσπάθειες με σκοπό να προσδιοριστεί το περιεχόμενο του όρου της συνεκπαίδευσης. Μία από αυτές τις προσπάθειες αναφέρει ότι η συνεκπαίδευση περιγράφει τη διαδικασία μέσω της οποίας το σχολείο προσπαθεί να ανταποκριθεί στις ανάγκες των μαθητών μέσα από την αναμόρφωση του αναλυτικού προγράμματος, αλλά και μέσα από την αναδιοργάνωση της πολιτικής, καθώς και της πρακτικής του. Με τον τρόπο αυτό, η συνεκπαίδευση υποστηρίζει ότι όλοι οι μαθητές με ειδικές εκπαιδευτικές ανάγκες μπορούν να επωφεληθούν από τη φοίτησή τους στο κανονικό σχολείο, με την προϋπόθεση ότι είναι διαμορφωμένο με τέτοιο τρόπο ώστε να μπορεί να τους υποδεχθεί και να ανταποκριθεί στις ανάγκες τους (Ainscow, 1997; Carrington, 1999; Sharma, 2018).

Ακόμα, σύμφωνα με έναν άλλο ορισμό, η συνεκπαίδευση αναφέρεται στη διαδικασία κατά την οποία όλα τα παιδιά μαθαίνουν μαζί. Μέσα από την συγκεκριμένη διαδικασία οι μαθητές αναγνωρίζουν και εκτιμούν τα μοναδικά χαρίσματα των συμμαθητών τους. Έτσι, δημιουργείται ένα πλαίσιο αποδοχής, στο οποίο κάθε μαθητής με ειδικές εκπαιδευτικές ανάγκες έχει τη δυνατότητα να αποτελεί ενεργό μέλος της τυπικής τάξης, συμμετέχοντας κανονικά στις εκδηλώσεις και τις δραστηριότητες που πραγματοποιούνται σε αυτή (Bartolo et al., 2016; McLaughling, 2002).

Η συνεκπαίδευση αποτελείται από κάποιες βασικές αρχές, οι οποίες συνθέτουν το περιεχόμενό της. Πιο αναλυτικά, αυτές είναι:

- ο κάθε μαθητής με οποιαδήποτε ειδική εκπαιδευτική ανάγκη αποτελεί αναπόσπαστο μέλος της τυπικής τάξης
- ο κάθε μαθητής δικαιούται σεβασμό της προσωπικότητάς του, καθώς και θετική προσέγγιση, η οποία θα του επιτρέψει να αποκτήσει πιο ενεργητική συμμετοχή στις δραστηριότητες που διαδραματίζονται στο σχολικό περιβάλλον
- ο κάθε μαθητής έχει δικαίωμα στην εξατομικευμένη διδασκαλία, γεγονός που συνεπάγει ότι το σχολείο οφείλει να είναι προετοιμασμένο με σκοπό να ανταποκριθεί στις διαφορετικές ανάγκες κάθε μαθητή (Norwich, 2002).

Ταυτόχρονα, αναφορικά με τη συνεκπαίδευση, δίνεται έμφαση στην πρώιμη παρέμβαση και στην ένταξη των μαθητών με προσαρμογές βέβαια των αναλυτικών προγραμμάτων και των προγραμμάτων σπουδών της γενικής εκπαίδευσης, στις οποίες ενσωματώθηκαν τακτικές και μέθοδοι που είχαν χρησιμοποιηθεί στην ειδική εκπαίδευση τα προηγούμενα χρόνια.

Κλείνοντας, είναι σημαντικό να επισημανθεί ότι η συνεκπαίδευση δεν θεωρείται απλά μία μέθοδος εκπαίδευσης που κρίνεται κατάλληλη για μαθητές με ειδικές εκπαιδευτικές ανάγκες, αντίθετα αποτελεί μία φιλοσοφία που αποδέχεται όλους τους μαθητές, ανεξάρτητα από τη φύση και το βαθμό των δυσκολιών που ενδεχομένως να αντιμετωπίζουν, ως αξιόλογο και ικανό μέλος της τάξης, που μπορεί να συμμετέχει ενεργά στις δραστηριότητες που πραγματοποιούνται σε αυτή (Guralnick, Bruder, 2016; Τάφα, 1998).

3. Τα οφέλη της συνεκπαίδευσης

Σήμερα, στην εκπαίδευση δίνεται έμφαση στη συνύπαρξη όλων των μαθητών με ή χωρίς ειδικές ανάγκες στην κανονική τάξη της εκπαίδευσης. Τα οφέλη που αποκομίζονται είναι τόσο σε επίπεδο μαθητών, όσο και εκπαιδευτικών, έχοντας αντίκτυπο και στη διαμόρφωση της κοινωνίας. Στη διεθνή βιβλιογραφία καταγράφονται ποικίλες και μάλιστα αντιθετικές απόψεις αναφορικά με τα αποτελέσματα της συνεκπαίδευσης. Έτσι, υπάρχουν μελετητές που τάσσονται υπέρ της, μελετητές που θεωρούν ότι δεν υπάρχουν αποδείξεις πώς η συνεκπαίδευση οδηγεί σε καλύτερα αποτελέσματα και μελετητές που επιλέγουν μια μέση οδό.

Έτσι, οι υποστηρικτές της συνεκπαίδευσης υποστηρίζουν πρώτα από όλα ότι η συνεκπαίδευση είναι μια έννοια που συνυφαίνεται με αυτήν της πολυμορφίας, καθώς τα παιδιά μαθαίνουν πώς να ζουν μέσα από την αποδοχή των ιδιαιτεροτήτων και των διαφορετικών αναγκών της σχολικής κοινότητας, αρχικά, και της κοινωνίας στη συνέχεια. Έτσι, οι μαθητές χωρίς ειδικές ανάγκες μαθαίνουν να σέβονται και να αποδέχονται τη διαφορετικότητα και τις ιδιαίτερες ικανότητες κάθε μέλους της κοινότητας (Cologon, 2014; Deiner, 2023).

Συνεκδοχικά, οι μαθητές κατανοούν ακόμη από τη βαθμίδα του νηπιαγωγείου ότι όλοι έχουν ίσα δικαιώματα και ίση αξία. Έτσι, αναπτύσσονται συνεργατικές πρακτικές, προκειμένου να υπάρχει αρμονική συμβίωση και ισότιμη κοινωνική εξέλιξη μεταξύ όλων των μελών.

Καθώς, ο στόχος της συνεκπαίδευσης έγκειται στο να φθάσουν όλοι οι μαθητές στη μάθηση μέσα από διαφορετικά μονοπάτια, όλα τα παιδιά αναπτύσσουν την προσωπικότητα και τις δεξιότητές τους, με βάση το δικό τους ρυθμό και τις ικανότητες.

Επίσης, τα παιδιά, καθώς μαθαίνουν το ένα από το άλλο αναπτύσσουν μια θετική αυτοεικόνα τόσο για τα ίδια, όσο και για τους άλλους, μέσα σε ένα πλαίσιο σεβασμού και αλληλοκατανόησης, δημιουργώντας φιλικές σχέσεις με παιδιά που έχουν διαφορετικές ανάγκες από τα ίδια. Μέσα από τη συνεκπαίδευση υπάρχει αλληλοεκτίμηση μεταξύ των μαθητών με ειδικές ανάγκες και χωρίς. Έτσι, αναδομούνται και οι σχέσεις μεταξύ των μελών της ομάδας, επιφέροντας αλλαγές και στην κοινωνική συμπεριφορά τους. Ειδικότερα, αφενός οι μαθητές χωρίς ειδικές ανάγκες δεν συμπεριφέρονται απαξιωτικά απέναντι στους συμμαθητές τους με κάποια διαφορετικότητα και αφετέρου οι μαθητές με αναπηρία μαθαίνουν να διεκδικούν και να μην αισθάνονται κατωτερότητα. Κατά αυτόν τον τρόπο μειώνονται οι αποκλεισμοί και η απομόνωση παιδιών (Booth et al., 2000).

Παράλληλα, παρέχονται περισσότερες επιλογές μάθησης για όλα τα παιδιά και ιδιαίτερα για αυτά που χαρακτηρίζονται από χαμηλές επιδόσεις. Γενικά, οι μαθητές με ειδικές εκπαιδευτικές ανάγκες ή αναπηρίες επωφελούνται από τη συνεκπαίδευση γνωστικά και κοινωνικά, ενώ αναπτύσσουν και τις επικοινωνιακές δεξιότητες και επιδόσεις τους μέσα από την αλληλεπίδραση με τους άλλους μαθητές, οι οποίοι λειτουργούν ως πρότυπο.

Τέλος, πέρα από τους μαθητές, ωφελούνται οι γονείς και οι εκπαιδευτικοί. Οι γονείς, καθώς πηγαίνουν τα παιδιά τους στο σχολείο, έρχονται σε επαφή με άλλους γονείς και δραστηριοποιούνται προκειμένου να επιλύσουν μαζί τα κοινά προβλήματα που τους απασχολούν. Οι εκπαιδευτικοί που διδάσκουν σε τάξεις συνεκπαίδευσης αναπτύσσουν σε μεγαλύτερο βαθμό πνεύμα συνεργασίας, ανταλλαγής απόψεων, ενώ δείχνουν μεγαλύτερη προθυμία να προσεγγίσουν τους μαθητές με ειδικές εκπαιδευτικές ανάγκες. Ακόμη, καλλιεργούνται δυνατότητες επαγγελματικής ανάπτυξης και ενδυναμώνεται το αίσθημα της επαγγελματικής ικανοποίησης.

Από την άλλη πλευρά, υπάρχουν μελετητές που στέκονται με επιφύλαξη απέναντι στη συνεκπαίδευση, υποστηρίζοντας ότι δε λαμβάνεται υπόψη η εκπαίδευση των υπολοίπων παιδιών, αφού επηρεάζεται ο βαθμός προόδου και μάθησης. Ο εκπαιδευτικός πιέζεται πολύ αναφορικά με το χρόνο, αφού ουσιαστικά τον μοιράζει μεταξύ παιδιών με σημαντικές διαφοροποιήσεις μεταξύ τους. Ταυτόχρονα, δεν υπάρχει η κατάλληλη εκπαίδευση και συνεργατική ικανότητα συνεκπαίδευσης από τους εμπλεκόμενους εκπαιδευτικούς, που πολλές φορές είναι απρόθυμοι να αναπτύξουν συνεργατικές πρακτικές. Επίσης, ο μεγάλος αριθμός των παιδιών και οι ελάχιστοι οικονομικοί πόροι που διατίθενται δεν ανταποκρίνονται στις ανάγκες συνεκπαίδευσης. Τέλος, αναδεικνύονται έρευνες, σύμφωνα με τις οποίες τα παιδιά με ιδιαίτερες εκπαιδευτικές ανάγκες σε μεγάλο ποσοστό παρουσιάζουν μεγαλύτερη πρόοδο, όταν βρίσκονται σε ειδικά σχολεία (Farrell, 2000).

Υπάρχει και η μερίδα εκείνων των μελετητών που βρίσκονται μεταξύ των υπερ και κατά επιχειρημάτων για τη συνεκπαίδευση, θεωρώντας ότι τα πλεονεκτήματα της συνεκπαίδευσης καλλιεργούνται όταν υπάρχουν οι αντίστοιχες προϋποθέσεις. Έτσι, οι οικονομικοί πόροι αλλά και η παροχή υποστηρικτικής βοήθειας από εξειδικευμένο προσωπικό στο γενικό σχολείο θεωρούνται ως τα βασικά σημεία που απαιτούνται για να έχει η συνεκπαίδευση θετικά οφέλη για όλους (Forlin, Sin, 2017).

Εν τέλει, στις μέρες μας αναγνωρίζονται τα οφέλη της συνεκπαίδευσης, μέσα από το αίτημα της προσαρμογής του σχολείου, ώστε να μπορεί να εκπαιδεύσει το κάθε άτομο, στην υποχρεωτική εκπαίδευση ή στη δια βίου μάθηση, όποια και αν είναι τα διαφορετικά χαρακτηριστικά του. Ο ρόλος του εκπαιδευτικού αναγνωρίζεται ως ο πιο σημαντικός παράγοντας για την προαγωγή ή μη των θετικών αποτελεσμάτων της συνεκπαίδευσης, αφού είναι αυτός που θα εφαρμόσει παιδαγωγικές και πρακτικές κατάλληλες, ώστε να μειωθούν οι ανισότητες μεταξύ των παιδιών (Fluckiger et al., 2017).

4. Τμήμα ένταξης στο ελληνικό νηπιαγωγείο

Ο θεσμός του τμήματος ένταξης (ΤΕ) εμφανίστηκε για πρώτη φορά στην Ελλάδα με το Νόμο 2817/2000, όταν οι «Ειδικές Τάξεις» μετονομάστηκαν σε «Τμήματα Ένταξης» ικανοποιώντας το αίτημα για αλλαγή του όρου, ο οποίος στιγμάτιζε τους μαθητές που παρακολουθούσαν μαθήματα με το συγκεκριμένο πρόγραμμα. Ωστόσο, η παραπάνω μεταβολή δεν οδήγησε σε κάποια ουσιαστική αλλαγή σχετικά με την οργάνωση ή τη λειτουργία των συγκεκριμένων τάξεων (Vlachou, 2004; 2006). Έτσι, το ΤΕ, παρά το θεσμικό πλαίσιο, παραμένει στην εκπαιδευτική πρακτική ένα διαχωριστικό μοντέλο ειδικής εκπαίδευσης και δεν έχει προχωρήσει ακόμη σε μία μορφή ισότιμης συνεκπαίδευσης.

Το ΤΕ (Νόμος 3699/2008) αποτελεί δομή ειδικής αγωγής εντός του γενικού σχολείου, που αποσκοπεί στην εκπαιδευτική παρέμβαση με εξατομικευμένα προγράμματα σε μαθητές με ειδικές εκπαιδευτικές ανάγκες. Η λειτουργία του πραγματοποιείται μέσα στο γενικό σχολείο ως ξεχωριστό τμήμα. Ειδικότερα, το εκπαιδευτικό πλαίσιο στο ΤΕ διαμορφώνεται ανάλογα με τις ανάγκες του κάθε μαθητή σε ομαδική ή ατομική βάση, εντός της συνήθους τάξης ή εκτός αυτής, με βάση το ωρολόγιο πρόγραμμα και το εξειδικευμένο εκπαιδευτικό πρόγραμμα (ΕΕΠ) του νηπίου. Συνήθως, οι μαθητές που επιλέγονται να παρακολουθήσουν το πρόγραμμα του ΤΕ φοιτούν σε ομάδες που δημιουργούνται με βάση τις εκπαιδευτικές τους ανάγκες.

Παράλληλα, οι μαθητές του ΤΕ με τη σωστή υποστήριξη μέσα σε ένα εύλογο χρονικό διάστημα, μπορούν να περιορίσουν σε μεγάλο βαθμό ή ακόμα και να ξεπεράσουν τις δυσκολίες που εμφανίζουν σε επίπεδο εκπαιδευτικών επιδόσεων (Πολυχρόνη κ.ά., 2010). Ειδικότερα, υποστηρίζονται νήπια του σχολείου με ειδικές εκπαιδευτικές ανάγκες ή και αναπηρίες, προκειμένου να πραγματοποιηθεί η πλήρης ή όσο το δυνατόν καλύτερη ένταξή τους στο σχολικό περιβάλλον και στην κοινωνία, ταυτόχρονα με την ενίσχυση της θετικής αυτοεικόνας και της αυτοεκτίμησής τους.

Τα νήπια που φοιτούν σε αυτά ανήκουν στο δυναμολόγιο της τάξης φοίτησης και την ευθύνη της εκπαίδευσης έχουν από κοινού ο εκπαιδευτικός του ΤΕ και ο εκπαιδευτικός της τυπικής-γενικής τάξης. Τα νήπια έχουν τα ίδια δικαιώματα με τα υπόλοιπα παιδιά της τάξης και δεν προβλέπεται η διακοπή φοίτησής τους, όταν απουσιάζει ο εκπαιδευτικός του ΤΕ. Οι εκπαιδευτικοί λειτουργούν ως ισότιμοι συνεργάτες, ενώ οι γονείς και οι μαθητές αναγνωρίζουν και στα δύο πρόσωπα το ρόλο των εκπαιδευτικών του τμήματος, με απώτερο στόχο όλα τα παιδιά να αισθάνονται ισότιμα μέλη της τυπικής ομάδας. Ταυτόχρονα, η συνεργασία μεταξύ των εκπαιδευτικών αποσκοπεί στην ενίσχυση της αυτόνομης λειτουργίας του μαθητή στο τυπικό σχολικό πλαίσιο.

Ειδικότερα, αναφορικά με το σχεδιασμό των εκπαιδευτικών προγραμμάτων στα ΤΕ, οι προϊστάμενες/οι των νηπιαγωγείων φροντίζουν για τον εξοπλισμό και την κάλυψη των λειτουργικών αναγκών του Τ.Ε., ενώ από την έναρξη κάθε σχολικού έτους ενημερώνονται γονείς και κηδεμόνες για το θεσμικό πλαίσιο λειτουργίας του και τις δυνατότητες υποστήριξης που προσφέρει. Να σημειωθεί ότι πέρα από τη γνωμάτευση από το οικείο ΚΕΔΑΣΥ (ΚΕΣΥ), απαραίτητη προϋπόθεση αποτελεί και η συναίνεση μέσω υπεύθυνης δήλωσης και των δυο γονιών-κηδεμόνων του νηπίου που θα φοιτήσει στο ΤΕ. Οι εκπαιδευτικοί του ΤΕ δεν αναπληρώνουν απόντες εκπαιδευτικούς και η λειτουργία του αναστέλλεται μόνο με την έγκριση του Σχολικού Συμβούλου Ειδικής Αγωγής.

Στο φάκελο του μαθητή που φοιτά στο ΤΕ συμπεριλαμβάνονται:

- Η υπεύθυνη δήλωση του γονέα
- Το συνοπτικό οικογενειακό και κοινωνικό ιστορικό του μαθητή
- Γνωματεύσεις από ΚΕΣΥ
- Η Περιγραφική Παιδαγωγική Έκθεση (ΠΠΕ) του εκπαιδευτικού της τάξης
- Η αρχική αξιολόγηση του μαθητή από τον εκπαιδευτικό του ΤΕ
- Οι εργασίες του μαθητή, κατά τη διάρκεια της εκπαιδευτικής αξιολόγησης
- Η καταγραφή των μακροπρόθεσμων και βραχυπρόθεσμων στόχων (ΕΕΠ) σε επίπεδο τριμήνου και οι βασικοί άξονες του προγράμματος παρέμβασης
- Η τελική Περιγραφική Παιδαγωγική Έκθεση του μαθητή

Η φοίτηση των μαθητών στο τμήμα ένταξης πραγματοποιείται για λίγες διδακτικές ώρες την εβδομάδα, ενώ κατά τη διάρκεια το μαθήματος είναι ιδιαίτερα σημαντικό να προσφέρεται πλούσιο εποπτικό υλικό, με στόχο την επιτυχή εφαρμογή αλληλεπιδραστικών δραστηριοτήτων.

Τέλος, είναι πολύ σημαντικό να τονιστεί ότι για να λειτουργήσει ένα τμήμα ένταξης είναι απαραίτητο να υπάρχουν τουλάχιστον τρία παιδιά με διαγνωσμένες ειδικές εκπαιδευτικές ανάγκες, καθώς και να υπάρχει στο σχολείο μία ξεχωριστή αίθουσα για τον εκπαιδευτικό ειδικής αγωγής.

5. Σχεδιασμός προγραμμάτων συνεκπαίδευσης

Τα προγράμματα συνεκπαίδευσης ορίζονται ως αυτά που έχουν βασικό στόχο την προώθηση της ένταξης και των ίσων ευκαιριών στην εκπαίδευση, ταυτόχρονα με την ανάπτυξη και καλλιέργεια των γνωστικών, μαθησιακών, ψυχοσυναισθηματικών και κοινωνικών δεξιοτήτων όλων των μαθητών, συμπεριλαμβανομένων και αυτών με αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες, μέσα σε ένα πλαίσιο ίσων ευκαιριών και αλληλοσεβασμού για όλους (Bredekamp, 2020; Smith et al., 2012).

Οι εκπαιδευτικοί της γενικής εκπαίδευσης και του ΤΕ μπορούν να δομούν πρακτικές για την προώθηση της ουσιαστικής συμμετοχής ή αλληλεπίδρασης μεταξύ όλων των παιδιών σε περιβάλλοντα χωρίς αποκλεισμούς. Τα μικρά παιδιά επωφελούνται από τα περιβάλλοντα της πρώιμης παιδικής ηλικίας μέσα από αποτελεσματικές παιδαγωγικές πρακτικές, συμπεριλαμβανομένης της διαφοροποίησης, της ανάλυσης καθηκόντων και των προτροπών για υποστήριξη ποιοτικών και συμπεριληπτικών προγραμμάτων που να αντιστοιχούν στην ποικιλομορφία των μαθητών και να διασφαλίζουν την ισότιμη πρόσβαση και συμμετοχή στη μάθηση. Η συνεργασία μεταξύ των εμπλεκομένων εκπαιδευτικών ωφελεί τόσο τους ίδιους, όσο και τα παιδιά, καθώς δημιουργεί ένα θετικό εκπαιδευτικό κλίμα με διαύλους επικοινωνίας μεταξύ τους (McLeskey et al., 2017; Tomlinson, 2014).

Για τη βέλτιστη εφαρμογή των προγραμμάτων συνεκπαίδευσης ενδείκνυται η αξιοποίηση στρατηγικών και μεθόδων όπως, η συνεργατική διδασκαλία, η διαφοροποιημένη διδασκαλία, η μέθοδος project, η μέθοδος επίλυσης προβλήματος, η μελέτη πεδίου, η ανακαλυπτική μάθηση, η μάθηση μέσω τεχνών, κ.τ.λ., ώστε να καλλιεργείται η ενεργή συμμετοχή όλων των εμπλεκομένων στην εκπαιδευτική διαδικασία.

Διενεργείται αφενός διαμορφωτική αξιολόγηση κατά τη διάρκεια υλοποίησης του προγράμματος με συνεχή ανατροφοδότηση και επαναδιαμόρφωση στόχων και δράσεων και αφετέρου τελική αξιολόγηση, με σκοπό την εκτίμηση του βαθμού επίτευξης των στόχων, την ανάδειξη των θετικών και αρνητικών στοιχείων της εφαρμογής των δράσεων και τη διατύπωση περαιτέρω εκπαιδευτικών προτάσεων για το μέλλον (Γενά, 2001; Ζώνιου-Σιδέρη, 2000; Ημέλλου, 2003).

Η διοργάνωση συνεργατικών δράσεων και προγραμμάτων προϋποθέτει και την τήρηση ενός πρωτοκόλλου, όπως το σχεδιασμό της δράσης, την έγκριση από το σύλλογο διδασκόντων και το σχολικό σύμβουλο, καθώς και την υλοποίηση και αξιολόγηση των δράσεων.

Ειδικότερα, η πιο απλή μορφή συνεργατικής διδασκαλίας είναι η «Διδασκαλία από τον έναν εκπαιδευτικό και Υποστήριξη από τον άλλο». Σε αυτήν την περίπτωση, συνήθως, ο εκπαιδευτικός της γενικής εκπαίδευσης διδάσκει, ενώ ο ειδικός παιδαγωγός της ένταξης παρατηρεί, εντοπίζει και υποστηρίζει τους μαθητές που συναντούν δυσκολίες, προλαμβάνοντας προβλήματα συμπεριφοράς. Μια άλλη μορφή συνεργατικής διδασκαλίας είναι η «Παράλληλη Διδασκαλία», όπου συνήθως εφαρμόζεται με τη μορφή της παράλληλης στήριξης για μερικές ώρες της σχολικής ημέρας, με σκοπό την αυτονομία του παιδιού. Η παράλληλη διδασκαλία μπορεί να εφαρμοστεί και μέσα από τη διαμόρφωση ετερογενών ομάδων μαθητών στην τάξη και τη διδασκαλία με διαφορετική προσέγγιση. Μία πιο ουσιαστική μορφή συνεργασίας είναι η «Συμπληρωματική Διδασκαλία». Σε αυτήν την περίπτωση, ο ένας εκπαιδευτικός διδάσκει σε όλη την τάξη ενώ ο άλλος υποστηρίζει συγκεκριμένους μαθητές. Ειδικά για το νηπιαγωγείο το πιο συνηθισμένο μοντέλο συνεργατικής διδασκαλίας είναι οι «Σταθμοί Διδασκαλίας-Κέντρα μάθησης», όπου οι εκπαιδευτικοί προετοιμάζουν από κοινού διαφορετικές δραστηριότητες για διαφορετικές ομάδες μαθητών στα κέντρα μάθησης/γωνιές της

τάξης. Η πιο σύνθετη μορφή συνεργατικής διδασκαλίας είναι η «Ομαδική Διδασκαλία», όπου οι εκπαιδευτικοί συν-διδάσκουν στην τάξη.

Ενδεικτικές προτάσεις δραστηριοτήτων αποτελούν, ανάλογα με τη στοχοθεσία και τις δυνατότητες των παιδιών, οι ακόλουθες: α) η κοινή διοργάνωση αθλοπαιδιών ή μουσικοχορευτικών δράσεων β) η διοργάνωση εικαστικών δράσεων με θέμα την αποδοχή της διαφορετικότητας (π.χ. φτιάχνω την αλυσίδα της διαφορετικότητας ή το λουλούδι της διαφορετικότητας) γ) δραματοποίηση με σκοπό την ενσυναίσθηση (π.χ. βάζω τα παπούτσια του ανάπηρου παιδιού, βάζω την κορδέλα του αυτισμού, κτλ.) δ) ανάγνωση παραμυθιού και κοινές δράσεις πάνω σε αυτό (π.χ. φτιάχνουμε κολλάζ, βιβλίο, παζλ, κτλ.) ε) παιχνίδια γνωριμίας και παρουσίασης του εαυτού, ειδικά στην αρχή της σχολικής χρονιάς, στ) χρήση του χώρου της κουζίνας για φτιάξιμο γλυκών, σαλάτας, κτλ.

Οι δράσεις αυτές μπορούν να υλοποιηθούν τόσο στο χώρο της γενικής τάξης, όσο και του ΤΕ. Ειδικά η γνωριμία των παιδιών της γενικής τάξης με τον χώρο του ΤΕ και οι συνεργατικές δράσεις μέσα σε αυτόν καθίσταται ιδιαίτερα αποτελεσματικές και τελικά οδηγούν πιο γρήγορα και πιο εύκολα στην αποδοχή της διαφορετικότητας.

6. Τεχνητή Νοημοσύνη και Ειδική Αγωγή

Η ραγδαία ανάπτυξη της τεχνολογίας έχει επιφέρει ουσιαστικές αλλαγές στην καθημερινότητα των ατόμων με ειδικές εκπαιδευτικές ανάγκες. Η χρήση της τεχνολογίας στην ειδική εκπαίδευση προσφέρει στους μαθητές με ειδικές εκπαιδευτικές ανάγκες την ευκαιρία για μάθηση χωρίς περιορισμούς. Παράλληλα, μέσα από την αξιοποίηση της τεχνολογίας η διδασκαλία μπορεί να πραγματοποιηθεί σύμφωνα με τις ανάγκες των μαθητών, λαμβάνοντας υπόψιν τις ατομικές διαφορές και τα μαθησιακά τους στυλ (Şen, Akbay, 2023).

Τα τελευταία χρόνια, η προσοχή μεγάλης μερίδας ερευνητών έχει στραφεί στην αξιοποίηση της Τεχνητής Νοημοσύνης (ΤΝ) στην ειδική αγωγή (Wu et al., 2006). Συγκεκριμένα, τα οφέλη που προκύπτουν από την ΤΝ έχουν αρχίσει να χρησιμοποιούνται όλο και περισσότερο με σκοπό την βελτίωση της ζωής των μαθητών με ειδικές εκπαιδευτικές ανάγκες. Επίσης, οι εκπαιδευτικές παρεμβάσεις που ενσωματώνουν την ΤΝ θεωρούνται πολύ σημαντικό μέρος της εκπαίδευσης των μαθητών, καθώς επιτρέπουν την ελευθερία δράσης τους με έναν πιο σαφή έλεγχο και καθοδήγηση (Drigas, Ioannidou, 2012).

Στο σημείο αυτό, αξίζει να επισημανθεί ότι η ΤΝ αξιοποιείται στο πεδίο της ειδικής αγωγής μέσω των τεχνολογιών υπολογιστικής νοημοσύνης, των τεχνολογιών ανάλυσης μάθησης, των τεχνολογιών εξόρυξης δεδομένων, της μηχανικής μάθησης, της αναγνώρισης εικόνας και ομιλίας, της επεξεργασίας φυσικής γλώσσας, καθώς και της εικονικής, επαυξημένης και υβριδικής πραγματικότητας (Han et al., 2022).

Κλείνοντας, η ΤΝ στον τομέα της ειδικής αγωγής, συμβάλλει ουσιαστικά στην αντιμετώπιση διαφόρων προκλήσεων. Αυτές σχετίζονται με δυσκολίες στη μάθηση, τη γνώση, την επικοινωνία, τη συμπεριφορά, αλλά και αισθητηριακή και σωματική ανάπτυξη. Έτσι, η ΤΝ υποστηρίζει την ανάπτυξη διαδραστικών και συνεργατικών περιβαλλόντων, προσφέροντας καινούργιες ευκαιρίες για τους μαθητές, ανεξάρτητα από την ικανότητά τους να μιλούν, να ακούν ή να γράφουν. Χαρακτηριστικό παράδειγμα αποτελούν τα εργαλεία που αξιοποιούν την ΤΝ, τα οποία επιτρέπουν τη συμπερίληψη των μαθητών με μαθησιακές δυσκολίες, δεδομένου ότι τους προσφέρουν εξατομικευμένες μαθησιακές εμπειρίες, αυτοματοποιούν οδηγίες και ενισχύουν τις προσαρμοστικές αξιολογήσεις (Ojha, 2022).

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ΣΥΜΠΕΡΙΛΗΨΗ ΚΑΙ ΕΚΠΑΙΔΕΥΤΙΚΗ ΔΙΚΑΙΟΣΥΝΗ ΣΤΙΣ ΣΥΓΧΡΟΝΕΣ ΣΧΟΛΙΚΕΣ ΚΟΙΝΟΤΗΤΕΣ. Η ΠΕΡΙΠΤΩΣΗ ΤΟΥ 1ΟΥ ΕΣΠΕΡΙΝΟΥ ΓΥΜΝΑΣΙΟΥ ΑΓ. ΔΗΜΗΤΡΙΟΥ.

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Περίληψη

Η συμπερίληψη και η εκπαιδευτική δικαιοσύνη αποτελούν επίκαιρες έννοιες της σχολικής πραγματικότητας. Το Άρθρο 35 της απόφασης 79942/ΓΔ4/21-5-2019 (ΦΕΚ 2005/Β/31-5-2019) του Υπουργείου Παιδείας ορίζει ότι στα Εσπερινά Γυμνάσια παράλληλα με τους ενήλικους/ες και τους εργαζόμενους/ες ανήλικους/ες μαθητές και μαθήτριες, μπορούν να εγγράφονται και ανήλικοι/ες που απασχολούν τις Υπηρεσίες του Υπουργείου Δικαιοσύνης, Διαφάνειας και Ανθρωπίνων Δικαιωμάτων, καθώς και τις δικαστικές και εισαγγελικές αρχές. Απαραίτητη προϋπόθεση είναι να προσκομίσουν βεβαίωση της οικείας Υπηρεσίας Επιμελητών Ανηλίκων και Κοινωνικής Αρωγής ότι παρακολουθούνται από την Υπηρεσία, στο πλαίσιο της πρόληψης και αντιμετώπισης της παραβατικότητας και της θυματοποίησης των ανηλίκων
Πρόκειται για ανήλικους/ες με αποκλίνουσα ή και παραβατική συμπεριφορά και με αποχή, πολλές φορές έως και τρία χρόνια, από το σχολικό πλαίσιο, έχουν κοινά χαρακτηριστικά και ιδιαίτερες εκπαιδευτικές ανάγκες, χρειάζονται δε ιδιαίτερη μέριμνα σε κοινωνικό, ψυχολογικό και παιδαγωγικό επίπεδο. Ο αριθμός μαθητών/τριών αυτής της κατηγορίας βαίνει αυξανόμενος στο σχολείο μας από το 2019 έως σήμερα. Οι εν λόγω μαθητές/τριες αντιμετωπίζουν σοβαρές ψυχοσυναισθηματικές και κοινωνικές δυσκολίες, γεγονός που εμποδίζει την ένταξή τους στην σχολική κοινότητα η οποία συναποτελείται και από εργαζόμενους ανηλίκους/ες και ενήλικες μαθητές/τριες. Οι εκπαιδευτικές και παιδαγωγικές πρακτικές και οι προσεγγίσεις που ακολουθούνται στο σχολείο μας είναι πολυεπίπεδες. Πρώτιστα στοχεύουν στην ενεργοποίηση της σχολικής κοινότητας, ώστε να μειωθεί το ποσοστό σχολικής διαρροής, όλοι/ες οι μαθητές/τριες να βρεθούν σε συγκλίνουσες πορείες, ενώ παράλληλα ο/η κάθε μαθητής/τρια να αντιμετωπιστεί και εξατομικευμένα. Η υπέρβαση των δυσκολιών και των προκλήσεων που αναδύονται από την ιδιαίτερη σύσταση του μαθητικού δυναμικού του σχολείου μας και η ενίσχυση του επιτελούμενου έργου επιδιώκεται μέσα από ποικίλες συνεργασίες με κοινωνικούς και εκπαιδευτικούς φορείς καθώς και μέσω της διαρκούς επιμόρφωσης των εκπαιδευτικών. Από την αποκτηθείσα μέχρι τώρα εμπειρία μας, νομίζουμε ότι η έμπρακτη συμπερίληψη και η εκπαιδευτική δικαιοσύνη σε μια σχολική κοινότητα, όπως αυτή του σχολείου μας, αποτελούν κοινωνική αναγκαιότητα και για να επιτευχθούν απαιτούνται θεσμικές παρεμβάσεις.

Λέξεις κλειδιά: εσπερινή εκπαίδευση, επανορθωτική δικαιοσύνη, ανήλικοι παραβάτες, συμπερίληψη.

1. Εισαγωγή

Η συμπερίληψη και η εκπαιδευτική δικαιοσύνη αποτελούν επίκαιρες έννοιες της σχολικής πραγματικότητας. Σύμφωνα με τις νεότερες επεξεργασίες της έννοιας της συμπερίληψης, αυτή διαφοροποιείται από τις έννοιες της αφομοίωσης ή της ένταξης, εστιάζοντας πλέον στην αποδοχή της όποιας ετερότητας. Στόχος της συμπερίληψης είναι όλοι οι μαθητές/μαθήτριες να εγκολπωθούν στην σχολική κοινότητα και αυτό να έχει διάρκεια. Σε αυτό το πλαίσιο, η ευθύνη της επιτυχίας δεν βαρύνει τον μαθητή/τρια, δεν πρέπει αυτοί/ες να αλλάξουν προκειμένου να υπάρξουν ως μέλη της εκπαιδευτικής/σχολικής κοινότητας αλλά είναι ευθύνη της εκπαιδευτικής πράξης να το επιτύχει, (Τσακανίκα, 2023).

Με αυτούς τους όρους, η συμπερίληψη στην εκπαίδευση αναγνωρίζει την ετερότητα και δεν στοχεύει στην κατάργησή της αλλά στον γόνιμο συγκερασμό ταυτότητας-ετερότητας, μέσω της επεξεργασίας, και όπου χρειάζεται, της αλλαγής- των υφιστάμενων μεθόδων, πρακτικών και μέσων της εκπαίδευσης. Ας θυμηθούμε παράλληλα ότι σύμφωνα με όλες τις διεθνείς διακηρύξεις, η εκπαίδευση αποτελεί ανθρώπινο δικαίωμα και αγαθό στα οποία η πρόσβαση και η απόλαυσή τους πρέπει να υφίστανται ανεμπόδιστα.

Στην παρούσα ανακοίνωση, θα επιχειρηθεί η διερεύνηση των στοιχείων εκείνων τα οποία αποτελούν ανασταλτικούς παράγοντες στη συμπερίληψη των μαθητών εσπερινής εκπαίδευσης και θα γίνουν προτάσεις, ώστε να ενσωματωθούν στη σχολική πραγματικότητα παιδαγωγικές πρακτικές οι οποίες σχετίζονται με την αντιμετώπιση του τραύματος και την επανορθωτική δικαιοσύνη.

2. Κυρίως μέρος

2.1. Μέθοδος έρευνας

Η εσπερινή εκπαίδευση αποτελεί ένα από τα πεδία εκείνα στα οποία η συμπερίληψη και η πρόσβαση στο αγαθό της εκπαίδευσης δοκιμάζονται καθημερινά. Όσες και όσοι εκπαιδευτικοί έχουμε εργαστεί σε εσπερινό σχολείο Γυμνάσιο ή Λύκειο, είτε γενικής είτε επαγγελματικής εκπαίδευσης, γνωρίζουμε εκ του σύνεγγυς τις προκλήσεις της εργασίας μας. Ευτυχώς, δεν είμαστε πλέον οι μόνοι διδάσκοντες με εμπειρία στην ετερότητα αφού τις τελευταίες δεκαετίες έχουν δημιουργηθεί τα Σχολεία Δεύτερης Ευκαιρίας και τα Πολυπολιτισμικά, ωστόσο η αίσθηση ότι υπηρετούμε ένα παράλληλο με το «κανονικό» εκπαιδευτικό σύστημα, κατά τη γνώμη μας, παραμένει.

Η αίσθησή μας αυτή δεν είναι αβάσιμη. Είναι ενδεικτικό ότι στο σύνολο των ελληνόγλωσσων ακαδημαϊκών εργασιών παιδαγωγικού περιεχομένου, οι αναφορές στην εκπαιδευτική πραγματικότητα των εσπερινών σχολείων είναι ελάχιστες. Μια απλή πληκτρολόγηση στο εθνικό αποθετήριο των λέξεων «εσπερινό», «εσπερινά», έφερε μόλις εκπονημένες 4 διατριβές, σε χρονικό διάστημα 1994-2023, δηλαδή σε μια ολόκληρη γενιά έρευνας.

Σε μια από αυτές τις σπάνιες έρευνες επί διατριβή, του 2005, ο Γαλίτης Παντελής προχώρησε στα εξής γενικά συμπεράσματα για την εκπαίδευση στα Εσπερινά σχολεία.

- Η εικόνα των μαθητών: Χαμηλή κοινωνικοοικονομική προέλευση, μεγάλη ηλιακή διασπορά, ανώμαλη σχολική φοίτηση, χαμηλή επίδοση.
- Προβλήματα εύρυθμης λειτουργίας των εσπερινών σχολείων: Υπερκόπωση των μαθητών, προχωρημένο της ηλικίας, ηλικιακή ανομοιογένεια, έλλειψη χρόνου, ανειδίκευτο προσωπικό, ακατάλληλες υποδομές, έλλειψη ειδικού αναλυτικού προγράμματος προσαρμοσμένου στις ανάγκες της εσπερινής εκπαίδευσης, η ύλη και τα βιβλία.
- Οι λόγοι εγγραφής: Απόκτηση απολυτηρίων, βολικότερο ωράριο, επιθυμία απόκτησης γενικής μόρφωσης, καλές σχέσεις μαθητών/τριων-καθηγητών/τριων, κακές επιδόσεις στα πρωινά σχολεία, ανεπαρκής φοίτηση εκεί, οικογενειακοί λόγοι, μικρές απαιτήσεις των καθηγητών στην εσπερινή εκπαίδευση.
- Η γνώμη των μαθητών για το σχολείο τους: Η γνώμη τους προϊδεάζει σε χαμηλούς στόχους, ωστόσο αναγνωρίζεται η απόκτηση εφοδίων για την κοινωνικοοικονομική ένταξη.
- Επαγγελματικές προσδοκίες: Χαμηλές, αλλά προσγειωμένες και εναρμονισμένες με τη δική τους πραγματικότητα, (Γαλίτης, 2005).

Πιστεύουμε ότι η παραπάνω εμπεριστατωμένη έρευνα παραμένει σημαντική, ωστόσο η εκπαιδευτική πραγματικότητα των εσπερινών σχολείων μεταβάλλεται, καθώς αποδεικνύεται ευπαθής δέκτης μιας ολοένα και πιο προβληματικής κοινωνικοοικονομικής ελληνικής καθημερινότητας.

Σε αυτό το συνέδριο, θέλαμε να σας φέρουμε ειδήσεις από αυτόν τον παράλληλο με τον πρωϊνό εκπαιδευτικό κόσμο που δοκιμάζει και δοκιμάζεται και να μοιραστούμε γόνιμους, ελπίζουμε, προβληματισμούς. Ένας πρώτος προβληματισμός μας, ανήκουμε πράγματι στην τυπική εκπαίδευση;

Θεωρητικά ναι. Δεν είμαστε Σχολεία Δεύτερης Ευκαιρίας, σχολεία εκπαίδευσης ενηλίκων. Ωστόσο μοιάζουμε με αυτά, καθώς ένα μέρος των μαθητών/μαθητριών μας είναι ενήλικοι/ενήλικες. Ανήκουμε, όπως και τα Πολυπολιτισμικά σχολεία στην τυπική εκπαίδευση. Μοιάζουμε και με αυτά, καθώς ένα μέρος των ενήλικων μαθητών μας έχουν μεταναστευτικό/προσφυγικό υπόβαθρο. Στην τυπική εκπαίδευση, λοιπόν, με μια διαφορά. Μέρος των μαθητών/μαθητριών μας είναι ανήλικοι/ες, οι οποίοι εργάζονται αλλά και ανήλικοι/ες, οι οποίοι φοιτούν στο σχολείο μας μετά από εισαγγελική παρέμβαση. Η μεγάλη απόκλιση των μαθητών/τριων αυτών, από το μέσο ηλικιακό όριο των συμμαθητών τους στα πρωϊνά σχολεία, τους οδηγεί στην εγκατάλειψή τους για δύο ή και περισσότερες σχολικές χρονιές και στην αδυναμία ολοκλήρωσης της υποχρεωτικής εκπαίδευσης. Αποκαλύπτεται λοιπόν μια ομάδα μαθητών, εκτός σχολικού πλαισίου, που διατρέχουν άμεσο κίνδυνο τέλεσης αξιόποινων πράξεων, εμπλοκή τους σε προβληματικές καταστάσεις και θυματοποίησής τους.

Σύμφωνα με το Άρθρο 35 της απόφασης 79942/ΓΔ4/21-5-2019 του Υπουργείου Παιδείας δύνανται να εγγράφονται σε εσπερινά σχολεία, ανήλικοι/ες μαθητές/τριες, με βεβαίωση της οικείας Υπηρεσίας Επιμελητών Ανηλίκων και Κοινωνικής Αρωγής, που αναφέρει ότι παρακολουθούνται στο πλαίσιο της πρόληψης και αντιμετώπισης της παραβατικότητας και της θυματοποίησης των ανηλίκων. Το τμήμα δηλαδή των Επιμελητών Ανηλίκων αποτελεί τον κύριο φορέα εξωιδρυματικής μεταχείρισης ανηλίκων (8-18 ετών). Η συνεργασία των επιμελητών με τους εν λόγω μαθητές/τριες στοχεύει στο να κινητοποιηθούν κατάλληλα τόσο οι ίδιοι όσο και το οικογενειακό τους περιβάλλον, ώστε να ενταχθούν στο εκπαιδευτικό πλαίσιο.

Σύμφωνα με το μητρώο μαθητών στο σχολείο μας, από το 2019 έως το 2025, έχουν εγγραφεί 74 μαθητές και μαθήτριες με βεβαίωση της Υπηρεσίας των Επιμελητών Ανηλίκων. Προκειμένου να διερευνηθεί το προφίλ αυτών των μαθητών/ιών και να διερευνηθούν οι κοινωνικοπολιτισμικοί παράγοντες οι οποίοι συμβάλλουν καθοριστικά στην παραγωγή του σχηματισμού της ομάδας μαθητών/τριών «υψηλού κινδύνου», ποσοτικοποιήθηκαν τα στοιχεία τα οποία τους αφορούν. Επιπρόσθετα, συλλέχθηκαν οι απαντήσεις που έδωσαν φυσικοί ή θετοί γονείς για τη ζωή τους κατά τη διάρκεια των συνεντεύξεών τους στο σχολείο κατά τα έτη 2019-2025, καθώς και τα στοιχεία τα οποία γνώριζαν οι επιμελητές εισαγγελείς ανηλίκων με τους οποίους συνεργάστηκε το σχολείο μας. Έτσι σχηματίστηκε η εικόνα των προβλημάτων που αντιμετωπίζουν οι ανήλικοι μαθητές/τριες μας.

Στον πίνακα 1 αναφέρονται χαρακτηριστικά ως προς το φύλο, την ηλικία εγγραφής, την κατάσταση φοίτησης και τη σχέση τους με το δικαστικό σύστημα.

Πίνακας 1:Χαρακτηριστικά των εγγεγραμμένων μαθητών/τριων με τον νόμο 4610/2019 στο διάστημα 2019-2025

Αριθμός Μαθητών/τριων	Φύλο		Ηλικία εγγραφής	Διέκοψαν τη φοίτηση	Μαθητές σε εκκρεμότητα με τη δικαιοσύνη
	Α	Θ			
74	58	16	14 -19	14	63
			Ποσοστό %	21,62	85,13

Οι εν λόγω μαθητές κυρίως είναι αγόρια, αν και τα τελευταία χρόνια παρατηρείται αύξηση του αριθμού των κοριτσιών, ηλικίας 14 έως 19 ετών που στη συντριπτική τους πλειοψηφία αποτελούν περιστατικά ανήλικης παραβατικότητας αφού έχουν σε ποσοστό 85,13% εκκρεμότητες με τη δικαιοσύνη. Έχουν επίσης την εμπειρία πολλαπλών και/ή παρατεταμένων εκθέσεων σε ένα ή κατά περίσταση σε περισσότερα ταυτόχρονα αναπτυξιακά δυσμενή γεγονότα στην πρώιμη ζωή τους.

Στον Πίνακα 2 παραθέτουμε το είδος των τραυματικών εμπειριών των ανωτέρω μαθητών.

Πίνακας 2:Τραυματικές εμπειρίες που έχουν υποστεί οι μαθητές του δείγματος

Υπήρξε άστεγο ή σε μεγάλη κινητικότητα
Είχε τοποθετηθεί σε δομή φιλοξενίας, ξενώνα νέων
Ο πατέρας ή και η μητέρα απουσιάζουν ως φυσικές παρουσίες και από κάθε υλική και συναισθηματική φροντίδα

Έχουν βιώσει θάνατο πρωτοβάθμιου φροντιστή
Μέλος της οικογένειας έχει εκτίσει ποινή φυλάκισης
Ο ίδιος ή η ίδια έχει γίνει αποδέκτης ποινικού σωφρονισμού σε ειδικό κατάστημα κράτησης νέων
Φροντιστής με προβλήματα ψυχικής υγείας και κατάχρηση ουσιών
Εμπειρία ενδοοικογενειακής βίας ως θύμα, θύτης ή μάρτυρας
Μάρτυρας, θύμα ή θύτης κοινοτικής βίας
Ακραία φτώχια
Δεν καλύπτει για μεγάλο χρονικό διάστημα απαραίτητα θρεπτικά συστατικά τόσο σε επίπεδο μάκρο αλλά και μίκρο στοιχείων

Από τους παραπάνω πίνακες, σκιαγραφείται αδρά η πολυπλοκότητα και το βάθος των προβλημάτων που αντιμετωπίζουν οι μαθητές/τριες μας καθώς και τα προσκόμματα της ένταξής τους στη σχολική ζωή. Επιστρέφοντας στη συμπερίληψη και πώς αυτή πραγματώνεται στο σχολείο μας, μπορούμε να ισχυριστούμε ότι η συμπερίληψη για εμάς αποτελεί καθημερινή πρακτική. Κάθε φορά που εφαρμόζουμε διαφοροποιημένη εξατομικευμένη διδασκαλία, όταν ακούμε ενεργητικά τη φωνή των μαθητών/τριων και πασχίζουμε για μια «θετική πειθαρχία», στην ουσία εφαρμόζουμε στρατηγικές και πρακτικές συμπερίληψης. Ακολουθεί ένα παράδειγμα.

Ένας μαθητής, σύμφωνος με το προφίλ το οποίο περιγράψαμε παραπάνω, ήταν λειτουργικά αναλφάβητος. Ο μαθητής χρειαζόταν πρακτική βοήθεια η οποία του δόθηκε. Σε κάθε ευκαιρία, όσο οι υπόλοιποι/ες απαντούν λ.χ. σε φύλλα εργασίας, η/ο καθηγήτρια/της κάθεται δίπλα στο θρανίο και «δουλεύουν μαζί». Αυτό γίνεται στο μάθημα και στα διαγωνίσματα. Το αποτέλεσμα είναι ο μαθητής, κάποια στιγμή, να ζητήσει ο ίδιος να πάρει φύλλο εργασίας για να δουλέψει μόνος του και γράφει το διαγώνισμα, επειδή πλέον θέλει να το γράψει. Το κλειδί βρίσκεται στην πρακτική βοήθεια. Είναι αυτό το οποίο όλοι οι διδάσκοντες/ουσες, σε όποια βαθμίδα και κατάσταση, καλό είναι να μην ξεχνάμε. Πρόκειται για τον έμπρακτο σεβασμό στην προσωπικότητα και τις ανάγκες του μαθητή/τριας. Οι μαθητές/τριες, όταν εισπράττουν σταθερά τον σεβασμό στις ανάγκες τους, το αντιλαμβάνονται. Δεν λύνει ως διά μαγείας τα πολλαπλά προβλήματα αλλά είναι μια πολύ καλή βάση για τη σφυρηλάτηση δεσμών εμπιστοσύνης και αμοιβαίας αποδοχής, με άλλα λόγια, οικοδόμησης της κοινότητας. Βεβαίως, αυτή η σχολική κοινότητα δεν οικοδομείται σε μια μέρα, πόσο μάλλον όταν οι μαθητές/τριες φέρουν πολλά και βαθιά τραύματα.

Η διδασκαλία με συμπεριληπτικό χαρακτήρα στοιχειοθετεί τον έναν πυλώνα της δράσης μας στο σχολείο. Η διαχείριση των τραυμάτων αποτελεί τον δεύτερο πυλώνα. Στο Εσπερινό Γυμνάσιο Αγ. Δημητρίου, δουλεύουμε με ειδικούς παιδαγωγούς και ψυχολόγους, για τρίτη συνεχή χρονιά τη θεωρία του δεσμού και της διάρρηξής του λόγω τραύματος. Κρίναμε ότι η διαδικασία διερεύνησης του τραύματος είναι απαραίτητη προκειμένου εμείς να κατανοήσουμε τους μαθητές μας, εμάς τους ίδιους και τη δουλειά μας. Στο πλαίσιο αυτής της διερεύνησης συναντηθήκαμε με την έννοια της επανορθωτικής δικαιοσύνης.

Ο όρος *επανορθωτική δικαιοσύνη* έρχεται από τις νομικές σπουδές, συγκεκριμένα από την εγκληματολογία και συνδέεται ιδιαίτερα, αλλά όχι βεβαίως αποκλειστικά, με την ανήλικη παραβατικότητα. Συνοπτικά, η επανορθωτική δικαιοσύνη προήλθε από τη διαπίστωση ότι σε περιπτώσεις εγκλήματος, το θύμα «εργαλειοποιείται», θα λέγαμε από το παραδοσιακό δικαστικό σύστημα, αφού το κέντρο βάρους πέφτει στον θύτη, στη δέουσα τιμωρία του και στην αποκατάσταση της έννομης τάξης του κράτους. Η εφαρμογή της επανορθωτικής δικαιοσύνης, φέρνοντας το θύμα στο επίκεντρο του ενδιαφέροντος, επιχειρεί να αποκαταστήσει τα δικαιώματά του, μέσω της ηθικής και υλικής αποζημίωσης του για τη βλάβη που υπέστη, αλλά και να συγκολλήσει εκ νέου τις κοινωνικές σχέσεις τις οποίες διέρρηξε το έγκλημα. Μέσω πρακτικών διαμεσολάβησης, εμπλέκονται στη διαδικασία της επανόρθωσης, το θύμα, ο θύτης και ο κοινωνικός τους περίγυρος, (Μαλλούχου, 2023).

Όμως, ποια σχέση έχει η επανορθωτική δικαιοσύνη με τη σχολική πραγματικότητα και πώς μπορεί να αποτελέσει παιδαγωγική πρακτική; Αρκετοί πλέον έχουμε ακούσει και έχουμε εφαρμόσει

στα σχολεία μας τις πρακτικές διαμεσολάβησης κρίσεων αλλά και την πρακτική του κύκλου. Στην πρακτική του κύκλου, όπως αυτή εφαρμόζεται στην επανορθωτική δικαιοσύνη, εξασκηθήκαμε βιωματικά στο πλαίσιο δράσης-επιμόρφωσης στο σχολείο. Στο βιωματικό εργαστήριο αναδείχθηκαν δύο βασικές συνιστώσες οι οποίες θα μπορούσαν να λειτουργήσουν πρακτικά, όχι μόνο σε περιπτώσεις κρίσεων αλλά σε συνήθεις καταστάσεις λειτουργίας του σχολείου. Η πρώτη συνιστώσα ήταν η σύμπτυξη της ομάδας με όρο την ελεύθερη συμμετοχή στις εργασίες της και την αναγνώριση του δικαιώματος του αποχωρείν ή του συμμετέχειν αυτόβουλα. Η δεύτερη συνιστώσα ήταν η λειτουργία της ομάδας με βάση τον σεβασμό του άλλου. Και τα δύο αυτά τα βιώσαμε με επιτυχία. Στον κύκλο, αρχικά, παίζοντας, τοποθετήσαμε και επανατοποθετήσαμε με τον τρόπο που ήθελε ο καθένας, εάν ήθελε και όσες φορές ήθελε, μικρά και μεγαλύτερα κλαδάκια. Αυτό συνεχίστηκε για πολλή ώρα, μέχρις ότου όλοι δήλωσαν ότι δεν ήθελαν να κάνουν κάτι άλλο. Μέσα από αυτό το παιχνίδι βιώσαμε την αποδοχή της βούλησής μας, απαραίτητη προϋπόθεση για τη λειτουργία του κύκλου.

Το δεύτερο και σημαντικότερο εργαλείο στον κύκλο εξάσκησής μας ήταν το λεγόμενο *κηρύκειο*. Ένα συγκεκριμένο αντικείμενο, στην περίπτωσή μας ένα βότσαλο, ήταν το σύμβολο του δικαιώματος να ομιλούμε. Κάθε φορά που το μέλος της ομάδας μιλούσε, το κρατούσε και μετά το πέρναγε στον επόμενο. Αν αυτός/ή δεν ήθελε να συμμετάσχει (πρώτη συνιστώσα), το έδινε στον επόμενο και ούτω κάθε εξής, μέχρι όλοι να πουν ότι η συζήτηση εξαντλήθηκε.

Η πρακτική αυτή μας εξάσκησε, πρώτον στην αναγνώριση του άλλου και στον συνακόλουθο σεβασμό προς αυτόν. Αυτός που κρατά το κηρύκειο αποτελεί σεβαστό πρόσωπο και αυτό που λέει πρέπει να το προσέξω. Δεύτερον, μας άσκησε στον αυτοπεριορισμό. Θα μιλήσω μόνο κρατώντας το κηρύκειο και θα το δώσω στον επόμενο για να μιλήσει με τη σειρά του. Συνακόλουθα, την ώρα της ομιλίας μου, θα συμπεριλάβω στη σκέψη μου ότι υπάρχει ο επόμενος, υπάρχει ο «άλλος». Στην πραγματικότητα, στο βιωματικό εργαστήριο ασκηθήκαμε στην οικοδόμηση δεσμών μεταξύ των μελών μιας ομάδας. Η αναγνώριση και ο σεβασμός του άλλου συνυπήρχαν άρρηκτα με την αναγνώριση και τον σεβασμό του «εγώ», της ατομικότητας. «Εγώ» και ο «άλλος» είμαστε απαραίτητοι για να υπάρξει η ομάδα. Κανείς δεν είναι περιττός αλλά και κανείς δεν μπορεί να συμμετέχει σε αυτήν αναγκαστικά ή εις βάρος του «άλλου». Όμως αυτό δεν είναι ο πυρήνας της περιπέτειας της διδασκαλίας, για να μην πούμε, της περιπέτειας της ζωής;

2.2. Αποτελέσματα έρευνας

Σύμφωνα με τα παραπάνω:

- Με βάση το γενικό προφίλ, όπως αυτό αναδείχθηκε από την ποσοτική έρευνά μας, διαπιστώνεται ότι οι μαθητές/τριες μας είναι στην πλειονότητά τους άτομα με μια ιδιαίτερη ανάπτυξη, μη τυπική, ελλειμματική σε ότι αφορά τον αυτοσεβασμό τους και την ικανότητά τους να δημιουργούν δεσμούς.
- Η εκπαιδευτική ένταξη «ως υποχρεωτικού όρου» αποτελεί συχνά περιεχόμενο των δικαστικών αποφάσεων και είναι εξαιρετικά επείγον και αναγκαίο οι ανήλικοι αυτοί να γίνονται δεκτοί σε σχολικό περιβάλλον με δομημένο πρόγραμμα, ωράριο και διαδικασίες, συμβατά με τις ανάγκες και τις δικαστικές τους υποχρεώσεις.
- Εναλλακτικό εκπαιδευτικό καθεστώς το οποίο δεν περιλαμβάνει υποχρέωση φοίτησης, όπως αυτό της κατ' ιδίαν διδασκαλίας, δεν προάγει την οριοθέτησή τους και την κοινωνική τους αναπλαισίωση.
- Είναι απαραίτητη η συνεχής επικοινωνία και συνεργασία της διεύθυνσης και των εκπαιδευτικών με την Υπηρεσία των Επιμελητών Ανηλίκων για κάθε ένα μαθητή και μαθήτρια, ώστε να ερμηνεύεται η μοναδικότητα της κάθε οικογένειας και να επανατοποθετείται η πλαισίωση των ανηλίκων μαθητών/τριων μας, χωρίς να υποδεικνύονται άκαμπτα μοντέλα κοινά για όλους.
- Η οικογένεια αποτελεί έναν από τους παράγοντες οι οποίοι λειτουργούν καταλυτικά στην πορεία ανάπτυξης της προσωπικότητας και της ταυτότητας του παιδιού, ενισχύοντας ή

μπλοκάροντας τη συναισθηματική του ωρίμανση. Άρα η οικογένεια, το σχολείο και οι Επιμελητές Ανηλίκων αποτελούν το τρίπτυχο για «υπεύθυνη επιμέλεια».

- Θα μπορούσαμε να έχουμε στα Εσπερινά Γυμνάσια μια επανορθωτική παιδαγωγική;
- Μπορούμε να έχουμε Εσπερινά Γυμνάσια τα οποία θα γίνουν ένα εργαστήριο παιδαγωγικής στην κατεύθυνση μιας εκπαίδευσης η οποία θα λειτουργεί όπως ο κύκλος τον οποίο περιγράψαμε;

Όλα τα παραπάνω απαιτούν ένα νέο θεσμικό πλαίσιο, στο οποίο η κύρια μέριμνα θα ήταν η εκπαίδευση των μαθητών στη γνωριμία του εαυτού και του άλλου, δηλαδή πρωτίστως σε ψυχοκοινωνικές δεξιότητες και ύστερα στην όποια «ύλη». Αν συμφωνούσαμε ότι αυτή θα έπρεπε να είναι η βασική μας μέριμνα σε ένα Εσπερινό Γυμνάσιο, είναι βέβαιο ότι θα βρίσκαμε και την «ύλη» και τις πρακτικές διδασκαλίας και τους κατάλληλους διδάσκοντες.

Η μετατροπή ενός σχολείου τυπικής εκπαίδευσης μεν, με «ασυνήθιστους» μαθητές δε, σε ένα σχολείο-εργαστήριο στο οποίο θα δοκιμαστεί μια παιδαγωγική με στόχευση πρωτίστως την ψυχοκοινωνική εκπαίδευση μαθητών, ενηλίκων και ανηλίκων, δηλαδή θα διακρίνεται από μια μετασχηματίζουσα μάθηση, θα ήταν χρήσιμη επίσης για το σύνολο της ημερήσιας τυπικής εκπαίδευσης, καθώς από έναν τέτοιο πειραματισμό, το σύνολο της εκπαίδευσης θα μπορούσε να αντλεί διαρκώς έμπνευση και αναστοχασμό.

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ΣΥΜΠΕΡΙΛΗΠΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ ΠΑΙΔΙΩΝ ΜΕ ΔΙΑΤΑΡΑΧΗ ΑΥΤΙΣΤΙΚΟΥ ΦΑΣΜΑΤΟΣ ΣΤΟ ΓΕΝΙΚΟ ΣΧΟΛΕΙΟ: ΤΟ ΠΡΟΓΡΑΜΜΑ TEACCH

Αυγουστάκη Γεωργία
Εκπαιδευτικός ΠΕ02

Περίληψη

Η αύξηση που παρατηρείται στις διαγνώσεις ατόμων με Διαταραχή Αυτιστικού Φάσματος, καθώς, και η συνύπαρξή τους στο γενικό σχολείο με μαθητές τυπικής ανάπτυξης έχουν οδηγήσει τις τελευταίες δεκαετίες στην ολοένα πιο έντονη συζήτηση για την ανάγκης της ουσιαστικής συμπερίληψης των ατόμων αυτών στις τάξεις γενικής αγωγής, προκειμένου να επωφεληθούν τα μέγιστα από τη συνεκπαίδευση αυτή. Πολλές είναι οι διδακτικές παρεμβάσεις που προτείνονται προς αυτή την κατεύθυνση, ωστόσο η παρούσα εργασία θα εστιάσει σε ένα πρόγραμμα δομημένης εκπαίδευσης, το πρόγραμμα TEACCH. Η συγκεκριμένη προσέγγιση που μπορεί να εφαρμοστεί και στις τάξεις του γενικού σχολείου σε μαθητές με ΔΑΦ υψηλής λειτουργικότητας, ευαγγελίζεται μεταξύ άλλων την άμβλυνση των δυσπροσαρμοστικών συμπεριφορών και την ανάπτυξη κοινωνικών δεξιοτήτων.

Λέξεις-κλειδιά: ΔΑΦ, συμπερίληψη, πρόγραμμα TEACCH

1. Εισαγωγή

Στις μέρες μας καταγράφεται αύξηση των διαγνώσεων ατόμων με Διαταραχή Αυτιστικού Φάσματος. Ειδικότερα, οι πρώτες μελέτες που δημοσιεύτηκαν για τον αυτισμό κατά τις δεκαετίες 1960 και 1970 ανέφεραν ότι ο επιπολασμός ήταν περίπου 4-5 περιπτώσεις ανά 10.000 παιδιά. Το 2012 ο επιπολασμός της ΔΑΦ σε 11 Πολιτείες των ΗΠΑ, που συμμετείχαν στο δίκτυο ADDM, ήταν 14,6 περιπτώσεις ανά 1000 παιδιά ηλικίας έως 8 ετών, δηλαδή ένα παιδί με ΔΑΦ ανά 68. Ο εκτιμώμενος επιπολασμός ήταν αρκετά υψηλότερος σε αγόρια ηλικίας έως 8 ετών (23,6 περιπτώσεις ανά 1000) συγκριτικά με τα κορίτσια αντίστοιχης ηλικίας (5,3 περιπτώσεις ανά 1000) (Christensen et al., 2016).

Σύμφωνα με το DSM-5 (2013) η Διαταραχή Αυτιστικού Φάσματος διακρίνεται σε τρία επίπεδα ανάλογα με τη λειτουργικότητα του ατόμου: στο 1ο επίπεδο το άτομο χρειάζεται απλή υποστήριξη, αφού χαρακτηρίζεται από υψηλή λειτουργικότητα, στο 2ο επίπεδο απαιτείται ενισχυμένη υποστήριξη και το ενδιαφέρον εστιάζεται στο να αποκτήσει το άτομο δεξιότητες ζωής και, τέλος, στο 3ο επίπεδο το άτομο έχει ανάγκη ιδιαίτερα ενισχυμένης υποστήριξης, αφού έχει κατακτήσει μόνο λίγα λόγια κατανοητού λόγου και αλληλεπιδρά σπάνια, μόνο για την κάλυψη συγκεκριμένων αναγκών. Τα συμπτώματα του αυτισμού είναι παρόντα από την πρώιμη παιδική ηλικία και περιορίζουν ή βλάπτουν καθημερινά τη λειτουργικότητα του ατόμου.

Πολύς λόγος έχει γίνει για την εκπαίδευση των ατόμων με Διαταραχή Αυτιστικού Φάσματος. Η επικρατούσα άποψη των τελευταίων δεκαετιών και, ιδίως, μετά τη Διακήρυξη της Σαλαμάνγκα (1994) που οραματίστηκε «ένα σχολείο για όλους», είναι η συμπερίληψη τους στο γενικό σχολείο και η συνεκπαίδευση τους με συνομηλίκους τους της τυπικής ανάπτυξης. Η συμπερίληψη αφορά, κυρίως, άτομα με ΔΑΦ υψηλής λειτουργικότητας.

Στην αύξηση των μαθητών με Διαταραχή Αυτιστικού Φάσματος που φοιτούν στο γενικό σχολείο και, παράλληλα, στην επιθυμία οι μαθητές αυτοί να λάβουν την εκπαίδευση που θα ανταποκρίνεται στις ιδιαίτερες ανάγκες τους οφείλεται η αναζήτηση από τους ειδικούς εκπαιδευτικών παρεμβάσεων για την ουσιαστική συμπερίληψή τους. Η συνεκπαίδευση, πέρα από επιταγή της εποχής μας, είναι μία κουλτούρα που οφείλουμε ως εκπαιδευτικοί να καλλιεργήσουμε και να μεταφέρουμε στους μαθητές μας κάνοντας πράξη το «ένα σχολείο για όλους». Εξετάζοντας τα χαρακτηριστικά των ατόμων που βρίσκονται με ΔΑΦ και, στη συνέχεια, εστιάζοντας στην εκπαίδευσή τους στο γενικό σχολείο στο πλαίσιο της συμπερίληψης με τη χρήση του προγράμματος

TEACCH, από την παρούσα εργασία αναμένεται να ωφεληθούν, κυρίως, εκπαιδευτικοί, γενικής και ειδικής αγωγής, αλλά και όσοι ασχολούνται εν γένει με άτομα με ΔΑΦ.

2. Κυρίως μέρος

2.1.Διαταραχή Αυτιστικού Φάσματος: Ιστορική αναδρομή

Αρχικά, τον όρο «αυτιστικός» προσδιόρισε ο Ελβετός ψυχίατρος Paul Eugen Bleuler το 1908 από την ελληνική λέξη «αυτός» που σημαίνει εαυτός για να περιγράψει την κοινωνική απόσυρση που παρατηρείται σε ενήλικες με σχιζοφρένεια. Μερικές δεκαετίες αργότερα ο Leo Kanner, Αυστριακός ψυχίατρος, επεσήμανε κάποια χαρακτηριστικά σε μία ομάδα παιδιών, αναγνωρίζοντας έτσι τον αυτισμό κλινικά. Ο Kanner σε κείμενο του το 1957 επικεντρώθηκε σε δύο μόνο από τα πολλά χαρακτηριστικά ως τα βασικά στοιχεία του αυτισμού: την ακραία απομόνωση και την εμμονή για τη διατήρηση της ομοιομορφίας (Fletcher-Watson, Happe, 2022).

Σχεδόν παράλληλα με τον Kanner εργάστηκε ο Αυστριακός παιδίατρος Hans Asperger, ο οποίος διατύπωσε τη θεωρία ότι οι κοινωνικές διαφορές στον αυτισμό είναι γονιδιακής προέλευσης και ότι διατηρούνται καθώς το άτομο ενηλικιώνεται. Ο Asperger στις μελέτες του διαπίστωσε ότι οι ασθενείς του μιλούσαν με ευχέρεια, ήταν αδέξιοι τόσο στον αδρό συντονισμό, όσο και στη λεπτή κινητικότητα, καθώς, και ότι τα κατάφερναν καλύτερα, όταν μπορούσαν να δημιουργήσουν αυθόρμητα, συμπεραίνοντας ότι σκέπτονται με αφαιρετικό τρόπο (Fletcher-Watson, Happe, 2022).

Ισχυρή επίδραση στις σύγχρονες περιγραφές του αυτισμού, ωστόσο, άσκησε η ψυχίατρος Lorna Wing, η οποία διατύπωσε το σχήμα της τριάδας, σύμφωνα με το οποίο τα πρωταρχικά χαρακτηριστικά της Διαταραχής Αυτιστικού Φάσματος είναι τρία: η μειονεκτούσα κοινωνική αλληλεπίδραση και επικοινωνία και τα περιορισμένα, επαναληπτικά ενδιαφέροντα και δραστηριότητες (Φρανσίς, 2007). Με αφορμή τα παραπάνω η Wing πρότεινε να ενταχθεί το σύνδρομο Asperger μαζί με τον αυτισμό της πρώιμης παιδικής ηλικίας σε μία ευρύτερη ομάδα με κοινό σημείο τις τρεις αυτές ανεπάρκειες (Wing, 1981). Το 1996 η Βρετανίδα ψυχίατρος με το βιβλίο της The Autistic Spectrum επιχείρησε μία διαφορετική προσέγγιση του αυτισμού δίνοντας έμφαση στον όρο φάσμα, για να τονίσει με αυτόν τον τρόπο ότι δυσκολίες και δυνατότητες στα άτομα με αυτισμό παρουσιάζονται ποικιλοτρόπως τόσο κατά τη διάρκεια της ζωής όσο και σε διαφορετικά περιβάλλοντα (Fletcher-Watson, Happe, 2022).

Το 1980 εκδίδεται το Διαγνωστικό Εγχειρίδιο DSM-III, όπου ο αυτισμός εντάσσεται στις Διάχυτες Αναπτυξιακές Διαταραχές, οι οποίες χαρακτηρίζονται από αλλοιώσεις στην ανάπτυξη πολλαπλών βασικών ψυχολογικών λειτουργιών που εμπλέκονται στην ανάπτυξη των κοινωνικών δεξιοτήτων και της γλώσσας. Ειδικότερα, όσον αφορά τον αυτισμό τα πιο σημαντικά χαρακτηριστικά του είναι η έλλειψη ετοιμότητας απόκρισης προς τους άλλους ανθρώπους, η συνολική ανεπάρκεια στις επικοινωνιακές δεξιότητες και οι αλλόκοτες αντιδράσεις στις διάφορες όψεις του περιβάλλοντος.

Το 2013 στο DSM-5 ο όρος Διάχυτες Αναπτυξιακές Διαταραχές αντικαταστάθηκε από τον όρο Διαταραχή Αυτιστικού Φάσματος, η οποία σύμφωνα με το Διαγνωστικό Εγχειρίδιο «χαρακτηρίζεται από ελλείμματα σε δύο βασικούς τομείς: 1) ελλείμματα στην κοινωνική επικοινωνία και κοινωνική αλληλεπίδραση και 2) περιορισμένα επαναλαμβανόμενα πρότυπα συμπεριφοράς, ενδιαφερόντων και δραστηριοτήτων». Το σύνδρομο Asperger καταργήθηκε ως ιδιαίτερη διαταραχή με το DSM-5 (Fletcher-Watson, Happe, 2022). Τα τρέχοντα διαγνωστικά κριτήρια αλλά και οι σύγχρονες περιγραφές του αυτισμού ακολουθούν τις θεωρίες της Wing (Φρανσίς, 2007).

Συνοψίζοντας, η Διαταραχή Αυτιστικού Φάσματος αποτελεί μία ισόβια νευρο-αναπτυξιακή διαταραχή που επηρεάζει τον τρόπο λειτουργίας του ανθρώπινου εγκεφάλου, πλήττοντας την ικανότητα του ατόμου να ανταποκρίνεται στις απαιτήσεις του κοινωνικού περιβάλλοντος. Ονομάζεται διάχυτη, επειδή πλήττει σε μικρότερο ή μεγαλύτερο βαθμό τις περισσότερες περιοχές της ανάπτυξης (Γαλάνης, 2020).

2.2. Χαρακτηριστικά ατόμων με ΔΑΦ

Η διάγνωση του αυτισμού στηρίζεται στην παρατήρηση του ατόμου σε διαφορετικούς τομείς της ανάπτυξης, όπως η κοινωνικότητα και η δημιουργία σχέσεων, η επικοινωνία και η σκέψη, η μάθηση, το παιχνίδι και τα ενδιαφέροντα. Ειδικότερα, τα άτομα με ΔΑΦ, ακόμα και αν αναγνωρίζουν την επιθυμία τους για σχέσεις με τους άλλους, δεν ξέρουν πώς να τους πλησιάσουν. Σε αυτό συμβάλλει και η σοβαρή δυσκολία που αντιμετωπίζουν στο να μπουν στη θέση του άλλου, αφού δεν μπορούν να φανταστούν πώς νιώθει ο άλλος και ότι μπορεί να έχει μία άλλη οπτική γωνία (Collia-Faherty κ.ά., 1999). Τα άτομα με ΔΑΦ δεν μπορούν να διεισδύσουν στην πνευματική κατάσταση των άλλων, δεν είναι σε θέση να αντιληφθούν πως οι άλλοι άνθρωποι έχουν συναισθήματα και σκέψεις διαφορετικά από τα δικά τους. Κατά συνέπεια, δυσκολεύονται να διαβάσουν τις σκέψεις των ατόμων που συναναστρέφονται ούτε μπορούν να κατανοήσουν πως οι άλλοι μπορεί να μη συμφωνούν με τις απόψεις τους, με άλλα λόγια δεν διαθέτουν ενσυναίσθηση (Κατσουγκρή, 2014). Επιπλέον, τα άτομα αυτά δυσκολεύονται να επικοινωνήσουν με τους γύρω τους, επειδή έχουν έλλειμμα κοινωνικής κατανόησης, επειδή κατανοούν μόνο την κυριολεκτική χρήση της γλώσσας ή ακόμα επειδή δεν μπορούν να «διαβάσουν» τη γλώσσα του σώματος (Collia-Faherty κ.ά., 1999).

Επιπρόσθετα, τα άτομα με ΔΑΦ αγαπούν τις ασυνήθιστες επαναληπτικές συμπεριφορές, επειδή τους δίνουν ένα αίσθημα ασφάλειας. Άλλα άτομα κινούνται μπρος-πίσω, άλλα αναβοσβήνουν το φως, άλλα επαναλαμβάνουν ξανά και ξανά το ίδιο πράγμα. Στο ίδιο πλαίσιο εντάσσονται και οι αισθητηριακές συμπεριφορές, όπως το κλείσιμο αυτιών με τα χέρια, οι κραυγές όταν ακούν συγκεκριμένους θορύβους ή το ότι μερικές φορές δείχνουν να μην ακούνε. Η ευαισθησία τους στα αισθητηριακά ερεθίσματα είναι τόσο μεγάλη που μπορεί να τους οδηγήσει σε ξεσπάσματα νεύρων, αφού λόγω ελλείμματος στην επικοινωνία δεν μπορούν να εξηγήσουν τι είναι αυτό που τα ενοχλεί (Collia-Faherty κ.ά., 1999).

Ακόμα, τα παιδιά με ΔΑΦ μαθαίνουν με τον δικό τους τρόπο και έχουν έναν δικό τους τρόπο σκέψης. Πολλά από αυτά τα παιδιά έχουν καλή μνήμη και είναι ικανά να προσέχουν και να θυμούνται λεπτομέρειες που είναι σημαντικές γι' αυτά. Ωστόσο, δεν μαθαίνουν εύκολα από τα λάθη τους, και δυσκολεύονται να συνδέσουν τη συμπεριφορά με τις συνέπειες της, πράγμα που κάνει την αποτυχία γι' αυτά τα παιδιά ανυπόφορη (Faherty, 2014).

2.3. Συμπεριληπτική εκπαίδευση

Μέχρι τα μέσα της δεκαετίας του 1960 τα άτομα στο φάσμα του αυτισμού θεωρούνταν μη εκπαιδεύσιμα και γι' αυτόν τον λόγο δεν υπήρχε καμία μέριμνα για τη δημιουργία ειδικών σχολείων. Συνήθως τα συναντούσε κάποιος σε ψυχιατρεία ή ιδρύματα. Εκεί ήρθε για πρώτη φορά σε επαφή μαζί τους ο Ivar Lovaas στα μέσα της δεκαετίας του 1960 και άρχισε να εφαρμόζει σε αυτά τα άτομα προγράμματα εκπαίδευσης, μέσα από τα οποία κατόρθωσε να τα εκπαιδεύσει με τέτοιο τρόπο, ώστε να αποκτήσουν τις απαιτούμενες δεξιότητες για την ένταξη τους στο σχολικό και στο κοινωνικό πλαίσιο. Έτσι, μπόρεσε να αποδείξει στην πράξη πως τα άτομα με αυτισμό είναι δυνατόν να εκπαιδευτούν (Κατσουγκρή, 2014).

Από τότε μέχρι σήμερα έχει διανυθεί τεράστια απόσταση και δεν μιλάμε πλέον μόνο για εκπαίδευση των ατόμων με αυτισμό αλλά για συμπερίληψή τους στις τάξεις των γενικών σχολείων, όπου φοιτούν και παιδιά τυπικής ανάπτυξης. Σύμφωνα με την Παγκόσμια Έκθεση Παρακολούθησης της Εκπαίδευσης της Unesco (2020) «συμπερίληψη στην εκπαίδευση σημαίνει ότι κάθε μαθητής νοιώθει ότι έχει αξία, ότι τον σέβονται, και ότι μπορεί να βιώσει με χαρά μια ξεκάθαρη αίσθηση του ανήκειν». Επιπλέον, «με τη συμπερίληψη παρέχεται το δικαίωμα σε κάθε παιδί με ειδικές εκπαιδευτικές ανάγκες (ΕΕΑ) να βρίσκεται στο συνηθισμένο σχολείο» (Κατσέας, 2023).

Η Διακήρυξη της Σαλαμάνγκα (1994) οραματίστηκε «ένα σχολείο για όλους». Στο κείμενο της, που υπέγραψαν 92 κυβερνήσεις και 25 διεθνείς οργανισμοί, ορίζεται η συμπερίληψη ως ουσιώδες στοιχείο της ανθρώπινης αξιοπρέπειας και της άσκησης των ανθρωπίνων δικαιωμάτων. Διατυπώνεται η πεποίθηση πως η κοινωνική ενσωμάτωση των παιδιών με ειδικές εκπαιδευτικές ανάγκες μπορεί να επιτευχθεί με τον καλύτερο δυνατό τρόπο μέσα στα συμπεριληπτικά σχολεία. Από την πλευρά τους τα σχολεία που προάγουν την συμπερίληψη παρέχουν ίσες ευκαιρίες σε όλους τους

μαθητές. Θεμελιώδης αρχή των σχολείων αυτών είναι να διδάσκονται όλα τα παιδιά μαζί ανεξάρτητα από τις δυσκολίες και τις διαφορές του καθενός από αυτά, αφού στόχος τους είναι η εξασφάλιση ποιοτικής εκπαίδευσης για όλους με κατάλληλα προγράμματα σπουδών, διδακτικές στρατηγικές και οργανωτικές ρυθμίσεις. Σημαντικό στοιχείο της συμπεριληπτικής εκπαίδευσης είναι η επίτευξη αλληλεγγύης και αλληλοϋποστήριξης τόσο μεταξύ των παιδιών με ειδικές εκπαιδευτικές ανάγκες και των συμμαθητών τους όσο και μεταξύ σχολείου, γονέων και τοπικών φορέων.

Ένα από τα βασικά χαρακτηριστικά του συμπεριληπτικού σχολείου είναι και η διαφοροποιημένη διδασκαλία, κατά την οποία a priori γίνεται δεκτό ότι οι μαθητές διαφέρουν μεταξύ τους ως προς τις εμπειρίες, την ετοιμότητα, τα ενδιαφέροντα, την ευφυΐα, την κουλτούρα. Ο εκπαιδευτικός, λοιπόν, καλείται να σεβαστεί όλες αυτές τις διαφορές και, πρωταρχικά, το διαφορετικό επίπεδο ετοιμότητας του κάθε μαθητή. Γι' αυτόν τον λόγο προσφέρει σε όλους την δυνατότητα να καλλιεργήσουν τις βασικές γνώσεις και τις δεξιότητές τους αναθέτοντάς τους, ανεξάρτητα από το επίπεδό τους, εργασίες που ανταποκρίνονται στα ενδιαφέροντά τους (Tomlinson, 1999). Η αποτελεσματική εφαρμογή της διαφοροποιημένης διδασκαλίας απαιτεί την αναπροσαρμογή του αναλυτικού προγράμματος έτσι, ώστε να προσαρμοστεί κατάλληλα και το προς μάθηση υλικό και να κινητοποιηθούν όλοι οι μαθητές (Renzulli, 1976).

Στην Ελλάδα για την συμπεριληπτική εκπαίδευση γίνεται για πρώτη φορά λόγος στον Νόμο 3699/2008 με Θέμα «Ειδική Αγωγή και Εκπαίδευση ατόμων με αναπηρία ή με ειδικές εκπαιδευτικές ανάγκες». Μερικά χρόνια αργότερα ο Νόμος 4115/2013 τροποποιεί κάποια άρθρα του Νόμου 3699/2008, μεταξύ των οποίων το άρθρο 4, §2, κάνοντας μεταξύ άλλων την προσθήκη ότι σκοπός της εκπαίδευσης είναι η «ένταξη και συμπερίληψη των μαθητών με αναπηρία στο σχολείο των συνομηλίκων τους». Το 2018 με τον Νόμο 4547 διατυπώνεται ο ορισμός της ενταξιακής εκπαίδευσης ως εξής: «η εκπαιδευτική προσέγγιση η οποία συνεκτιμά τις ανάγκες της ετερογένειας του μαθητικού πληθυσμού και αποσκοπεί στην άρση των φραγμών στη μάθηση και στη διασφάλιση της ισότιμης πρόσβασης στο εκπαιδευτικό αγαθό όλων των μαθητών, συμπεριλαμβανομένων των μαθητών με αναπηρία».

Πολλές έρευνες έχουν διεξαχθεί στην χώρα μας για την εφαρμογή, την αποτελεσματικότητα και τα οφέλη της συμπερίληψης. Ειδικότερα, διαπιστώθηκε πως η συμπερίληψη είναι δυνατόν να τονώσει το αυτοσυναίσθημα του μαθητή με ΔΑΦ και να τον κάνει να αισθανθεί ενεργό μέλος στην εκπαιδευτική διαδικασία (Ραμούζη, 2014). Ακόμα, σε έρευνα μεταξύ 100 εκπαιδευτικών πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης διαπιστώθηκε πως το 81% των συμμετεχόντων συμφωνεί με την ένταξη των αυτιστικών μαθητών στο περιβάλλον της γενικής τάξης και ότι η συντριπτική πλειοψηφία των συμμετεχόντων (98%) θεωρεί πως είναι αναγκαία η παρουσία κάποιου εκπαιδευτικού ειδικής αγωγής στην γενική τάξη προκειμένου η συμπερίληψη του μαθητή με ΔΑΦ να στεφθεί με επιτυχία (Καραπάνου, Καραπάνου, 2023). Τέλος, σε έρευνα μεταξύ 20 εκπαιδευτικών με τη μέθοδο της συνέντευξης επισημάνθηκε ότι το 50% των συμμετεχόντων δήλωσε πως ωφελούνται όχι μόνο οι μαθητές με ΔΑΦ από την εκπαίδευση τους στο γενικό σχολείο στον κοινωνικό, συναισθηματικό και γνωστικό τομέα, αλλά και οι μαθητές τυπικής ανάπτυξης από τη συνύπαρξη τους με τους μαθητές αυτούς (Γραικίδης, 2022).

2.4.Το πρόγραμμα TEACCH

Οι μαθητές με Διαταραχή Αυτιστικού Φάσματος αποτελούν μία πρόκληση για τους εκπαιδευτικούς λόγω της ετερογένειας και των διαφορετικών εκπαιδευτικών αναγκών που έχει ο καθένας από αυτούς. Ανάλογα με τις εκάστοτε ανάγκες ο μαθητής με ΔΑΦ μπορεί να εκπαιδευτεί σε κάποιο εξειδικευμένο πρόγραμμα ή, ακόμα, και στην τάξη του γενικού σχολείου. Οι παρεμβάσεις που μπορούν να αξιοποιηθούν στην εκπαίδευση των μαθητών με την διαταραχή στο πλαίσιο του γενικού σχολείου είναι ποικίλες και μπορεί να κυμαίνονται από αυστηρά δομημένες και καθοδηγούμενες από κάποιον ενήλικα μέχρι κατευθυνόμενες από τα ίδια τα παιδιά (Pratt et al., 2002).

Όταν αναφερόμαστε σε αυστηρά δομημένη εκπαίδευση για τα παιδιά με Διαταραχή Αυτιστικού Φάσματος συνειρμικά σκεφτόμαστε το πρόγραμμα TEACCH. Ιδρυτής του προγράμματος υπήρξε ο Eric Schopler στο Πανεπιστήμιο της Βόρειας Καρολίνας. Ο διευθυντής του

TEACCH, Dr Mesibov, ο οποίος διαδέχθηκε τον Schopler, παραλλήλισε τον αυτισμό με κουλτούρα, εννοώντας πως τα άτομα με αυτισμό έχουν πολλά κοινά στον τρόπο που αντιλαμβάνονται τον κόσμο γύρω τους. Αν κατανοήσουμε τον τρόπο που σκέφτονται τα άτομα με ΔΑΦ , τότε θα μπορέσουμε να βρούμε τρόπους, για να τα βοηθήσουμε. Το συγκεκριμένο πρόγραμμα, λοιπόν, υπόσχεται την επίτευξη αλλαγών στο περιβάλλον των μαθητών με ΔΑΦ, ώστε να γίνει πιο κατανοητό και ξεκάθαρο σ' αυτούς τους μαθητές το προς μάθηση υλικό (Collia-Faherty κ.ά., 1999).

Αρχικά, η δόμηση της διδασκαλίας επικεντρώνεται στο εκπαιδευτικό περιβάλλον, στην φυσική οργάνωση της τάξης, η οποία θα δώσει στον μαθητή με ΔΑΦ τη δυνατότητα να κατανοήσει καλύτερα το περιβάλλον του. Οι χώροι, όπου θα εργαστεί ο μαθητής με ΔΑΦ, πρέπει να είναι απαλλαγμένοι από περισπασμούς, όπως λόγου χάρη ένα θρανίο που βλέπει προς έναν κενό τοίχο είναι κάτι που μπορεί να βοηθήσει προς αυτή την κατεύθυνση (Pratt et al., 2002). Το να οριστεί η «περιοχή της ηρεμίας» είναι άλλη μία τεχνική που στοχεύει να χαλαρώσει τον μαθητή αυτόν από την αισθητηριακή υπερφόρτωση. Ένα σημείο μέσα στην αίθουσα ή ένα διαφορετικό δωμάτιο θα μπορούσε να είναι η «περιοχή ηρεμίας», όπου το παιδί θα μπορεί να καταφεύγει, όταν νιώθει την ανάγκη να αποσυμφορηθεί από την ένταση ακουστικών, οπτικών ή όποιων άλλων ερεθισμάτων (Faherty, 2014).

Ιδιαίτερη θέση στο πρόγραμμα TEACCH κατέχει η κατάρτιση ενός σαφούς και οπτικοποιημένου χρονοδιαγράμματος, ώστε ο μαθητής με ΔΑΦ να γνωρίζει τι πρόκειται να συμβεί κατά τη διάρκεια της σχολικής ημέρας και πότε ακριβώς θα συμβεί. Η οπτικοποίηση του προγράμματος σε συνδυασμό με τις προφορικές οδηγίες που δίνονται από τον εκπαιδευτικό συμβάλλουν στην πληρέστερη κατανόησή του (Pratt et al., 2002). Έχει παρατηρηθεί πως τα παιδιά με αυτισμό υψηλής λειτουργικότητας ανταποκρίνονται καλύτερα στις οπτικά δομημένες μεθόδους, επειδή τα βοηθούν να παραμένουν ήρεμα και να εστιάζουν σε αυτό που πρόκειται να συμβεί με αποτέλεσμα να λειτουργούν ανεξάρτητα (Faherty, 2014).

Για να είναι, όμως, επιτυχημένο το πρόγραμμα, δεν αρκεί μόνο η οπτικοποίηση του. Ο εκπαιδευτικός θα πρέπει να το εξατομικεύσει για κάθε μαθητή χωριστά. Η επιτυχία ή η αποτυχία του προγράμματος θα κριθεί από την κατάλληλη προσαρμογή του στις ανάγκες του κάθε παιδιού (Faherty, 2014). Για να επιτευχθεί αυτό, απαιτείται στενή συνεργασία των γονέων του παιδιού με ΔΑΦ με τον εκπαιδευτικό με στόχο την ανταλλαγή πληροφοριών. Έτσι, ο εκπαιδευτικός προσαρμόζεται στα χαρακτηριστικά του παιδιού αξιοποιώντας τις πληροφορίες που έλαβε από τους γονείς (Κατσούγκρη, 2014).

Στο πλαίσιο του οπτικοποιημένου χρονοδιαγράμματος εντάσσεται και το σύστημα εργασίας. Προτεραιότητα για τον μαθητή με ΔΑΦ αποτελεί η ανεξαρτησία, αφού αυτή θα οδηγήσει στην επιτυχημένη κοινωνική ένταξη. Το σύστημα εργασίας του προγράμματος TEACCH καθοδηγεί τον κάθε μαθητή στο τι να κάνει. Τα παιδιά αντιμετωπίζουν πολλές προκλήσεις στην εκπαίδευσή τους, οι οποίες μπορεί να αποτελέσουν εμπόδιο στην ανάπτυξη δεξιοτήτων, όπως η οργάνωση, η συγκέντρωση, η αλληλουχία. Έτσι, λοιπόν, το σύστημα εργασίας παρέχει στα παιδιά αυτά όλες τις απαραίτητες πληροφορίες και τα καθοδηγεί να ακολουθούν περισσότερο οπτικές ενδείξεις παρά λεκτικές οδηγίες στην ολοκλήρωση μίας δραστηριότητας. Οι μαθητές ενθαρρύνονται να εφαρμόσουν μία προσεκτικά σχεδιασμένη ρουτίνα χωρίς να χρειάζεται να σκεφτούν από πού πρέπει να ξεκινήσουν ούτε πώς θα προχωρήσουν. Η εμπειρία από τη χρήση τέτοιων συστημάτων εργασίας έχει δείξει πως η παραγωγικότητα των μαθητών αυξάνεται, όταν κατανοούν πόση δουλειά πρέπει να γίνει, πότε η εργασία ολοκληρώνεται και τι επίκειται στη συνέχεια. Με αυτόν τον τρόπο οι μαθητές γίνονται πιο οργανωτικοί και πιο προσεκτικοί και, κατά συνέπεια, σταδιακά μειώνεται η καθοδήγηση του εκπαιδευτικού προς αυτούς, αφού τους παρέχονται κίνητρα και νόημα να εργαστούν (Hume, 2011). Ο μαθητής χάρη στο πρόγραμμα θα καταφέρει να στηριχτεί στις δυνατότητες του, χωρίς να εξαρτάται απόλυτα από τους ενήλικες. Μαθαίνει, συνεπώς, να είναι ανεξάρτητος όχι μόνο στο σχολείο, αλλά και στο σπίτι και, αργότερα, στην εργασία του (Collia-Faherty κ.ά., 1999).

Σε βιβλιογραφική ανασκόπηση που πραγματοποιήθηκε σχετικά με έρευνες, που έχουν διεξαχθεί σε παγκόσμιο επίπεδο για την αποτελεσματικότητα του προγράμματος TEACCH, προκύπτει ότι το πρόγραμμα αυτό, κατ' αρχάς, δύναται να εφαρμοστεί σε άτομα με αυτισμό υψηλής έως χαμηλής λειτουργικότητας και σε πολλά διαφορετικά πλαίσια, όπως λόγου χάρη στο σπίτι ή στο σχολείο. Η εφαρμογή του προγράμματος TEACCH ενισχύει την επικοινωνία, την αυτορρύθμιση,

την ανεξάρτητη εργασία και την αυτονομία του ατόμου με αυτισμό. Ειδικότερα, στην Ιταλία και στο Ηνωμένο Βασίλειο μελετήθηκε η ενταξιακή αξιοποίηση του προγράμματος TEACCH στο γενικό σχολείο. Οι εκπαιδευτικοί εφάρμοσαν εξατομικευμένη προσέγγιση, οριοθέτησαν το εκπαιδευτικό περιβάλλον οπτικά και χωροχρονικά και συμπεριέλαβαν στη διδασκαλία τους δραστηριότητες που προάγουν την κοινωνικοποίηση, την ανεξαρτησία και την αυτοβοήθεια. Τα συμπεράσματα που ανέδειξε η έρευνα ήταν πως η δυσπροσαρμοστική συμπεριφορά των ατόμων με ΔΑΦ βελτιώθηκε και οι περισπάσεις ελαττώθηκαν (Μουτσινάς, 2016).

Επίσης, άλλη έρευνα διεξήχθη σχετικά με το πρόγραμμα TEACCH σε δείγμα 60 παιδιών με ΔΑΦ 36 έως 90 μηνών. Χωρίστηκαν σε δύο ομάδες, την ομάδα παρέμβασης, όπου εφαρμόστηκε το πρόγραμμα TEACCH, και την ομάδα ελέγχου, όπου εφαρμόστηκε εκπαιδευτικό πρόγραμμα βασισμένο στην Εφαρμοσμένη Ανάλυση Συμπεριφοράς. Αυτό που διαπιστώθηκε ήταν ότι τα παιδιά και των δύο ομάδων παρουσίασαν βελτίωση σε τομείς, όπως η αυτοεξυπηρέτηση και η ανάπτυξη κοινωνικών δεξιοτήτων, ωστόσο διαφάνηκε πως τα παιδιά της ομάδας παρέμβασης επηρεάστηκαν εμφανώς πιο θετικά και εμφανίστηκαν «πιο αυτόνομα και ικανά στη διαδικασία κοινωνικής ένταξης» (Κρυστάμτση, 2024)

3. Συμπεράσματα

Οι μαθητές με ΔΑΦ παρά τις ιδιαίτερες ανάγκες τους είναι δυνατόν να συνεκπαιδευτούν με μαθητές τυπικής ανάπτυξης στο γενικό σχολείο και να ωφεληθούν από αυτό πολλαπλά και οι δύο. Για την εφαρμογή της συμπερίληψης διατίθενται πολλά προγράμματα παρέμβασης, όπως το πρόγραμμα TEACCH. Το πρόγραμμα αυτό στηρίζεται στη δόμηση του περιβάλλοντος της τάξης προκειμένου να γίνει πιο φιλική στους μαθητές με ΔΑΦ. Η «περιοχή της ηρεμίας», το οπτικοποιημένο χρονοδιάγραμμα, καθώς, και το σύστημα εργασίας είναι μερικά από τα «εργαλεία» του προγράμματος που δύνανται να εφαρμοστούν αποτελεσματικά στο γενικό σχολείο. Τα συμπεράσματα που προκύπτουν από τις έρευνες που διερεύνησαν την αποτελεσματικότητα του προγράμματος έχουν ιδιαίτερο ενδιαφέρον. Και οι δύο έρευνες που ελήφθησαν υπόψη συγκλίνουν στο ότι το συγκεκριμένο πρόγραμμα παρέμβασης συμβάλλει στο να γίνουν τα άτομα με ΔΑΦ πιο αυτόνομα και ανεξάρτητα στοχεύοντας στην δυνατότητα αυτοεξυπηρέτησής τους. Επιπλέον, ελαττώνει τις τυχόν δυσπροσαρμοστικές τους συμπεριφορές και συντελεί στην καλλιέργεια των κοινωνικών τους δεξιοτήτων, πράγμα που αποδεικνύεται απαραίτητο κατά την συνύπαρξη τους με τους μαθητές τυπικής ανάπτυξης στο γενικό σχολείο. Συνοψίζοντας, η δημιουργία ενός σχολείου, όπου θα εκπαιδεύονται από κοινού με τους μαθητές τυπικής ανάπτυξης οι μαθητές με ΔΑΦ και το οποίο θα αγκαλιάζει τη διαφορετικότητα και θα αντιμετωπίζει όλους τους μαθητές ισότιμα είναι επιτακτική ανάγκη στην εποχή μας.

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Η ΠΡΟΣΒΑΣΙΜΟΤΗΤΑ ΤΗΣ ΠΟΛΙΤΙΣΤΙΚΗΣ ΚΛΗΡΟΝΟΜΙΑΣ ΣΤΑ ΣΩΦΡΟΝΙΣΤΙΚΑ ΚΑΤΑΣΤΗΜΑΤΑ ΜΕΣΩ ΨΗΦΙΑΚΩΝ ΞΕΝΑΓΗΣΕΩΝ ΚΑΙ ΤΕΧΝΟΛΟΓΙΑΣ

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Περίληψη

Η εν λόγω εργασία εστιάζει στην αξιοποίηση της πολιτιστικής κληρονομιάς και των ψηφιακών τεχνολογιών ως μέσων ενδυνάμωσης και κοινωνικής επανένταξης των εγκλείστων σε συνδυασμό με τα Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ) που λειτουργούν σε Σωφρονιστικά Καταστήματα. Επιπροσθέτως, εξετάζονται μουσειοπαιδαγωγικές πρακτικές, με έμφαση στο πρόγραμμα MuTourIn, που συνδέει τα μουσεία με τα Σωφρονιστικά Καταστήματα μέσω τηλε-ξεναγήσεων, ψηφιακής αφήγησης και συμμετοχικής μάθησης. Η μεθοδολογία της έρευνας βασίστηκε στη συμμετοχική παρατήρηση, τις ημι-δομημένες συνεντεύξεις και την ανάλυση των εν λόγω δημιουργικών δράσεων. Τα αποτελέσματα δείχνουν ότι η επαφή με τον πολιτισμό ενισχύει την αυτοεκτίμηση, την κριτική σκέψη και την πολιτιστική ταυτότητα των εγκλείστων. Η τεχνολογία δε λειτουργεί όχι ως τροχοπέδη, αλλά ως καταλύτης προσβασιμότητας και συμπερίληψης. Η εργασία εν τέλει καταλήγει με προτάσεις θεσμικής ενίσχυσης των μουσειακών προγραμμάτων στις φυλακές, αναδεικνύοντας τον πολιτισμό ως παράγοντα κοινωνικής δικαιοσύνης αλλά και μετασχηματισμού.

Λέξεις-κλειδιά: πολιτιστική εκπαίδευση, Σωφρονιστικά Καταστήματα, ψηφιακές ξεναγήσεις, μουσειοπαιδαγωγική, Σχολεία Δεύτερης Ευκαιρίας, κοινωνική επανένταξη

1. Εισαγωγή

Η πρόσβαση στην εκπαίδευση αποτελεί θεμελιώδες ανθρώπινο δικαίωμα και βασική προϋπόθεση για την προσωπική και κοινωνική ανάπτυξη. Παρόλα αυτά, για πολλές κοινωνικά ευάλωτες ομάδες, η αξιοποίηση αυτού του δικαιώματος παραμένει άνιση ή και ανεπαρκής. Οι έγκλειστοι, εν προκειμένω, συνιστούν μια τέτοια πληθυσμιακή κατηγορία, καθώς συχνά έχουν διακόψει ή στερηθεί εντελώς τη σχολική τους πορεία, τόσο πριν όσο και κατά τη διάρκεια του εγκλεισμού. Σύμφωνα με σχετικές μελέτες, το 40–60% των κρατουμένων στην Ευρώπη δεν έχει ολοκληρώσει τη βασική εκπαίδευση, ενώ λιγότεροι από το 20% συμμετέχουν ενεργά σε προγράμματα ενήλικης μάθησης (Council of Europe, 2020).

Οι σωφρονιστικές δομές δεν οφείλουν μόνο να προστατεύουν την κοινωνία, αλλά και να παρέχουν ευκαιρίες προσωπικής εξέλιξης και επανένταξης. Στο πλαίσιο των διεθνών δεσμεύσεων για τα ανθρώπινα δικαιώματα, η εκπαίδευση στις φυλακές αποκτά ιδιαίτερη σημασία ως μηχανισμός κοινωνικής δικαιοσύνης, πρόληψης της υποτροπής και αποκατάστασης (UNESCO, 2019).

Στην Ελλάδα, η λειτουργία των Σχολείων Δεύτερης Ευκαιρίας (ΣΔΕ) εντός των Σωφρονιστικών Καταστημάτων επιδιώκει να καλύψει αυτό το έλλειμμα. Τα ΣΔΕ προσφέρουν στους έγκλειστους όχι μόνο τη δυνατότητα απόκτησης απολυτηρίου Γυμνασίου, αλλά και ένα πλαίσιο ενδυνάμωσης, αυτοβελτίωσης και κοινωνικοποίησης. Η παιδαγωγική τους φιλοσοφία βασίζεται σε αρχές όπως η βιωματική μάθηση, η ενεργή συμμετοχή, ο σεβασμός της προσωπικής διαδρομής και ο αναστοχαστικός χαρακτήρας της μάθησης.

Ιδιαίτερο ενδιαφέρον παρουσιάζει η ενσωμάτωση μουσειοπαιδαγωγικών πρακτικών και η αξιοποίηση της πολιτιστικής κληρονομιάς στο ευρύτερο πρόγραμμα των ΣΔΕ Σωφρονιστικών Καταστημάτων. Συγκεκριμένα, μέσω του προγράμματος MuTourIn με όχημα τις ψηφιακές ξεναγήσεις και τις διαλογικές συναντήσεις με αρχαιολόγους- ξεναγούς, οι εκπαιδευόμενοι έρχονται σε επαφή με ιστορικά και πολιτιστικά αντικείμενα που λειτουργούν ως αφόρμηση για στοχασμό, έκφραση, ταύτιση και μεταμόρφωση. Η πολιτιστική εμπειρία, ακόμη και σε ψηφιακή μορφή, δύναται να λειτουργήσει ως ένα «παράθυρο στον κόσμο», αλλά και ως εσωτερικό όχημα αυτοκατανόησης.

Η παρούσα εργασία συνεπώς εξετάζει τη δυναμική της πολιτιστικής εκπαίδευσης στις φυλακές μέσα από την παρουσίαση και ανάλυση των συγκεκριμένων δράσεων που υλοποιήθηκαν σε ΣΔΕ της χώρας μας, με έμφαση στο καινοτόμο πρόγραμμα MuTourIn. Εστιάζει στο πώς οι ψηφιακές ξεναγήσεις και η αφήγηση της πολιτιστικής κληρονομιάς μπορούν να συμβάλουν στην ενδυνάμωση, την πολιτισμική σύνδεση και τη σταδιακή κοινωνική επανένταξη των εγκλείστων.

Στο επίκεντρο της μελέτης τίθενται τα εξής ερευνητικά ερωτήματα:

- Πώς επιδρά η εμπειρία της πολιτιστικής εκπαίδευσης στους κρατούμενους;
- Ποιες δυνατότητες προσφέρει η τεχνολογία στη γεφύρωση του χάσματος μεταξύ πολιτιστικών φορέων και κλειστών δομών;
- Πώς μπορούν τα ΣΔΕ και τα μουσεία να αναπτύξουν συνέργειες προς μια εκπαίδευση που ενδυναμώνει και επανασυνδέει;

2. Θεωρητικό Πλαίσιο

Η προσέγγιση της πολιτιστικής εκπαίδευσης σε σωφρονιστικά περιβάλλοντα αποτελεί ένα πεδίο όπου συγκλίνουν η μουσειοπαιδαγωγική, η εκπαίδευση ενηλίκων, η αποκαταστατική δικαιοσύνη και η τεχνολογία. Η διασύνδεση αυτών των πεδίων δημιουργεί ένα καινοτόμο θεωρητικό υπόβαθρο, ικανό να υποστηρίξει πρακτικές που ενδυναμώνουν, επανασυνδέουν και επανεντάσσουν.

2.1. Η Μουσειακή Εκπαίδευση ως Πλαίσιο Συμπερίληψης

Η μουσειακή εκπαίδευση εξελίσσεται από μια παραδοσιακή, αποθησαυριστική προσέγγιση σε ένα πεδίο διαλόγου, κοινωνικής ένταξης και προσωπικής έκφρασης (Hooper-Greenhill, 2007: 45). Τα μουσεία, από χώροι προβολής και διατήρησης της πολιτιστικής κληρονομιάς, μετασχηματίζονται σε χώρους αλληλεπίδρασης και ενδυνάμωσης, ιδιαίτερα για ευάλωτες κοινωνικές ομάδες.

Η κριτική μουσειοπαιδαγωγική (critical museum pedagogy), σύμφωνα με τη Sandell (2007: 91), θέτει στο επίκεντρο τη φωνή του επισκέπτη και τον μετατρέπει από παθητικό δέκτη σε ενεργό συνδιαμορφωτή της εμπειρίας. Σε αυτό το πλαίσιο, τα μουσεία γίνονται «agents of change», δηλαδή φορείς κοινωνικής αλλαγής που ενισχύουν τη φωνή των αποκλεισμένων.

Η χρήση αφηγήσεων και ψηφιακής αλληλεπίδρασης με αντικείμενα ενισχύει όχι μόνο τη γνωστική μάθηση αλλά και τη συναισθηματική σύνδεση και ταύτιση. Σε περιβάλλοντα εγκλεισμού, όπου η ελευθερία είναι περιορισμένη και οι προσωπικές ταυτότητες συχνά αποδομούνται, η πολιτιστική εμπειρία μπορεί να λειτουργήσει ως καταφύγιο, ως «τόπος» προσωπικής επαναπροσέγγισης.

2.2. Εκπαίδευση Ενηλίκων και Ενδυνάμωση στον Εγκλεισμό

Η εκπαίδευση ενηλίκων στηρίζεται στις αρχές της αυτονομίας, της εμπειρικής μάθησης και του διαλόγου (Κόκκος, 2005: 57). Όταν εφαρμόζεται στο περιβάλλον της φυλακής, οι παιδαγωγικές αυτές αρχές αποκτούν ιδιαίτερη βαρύτητα, καθώς αναγνωρίζουν τον έγκλειστο όχι ως «αντικείμενο διόρθωσης», αλλά ως ενεργό υποκείμενο με βιογραφία, εμπειρίες και δυνατότητες μεταμόρφωσης.

Η θεωρία της απελευθερωτικής παιδαγωγικής του Paulo Freire (1970: 72) υποστηρίζει ότι η εκπαίδευση μπορεί να αποκαταστήσει τη φωνή του καταπιεσμένου, να ενισχύσει την επίγνωση της κοινωνικής θέσης του ατόμου και να ενθαρρύνει τη δράση. Αυτή η προσέγγιση έχει εφαρμογή στις φυλακές, όπου η σιωπή, η παθητικότητα και ο εγκλεισμός λειτουργούν συχνά αποδυναμωτικά.

Η σύνδεση της πολιτιστικής εκπαίδευσης με την εκπαίδευση ενηλίκων δημιουργεί ένα υβριδικό πλαίσιο, στο οποίο ο εκπαιδευόμενος που τυγχάνει εγκλεισμού δεν μαθαίνει απλώς, αλλά εκφράζεται, στοχάζεται και ανακατασκευάζει τον εαυτό του.

2.3. Αποκαταστατική Δικαιοσύνη και Πολιτισμική Εμπλοκή

Η έννοια της αποκαταστατικής δικαιοσύνης (restorative justice) επικεντρώνεται στην επανόρθωση των κοινωνικών σχέσεων και στην προσωπική ευθύνη του δράστη, αντί της τιμωρίας. Ο Howard Zehr (2002) υποστήριξε ότι η αποδοχή, η μεταμέλεια και η ανάληψη δράσης συνιστούν τον πυρήνα της προσωπικής μεταμόρφωσης.

Η πολιτιστική αφήγηση και η επαφή με την πολιτιστική κληρονομιά μπορούν να λειτουργήσουν ως συμβολικά πεδία αποκατάστασης. Μέσα από την ταύτιση με σύμβολα του παρελθόντος, την ερμηνεία έργων τέχνης ή την προσωπική δημιουργία, ο έγκλειστος αποκτά πρόσβαση σε ένα νέο «λεξιλόγιο» νοήματος.

«*Ελευθερία είναι να επισκέπτεσαι για πρώτη φορά στη ζωή σου έστω ψηφιακά ένα μουσείο και να γίνεσαι ήδη καλύτερος από χθες*», ανέφερε ένας από τους συμμετέχοντες σε εκπαιδευτικό εργαστήριο στο ΣΔΕ του Σωφρονιστικού Καταστήματος στην Πάτρα.

2.4. Ψηφιακή Πολιτιστική Κληρονομιά και Καινοτομία

Οι τεχνολογικές εξελίξεις έχουν μετασχηματίσει ριζικά τη σχέση των πολιτών με τον πολιτισμό. Πλατφόρμες όπως το Google Arts & Culture, εικονικά μουσεία, τρισδιάστατες αναπαραστάσεις και εφαρμογές επαυξημένης πραγματικότητας καθιστούν την πολιτιστική εμπειρία συμμετοχική και προσβάσιμη, ακόμα και από απομακρυσμένα ή περιοριστικά περιβάλλοντα.

Το πρόγραμμα MuTourIn, όπως εφαρμόστηκε στην Ελλάδα, αξιοποίησε τις δυνατότητες της τεχνολογίας για να φέρει τους έγκλειστους σε επαφή με τον αρχαίο ελληνικό πολιτισμό. Μέσα από ψηφιακές ξεναγήσεις, διαδραστικά εργαστήρια και δημιουργική αφήγηση, οι εκπαιδευόμενοι απέκτησαν πρόσβαση σε έναν κόσμο από τον οποίο ήταν πλήρως αποκλεισμένοι, καθώς αρκετοί και αρκετές, όπως ανέφεραν στο πλαίσιο των συνεντεύξεων, δεν είχαν ποτέ επισκεφθεί μουσείο με φυσική παρουσία.

Η τεχνολογία, όταν συνδυάζεται με ανθρωποκεντρική και συμμετοχική παιδαγωγική, γίνεται όχι μόνο εργαλείο πρόσβασης, αλλά και μέσο επαναπροσδιορισμού ταυτότητας (Smith, J.A., 2022).

2.5. Το Μουσείο ως Πλαίσιο Επανένταξης

Η κοινωνική επανένταξη δεν περιορίζεται στη μεταφυλακιστική παρακολούθηση ή στην εργασιακή αποκατάσταση. Περιλαμβάνει και την επανένταξη στο πολιτισμικό και συμβολικό πεδίο της κοινωνίας. Όταν οι έγκλειστοι και οι έγκλειστες αντιστοίχως αντιμετωπίζονται ως πολιτισμικά υποκείμενα, με δικαίωμα έκφρασης, πρόσβασης και δημιουργίας, τότε ενισχύεται η συμμετοχή τους στον δημόσιο χώρο και η ίδια η ποιότητα της δημοκρατίας.

Το μουσείο, ακόμη και σε ψηφιακή μορφή, μπορεί να αποτελέσει χώρο κοινωνικής αποδοχής και σύνδεσης. Η ενσώματη ή εικονική παρουσία σε έναν χώρο πολιτισμού λειτουργεί θεραπευτικά, επιβεβαιώνοντας την ατομική αξία, αναγνωρίζοντας τη δυνατότητα μάθησης και προσφέροντας νέες προοπτικές ζωής.

3. Μεθοδολογία

Η παρούσα μελέτη εντάσσεται στο πλαίσιο της ποιοτικής έρευνας, υιοθετώντας χαρακτηριστικά τόσο της εθνογραφικής προσέγγισης όσο και της έρευνας δράσης (action research). Η επιλογή αυτής της μεθοδολογικής στρατηγικής υπαγορεύτηκε από τη φύση του πεδίου – την εκπαιδευτική και πολιτιστική παρέμβαση σε σωφρονιστικό περιβάλλον – καθώς και από τον ενεργό ρόλο της ερευνήτριας, η οποία επί σειρά ετών δραστηριοποιείται ως εκπαιδεύτρια στα Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ) εντός φυλακών.

Η εθνογραφική προσέγγιση επιτρέπει τη βαθιά κατανόηση του πλαισίου μέσω της συμμετοχής στην καθημερινότητα του πεδίου και της καταγραφής εμπειριών, στάσεων και συμπεριφορών των

συμμετεχόντων. Η έρευνα δράσης, από την άλλη, παρέχει το μεθοδολογικό υπόβαθρο για την ταυτόχρονη παρέμβαση και τον αναστοχασμό, επιτρέποντας στην ερευνήτρια να παρακολουθήσει τις αλλαγές που επήλθαν μέσω των δράσεων και να τις αξιολογήσει σε πραγματικό χρόνο.

Επιπλέον, η εθνογραφική προσέγγιση προσφέρει ένα εύρος εργαλείων που επιτρέπουν την εις βάθος κατανόηση των δυναμικών του πλαισίου μέσα από την άμεση συμμετοχή στην καθημερινότητα της κοινότητας των συμμετεχόντων (Hammersley & Atkinson, 2007: 3-5). Μέσα από τη συστηματική παρατήρηση, τη διαλογική επικοινωνία και την καταγραφή εμπειριών, στάσεων και συμπεριφορών, επιδιώχθηκε να αναδειχθούν οι ιδιαίτερες κοινωνικοπολιτισμικές και ψυχολογικές συνθήκες που διαμορφώνονται εντός του σωφρονιστικού συστήματος (Fetterman, 2010: 25).

Παράλληλα, η έρευνα δράσης προσφέρει το απαραίτητο μεθοδολογικό πλαίσιο για την ταυτόχρονη εφαρμογή παρεμβατικών πρακτικών και την ερευνητική αποτίμησή τους. Χάρη στη δυναμική της φύση, η εν λόγω δράση επιτρέπει την ανάπτυξη ενός διαρκούς κύκλου σχεδιασμού, υλοποίησης, αναστοχασμού και ανασχεδιασμού (Kemmis & McTaggart, 1988: 11), μέσα από τον οποίο η ερευνήτρια είχε τη δυνατότητα να παρακολουθεί σε πραγματικό χρόνο τις επιπτώσεις των δράσεων, να αξιολογεί την αποτελεσματικότητά τους και να προσαρμόζει την προσέγγισή της ανάλογα με τις ανάγκες και τις αντιδράσεις των συμμετεχόντων.

Η σύνθεση αυτών των δύο προσεγγίσεων καθιστά τη μελέτη ευέλικτη, εστιασμένη και κοινωνικά εμπλεκόμενη, επιτρέποντας τόσο τη βαθιά κατανόηση του πλαισίου όσο και την ουσιαστική συμβολή στην εκπαιδευτική και κοινωνική ενδυνάμωση των συμμετεχόντων.

3.1. Εργαλεία Συλλογής Δεδομένων

Η συλλογή δεδομένων οργανώθηκε γύρω από τρία βασικά εργαλεία, που συνέβαλαν στην πολύπλευρη αποτύπωση του φαινομένου:

- Αναστοχαστικά ημερολόγια: Κρατήθηκαν από την ερευνήτρια και περιλάμβαναν προσωπικές εντυπώσεις, συναισθηματικές αντιδράσεις και σκέψεις σχετικά με τις δράσεις.
- Ημιδομημένες συνεντεύξεις: Διενεργήθηκαν με επιλεγμένους συμμετέχοντες (έγκλειστους και έγκλειστες εκπαιδευόμενους/-ες). Οι συνεντεύξεις εστίασαν στην επίδραση της συμμετοχής, στη διαδικασία μάθησης και στη συναισθηματική εμπλοκή.
- Παρατήρηση συμμετοχικών δράσεων: Καταγράφηκαν ψηφιακές ξεναγήσεις και συζητήσεις. Η ερευνήτρια λειτούργησε ως συμμετέχουσα-παρατηρήτρια, καταγράφοντας την αλληλεπίδραση και το επίπεδο εμπλοκής των εκπαιδευομένων.

3.2. Ανάλυση Δεδομένων

Η ανάλυση πραγματοποιήθηκε με τη μέθοδο της θεματικής ανάλυσης, όπως περιγράφεται από τον Braun και τον Clarke (2006). Τα δεδομένα κωδικοποιήθηκαν σε επιμέρους μοτίβα και κατηγορίες νοήματος, οι οποίες στη συνέχεια συγκροτήθηκαν σε υπερθεματικές ενότητες που αντανακλούν τις βασικές διαστάσεις της εμπειρίας των συμμετεχόντων.

Οι κυριότερες θεματικές κατηγορίες που προέκυψαν από την ανάλυση είναι:

- Ενδυνάμωση και αυτοεκτίμηση
- Πολιτιστική ταυτότητα και αυτογνωσία
- Αναστοχασμός και προσωπική αφήγηση
- Ψηφιακές και εκφραστικές δεξιότητες
- Προοπτική κοινωνικής επανένταξης

Αξιοποιήθηκαν επίσης τεχνικές επαναληπτικής ανάγνωσης και διασταύρωσης πηγών (triangulation), ώστε να ενισχυθεί η εγκυρότητα των ευρημάτων.

3.3. Το Πλαίσιο των Παρεμβάσεων

Οι παρεμβάσεις πραγματοποιήθηκαν σε εφτά (7) Σχολεία Δεύτερης Ευκαιρίας φυλακών σε όλη την Ελλάδα και στην τελευταία εξ αυτών διασυνδέθηκαν και τα υπόλοιπα σχολεία στα οποία η ερευνήτρια εξαιτίας του περιορισμένου χρόνου δεν πρόλαβε να επισκεφθεί -το σύνολο των Σχολείων Δεύτερης Ευκαιρίας που λειτουργούν σε Καταστήματα Κράτησης είναι 12- με ποικιλία δράσεων και διαφορετικό βαθμό συμμετοχής. Σε κάθε περίπτωση, οι παρεμβάσεις σχεδιάστηκαν με βάση τις αρχές της συμμετοχικής μάθησης, με τον εκπαιδευόμενο στο επίκεντρο της εκπαιδευτικής εμπειρίας. Οι τεχνολογικές πλατφόρμες (Zoom, Google Meet, εκπαιδευτικά βίντεο, ψηφιακά εργαλεία) αξιοποιήθηκαν για τη διασύνδεση των φυλακών με τους πολιτιστικούς φορείς και τα μουσεία.

Συνολικά συμμετείχαν πάνω από 300 εκπαιδευόμενοι, πραγματοποιήθηκαν πολλαπλές ψηφιακές ξεναγήσεις σε μουσεία εντός της Ελλάδας. Οι παρεμβάσεις καταγράφηκαν συστηματικά και αποτέλεσαν τη βάση για την ποιοτική ανάλυση.

4. Πεδία Δράσης

Οι παρεμβάσεις που υλοποιήθηκαν στο πλαίσιο της παρούσας έρευνας βασίστηκαν στην αξιοποίηση της πολιτιστικής κληρονομιάς -και δη στον αρχαίο ελληνικό πολιτισμό- και της τεχνολογίας ως μέσων εκπαιδευτικής ενδυνάμωσης. Οι δράσεις πραγματοποιήθηκαν στα Σχολεία Δεύτερης Ευκαιρίας (ΣΔΕ) που λειτουργούν εντός Σωφρονιστικών Καταστημάτων σε όλη την Ελλάδα, αλλά και σε κάποια Δημοτικά σχολεία που συν- λειτουργούν σε αυτά. Κοινή συνισταμένη των παρεμβάσεων υπήρξε η προσπάθεια γεφύρωσης του πολιτιστικού και εκπαιδευτικού κενού που βιώνουν οι έγκλειστοι, μέσω εργαλείων ψηφιακής πρόσβασης και συμμετοχικής μάθησης.

4.1. Ψηφιακές Ξεναγήσεις σε Μουσεία

Κεντρικός πυλώνας των δράσεων υπήρξαν οι ψηφιακές ξεναγήσεις, οι οποίες επέτρεψαν στους συμμετέχοντες και στις συμμετέχουσες να «επισκεφθούν» μουσεία της Ελλάδας που σχετίζονται με τον αρχαίο ελληνικό πολιτισμό, παρά τους περιορισμούς του εγκλεισμού. Η επιλογή του υλικού βασίστηκε σε κριτήρια εκπαιδευτικής αξίας, οπτικής προσβασιμότητας και πολιτιστικής αντιπροσωπευτικότητας.

Έτσι φέτος πραγματοποιήθηκαν οι εξής τηλε- ξεναγήσεις:

- 2ο ΣΔΕ Πάτρας, Αρχαιολογικό Μουσείο Κέρκυρας
- 2ο ΣΔΕ Τρικάλων, Αρχαιολογικό Μουσείο Νικόπολης Πρεβέζης
- 1ο ΣΔΕ Γρεβενών, Μουσείο Ιστορίας των Ολυμπιακών Αγώνων της Αρχαιότητας
- 3ο ΣΔΕ Διαβατών Θεσσαλονίκης, Αρχαιολογικό Μουσείο Άρτας
- 1ο ΣΔΕ Ελαιώνα Θηβών, Αρχαιολογικός χώρος της Επιδαύρου
- 2ο ΣΔΕ Λάρισας, Αρχαιολογικό Μουσείο Θεσσαλονίκης
- 2ο ΣΔΕ Κέρκυρας και διασύνδεση ΣΔΕ Νιγρίτα, Δομοκού, Κορυδαλλού, Χανίων, Μαλανδρίνου , Πάτρας και Ελαιώνα Θηβών, Μουσείο Μπενάκη

4.2. Το Πρόγραμμα MuTourIn: Διεθνές Πρότυπο Καινοτομίας

Το αποκορύφωμα των παρεμβάσεων αποτέλεσε το πρωτοποριακό πρόγραμμα MuTourIn – Museum Tours for Inmates: The Ancient Greek Encounters, το οποίο σχεδιάστηκε και υλοποιήθηκε στο πλαίσιο μεταδιδακτορικής έρευνας της ερευνήτριας, με την υποστήριξη του Κέντρου Ελληνικών Σπουδών του Πανεπιστημίου Harvard.

Το MuTourIn συνδύασε:

- Ζωντανές ψηφιακές ξεναγήσεις με συμμετοχή επιμελητών, αρχαιολόγων και ξεναγών μουσείων.
- Συζήτηση και ανάλυση πολιτισμικών θεμάτων μέσα από διαλογική μέθοδο.
- Παραγωγή ψηφιακού υλικού, προσαρμοσμένου στο κοινό των ΣΔΕ.

Το πρόγραμμα προσέφερε στους εκπαιδευόμενους μια δομημένη, αλλά ελεύθερη μορφή συμμετοχής, στην οποία μπορούσαν να αναγνωρίσουν, να σχολιάσουν και να συνδέσουν την πολιτιστική πληροφορία με προσωπικά βιώματα. Τα αποτελέσματα υπήρξαν εξαιρετικά θετικά, με εκπαιδευτικούς και εκπαιδευόμενους να δηλώνουν ότι «*για πρώτη φορά ένιωσαν συνδεδεμένοι με την κοινωνία*».

4.3. Ενδείξεις Αποτελεσματικότητας

Από την εφαρμογή των δράσεων, διαπιστώθηκε:

- Εμφάνιση πρωτοβουλιών για έκφραση, δημιουργία και ανάληψη ρόλων εντός τάξης.
- Βελτίωση της στάσης απέναντι στη μάθηση, όχι μόνο σε σχέση με την πολιτιστική εκπαίδευση, αλλά και με τα βασικά γνωστικά αντικείμενα.

5. Ανάλυση Αποτελεσμάτων

Η ανάλυση των δεδομένων, όπως προέκυψαν από τα ημερολόγια, τις συνεντεύξεις και την παρατήρηση, ανέδειξε τέσσερις βασικές θεματικές κατηγορίες που αποτυπώνουν την επίδραση των πολιτιστικών παρεμβάσεων στους εκπαιδευόμενους των ΣΔΕ εντός των Σωφρονιστικών Καταστημάτων. Οι θεματικές αυτές δεν αναπτύχθηκαν μεμονωμένα, αλλά αλληλεπιδρούσαν δυναμικά, δημιουργώντας ένα σύνολο μετασχηματιστικής εμπειρίας.

5.1. Ενδυνάμωση και Αυτοεκτίμηση

Η πιο έντονα καταγεγραμμένη επίδραση αφορούσε την ενίσχυση της αυτοεκτίμησης και της αυτοαντίληψης των συμμετεχόντων. Η επαφή με τον πολιτισμό και η δυνατότητα ενεργής συμμετοχής σε μια πολιτιστική διαδικασία -που υπό κανονικές συνθήκες τους είναι απρόσιτη- λειτούργησε ως μέσο επαναπροσδιορισμού της προσωπικής τους αξίας.

«*Για πρώτη φορά ένιωσα ότι μπορώ να σταθώ ισότιμα σε μια συζήτηση με ανθρώπους εκτός φυλακής*», ανέφερε εκπαιδευόμενος στο ΣΔΕ Κέρκυρας.

Η εμπλοκή τους με το υλικό των μουσείων ενίσχυσε την αίσθηση ότι έχουν τη δυνατότητα να σκέφτονται, να δημιουργούν, να συγκινούν και να εκφράζονται ως πολίτες και ως πολιτισμικά υποκείμενα.

5.2. Πολιτιστική Ταυτότητα και Αυτογνωσία

Η αναγνώριση των πολιτιστικών συμβόλων και η σύνδεση με το συλλογικό παρελθόν της Ελλάδας δημιούργησαν αισθήματα υπερηφάνειας και συμμετοχής σε μια ιστορική συνέχεια. Η πρόσβαση σε ψηφιακά μουσειακά εκθέματα επέτρεψε στους συμμετέχοντες να ανακαλύψουν πλευρές της πολιτιστικής τους ταυτότητας που αγνοούσαν ή θεωρούσαν "απρόσιτες".

«*Αυτό το άγαλμα δεν μου μιλούσε ποτέ. Τώρα, ένιωσα ότι κουβαλάω κι εγώ κάτι από αυτό*», δήλωσε εκπαιδευόμενος στο ΣΔΕ Τρικάλων.

Η ενεργοποίηση της ταυτότητας ως "φορέα πολιτισμού" προσέφερε μια νέα αφήγηση εαυτού, απαλλαγμένη από το στίγμα της παραβατικότητας.

5.3. Αναστοχασμός και Προσωπική Αφήγηση

Οι πολιτιστικές εμπειρίες λειτούργησαν ως εφαλτήριο για προσωπικό αναστοχασμό. Η σύγκριση με ιστορικά πρόσωπα, μύθους ή αντικείμενα ενεργοποίησε μηχανισμούς ταύτισης και ερμηνείας της προσωπικής διαδρομής. Μέσα από την αφήγηση, οι συμμετέχοντες ανακατασκεύασαν την προσωπική τους ιστορία, όχι πλέον μόνο ως εγκλείστου, αλλά ως ανθρώπου με αξίες, εμπειρίες και δυνατότητα αλλαγής.

«*Το άγαλμα του Ολυμπιονίκη ήρωα μου έφερε στο νου τον δικό μου αγώνα μέχρι τώρα… αλλά και την ικανότητά μου να στέκομαι ακόμα*», ανέφερε κρατούμενος από το ΣΔΕ Γρεβενών.

Αυτές οι αφηγήσεις ενίσχυσαν τη συναισθηματική αποφόρτιση, την ενσυναίσθηση και την εσωτερική ανασυγκρότηση.

5.4. Προοπτική Κοινωνικής Επανένταξης

Η δυνατότητα συμμετοχής σε πολιτιστικές δράσεις καλλιέργησε στους έγκλειστους προοπτική και ελπίδα. Πολλοί συμμετέχοντες εξέφρασαν την επιθυμία να επισκεφθούν μουσεία μετά την αποφυλάκισή τους ή να συνεχίσουν την εκπαιδευτική τους πορεία.

«*Ήταν η πρώτη φορά που σκέφτηκα το μέλλον μου εκτός φυλακής με θετικό τρόπο*», δήλωσε συμμετέχουσα στο ΣΔΕ Ελαιώνα Θηβών.

Η δημιουργία μιας θετικής, ορατής προοπτικής αποτελεί βασικό στοιχείο της κοινωνικής επανένταξης και δείκτη της επιτυχίας μιας εκπαιδευτικής παρέμβασης εντός φυλακής.

5.5. Συγκριτικά Ευρήματα από Διεθνείς Έρευνες

Τα πορίσματα της παρούσας μελέτης βρίσκονται σε αντιστοιχία με διεθνή και ελληνικά ερευνητικά ευρήματα. Συγκεκριμένα, η μελέτη του Smith αναδεικνύει τη συμβολή των ψηφιακών μουσειακών εμπειριών στην ενίσχυση της αυτοεκτίμησης και στη μείωση της επιθετικότητας των εγκλείστων (Smith, A., 2022: 41). Αντίστοιχα, η Μπολωνάκη (2019) επισημαίνει ότι η πολιτιστική πρόσβαση μπορεί να λειτουργήσει ως καταλύτης για τον αναστοχασμό και την εσωτερική συμφιλίωση των συμμετεχόντων.

Στην ελληνική πραγματικότητα, η Παπαγεωργίου τεκμηριώνει ότι η συμμετοχή σε ψηφιακά πολιτιστικά προγράμματα εντός του σωφρονιστικού πλαισίου συνδέεται με αυξημένη μαθησιακή εμπλοκή, καθώς και με ενδυνάμωση των διαπροσωπικών δεσμών, τόσο μεταξύ των εγκλείστων όσο και με τους εκπαιδευτικούς (Παπαγεωργίου, 2016).

6. Συμπεράσματα και Προτάσεις

Η παρούσα εργασία ανέδειξε τον βαθύτατα μετασχηματιστικό ρόλο της πολιτιστικής εκπαίδευσης σε περιβάλλοντα εγκλεισμού. Μέσα από τη συστηματική εφαρμογή μουσειοπαιδαγωγικών παρεμβάσεων και ψηφιακών ξεναγήσεων, γίνεται αντιληπτό ότι οι έγκλειστοι μπορούν να αποκτήσουν πρόσβαση σε νοήματα, ταυτότητες και εμπειρίες που υπερβαίνουν τα στενά όρια της φυλακής.

Η πολιτιστική εμπλοκή, είτε δια ζώσης είτε μέσω τεχνολογικών εργαλείων, προσφέρει στους έγκλειστους:

- ευκαιρίες αυτογνωσίας και αναστοχασμού,
- δυνατότητα συναισθηματικής έκφρασης και αισθητικής απόλαυσης,
- επανασύνδεση με την πολιτιστική τους ταυτότητα,
- και μια συμβολική αποκατάσταση μέσα από τη συμμετοχή στον κοινό πολιτισμικό λόγο.

Παράλληλα, η ψηφιακή τεχνολογία κατέδειξε τη δύναμή της ως καταλύτη προσβασιμότητας και κοινωνικής συμπερίληψης. Αντί να αποτελεί φραγμό, λειτούργησε ως μέσο επανασύνδεσης με τον κόσμο, ως πλατφόρμα δημιουργικότητας και ως εργαλείο για την καταπολέμηση της απομόνωσης.

Τα ευρήματα της έρευνας ενισχύουν τη θέση ότι η εκπαίδευση στις φυλακές δεν πρέπει να περιορίζεται στην απόκτηση τυπικών προσόντων, αλλά να ενσωματώνει παιδαγωγικές πρακτικές που αναγνωρίζουν το πρόσωπο, την εμπειρία και τη δυνατότητα του κάθε έγκλειστου να επαναδιαπραγματευτεί την ταυτότητά του.

6. 1. Προτάσεις Πολιτικής και Εκπαιδευτικής Πρακτικής

Με βάση τα παραπάνω, διατυπώνονται οι εξής προτάσεις:

1. Θεσμοθέτηση της Μουσειακής Εκπαίδευσης στα ΣΔΕ Φυλακών

Απαιτείται η επίσημη ένταξη της πολιτιστικής εκπαίδευσης στο αναλυτικό πρόγραμμα των ΣΔΕ. Η πολιτιστική εμπειρία δεν είναι πολυτέλεια, αλλά δικαίωμα και εργαλείο κοινωνικής ένταξης.

2. Εθνικό Δίκτυο Συνεργασίας Μουσείων – ΣΔΕ – Σωφρονιστικών Ιδρυμάτων

Η δημιουργία θεσμοθετημένων συνεργασιών μεταξύ μουσειακών φορέων, εκπαιδευτικών ιδρυμάτων και σωφρονιστικών δομών θα διασφαλίσει τη σταθερότητα, τη συνέχεια και την ποιοτική αναβάθμιση των δράσεων.

3. Ενίσχυση Υποδομών και Ψηφιακής Συνδεσιμότητας

Για την επιτυχία των ψηφιακών παρεμβάσεων είναι απαραίτητη η ενίσχυση των τεχνολογικών υποδομών στις φυλακές, καθώς και η διασφάλιση πρόσβασης σε κατάλληλο εξοπλισμό και περιβάλλον εργασίας.

4. Συνεχής Επιμόρφωση Εκπαιδευτικών και Σωφρονιστικού Προσωπικού

Οι εκπαιδευτικοί των ΣΔΕ και οι εργαζόμενοι στις φυλακές πρέπει να υποστηριχθούν με προγράμματα επιμόρφωσης σε θέματα πολιτιστικής εκπαίδευσης, ψηφιακής παιδαγωγικής και κοινωνικής ψυχολογίας.

5. Καταγραφή και Διάχυση Καλών Πρακτικών

Η τεκμηρίωση των επιτυχημένων δράσεων, η δημιουργία βάσης δεδομένων εκπαιδευτικού υλικού και η συστηματική αξιολόγηση των προγραμμάτων είναι κρίσιμα βήματα για τη βιωσιμότητα και την επεκτασιμότητα των παρεμβάσεων.

Κοντολογίς, αποδεικνύεται πως ο πολιτισμός, όταν παρέχεται με σεβασμό, προσβασιμότητα και παιδαγωγική στόχευση, μπορεί να λειτουργήσει ως πράξη αντίστασης στην αποπροσωποποίηση. Μέσα από το άγγιγμα της πολιτιστικής κληρονομιάς, οι έγκλειστοι και οι έγκλειστες έχουν τη δυνατότητα να ανακτήσουν τη φωνή τους, να χτίσουν νέες αφηγήσεις και να φανταστούν ένα μέλλον όπου η κοινωνία δεν τους περιθωριοποιεί, αλλά τους εμπιστεύεται ξανά.

Η πολιτιστική εκπαίδευση στις φυλακές είναι, τελικά, μια μορφή κοινωνικής και πολιτισμικής δικαιοσύνης, μια πράξη που συνδέει τη γνώση με την ελπίδα, την έκφραση με την αξιοπρέπεια και τον πολιτισμό με την ελευθερία.

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ΑΤΟΜΑ ΜΕ ΔΥΣΛΕΞΙΑ ΚΑΙ ΔΡΑΣΕΙΣ ΣΤΗΡΙΞΗΣ

Βολακάκη Μαρία
Εκπαιδευτικός ΠΕ02
Γεωργοβρεττάκου Σταματίνα
Εκπαιδευτικός ΠΕ02-ΠΕ01

Περίληψη

Η επικοινωνία, ως το βασικότερο στοιχείο της καθημερινότητας, συνδέεται άμεσα με τη γλώσσα. Όμως, τα άτομα που εμφανίζουν ελλείμματα στην επικοινωνία και στη χρήση της γλώσσας συχνά παρουσιάζουν μαθησιακές δυσκολίες και συγκεκριμένα δυσλεξία. Η παρούσα βιβλιογραφική εργασία επιχειρεί να εστιάσει στις δυσκολίες που αντιμετωπίζουν τα άτομα με δυσλεξία αλλά και να αναδείξει τους τρόπους δράσης για την υποστήριξή τους. Εξάγεται το συμπέρασμα ότι η έγκυρη και έγκαιρη διάγνωση, καθώς και η κατάλληλη εκπαιδευτική παρέμβαση αποτελούν τους βασικούς παράγοντες για την ομαλή ένταξη των ατόμων στο σχολικό περιβάλλον και στην κοινωνία. Υπογραμμίζεται η ανάγκη, τα κράτη να διαμορφώσουν την πολιτική τους, ώστε να προωθήσουν την ενταξιακή εκπαίδευση και την εξασφάλιση ίσων ευκαιριών χωρίς αποκλεισμούς.

Λέξεις κλειδιά: δυσλεξία, υποστήριξη, δράσεις

1. Εισαγωγή

Η δυσλεξία αποτελεί την πιο μελετημένη ειδική μαθησιακή δυσκολία, καθώς επηρεάζει έντονα τη μαθησιακή εξέλιξη των ατόμων. Το ποσοστό πλέον του μαθητικού πληθυσμού με δυσλεξία αυξάνεται και θεωρείται υποχρέωση αλλά και πρόκληση, όχι μόνο για το εκπαιδευτικό σύστημα αλλά και για ολόκληρη την κοινωνία, να ενεργοποιήσει μηχανισμούς που θα διευκολύνουν την καθημερινότητα αυτών των ατόμων (Στασινός, 2015).

Στην παρούσα εργασία, επιχειρείται η ανάδειξη των δράσεων υποστήριξης και η συμβολή τους στη διαχείριση των δυσκολιών που αντιμετωπίζουν τα άτομα με δυσλεξία. Πιο συγκεκριμένα, στην πρώτη ενότητα παρουσιάζονται τα χαρακτηριστικά της δυσλεξίας, τα αίτια και η επιδημιολογία, ενώ στη δεύτερη ενότητα προτείνονται τρόποι υποστήριξης των ατόμων με δυσλεξία. Επίσης, γίνεται αναφορά σε δράσεις, οι οποίες μπορούν να συμβάλλουν αποτελεσματικά στην κοινωνική και επαγγελματική ζωή των ατόμων με δυσλεξία.

2. Κυρίως μέρος

2.1. Δυσλεξία

Η δυσλεξία κατατάσσεται στις ειδικές μαθησιακές δυσκολίες και φαίνεται πως εμποδίζει τους μαθητές να αποκτήσουν δεξιότητες κατά τη μαθησιακή διαδικασία. Οι δυσλεκτικοί μαθητές εμφανίζουν δυσκολίες στην ανάγνωση και τη γραφή, ενώ προϋπόθεση για τη διάγνωση είναι να μην σχετίζονται με διαταραχές οργανικές ή διανοητικές. Πιο συγκεκριμένα, ο δείκτης νοημοσύνης πρέπει να είναι πάνω από 90 ενώ χρειάζεται να απουσιάζουν προβλήματα στην όραση, στην ακοή και να μην υπάρχουν νευρολογικές αδυναμίες ή σοβαρές συναισθηματικές και κοινωνικές διαταραχές. Επίσης, είναι σημαντικό το περιβάλλον του ατόμου να παρέχει ερεθίσματα μάθησης (Μαριδάκη-Κασσωτάκη, 2005). Η δυσλεξία μπορεί να είναι επίκτητη ή εξελικτική. Στην εξελικτική δυσλεξία ανήκει η οπτική και ακουστική δυσλεξία (Πόρποδας, 1997).

Τα άτομα με δυσλεξία εμφανίζουν δυσκολίες στην πραγματολογία της γλώσσας, στη γενίκευση των γνώσεων, στην ορθογραφία, στη φωνολογία και κατ' επέκταση η παραγωγή στον γραπτό λόγο εμφανίζεται ελλιπής ενώ και η μνήμη παρουσιάζει ελλείμματα (British Dyslexia Association, 2008 · Troia, 2011). Φαίνεται όλα αυτά τα εμπόδια δημιουργούν προβλήματα και στον ψυχοκοινωνικό τομέα. Τα άτομα βιώνουν την απόρριψη, συχνά αποσύρονται, απογοητεύονται, νιώθουν έντονο

άγχος, έχουν χαμηλή αυτοπεποίθηση και παρουσιάζουν προβλήματα συμπεριφοράς, έτσι προκύπτουν δυσκολίες και στη συναισθηματική τους ανάπτυξη (Πολυχρόνη, 2006).

Έχουν εντοπιστεί τρεις τύποι δυσλεξίας, η οπτική δυσλεξία, η ακουστική και η μικτή. Πιο συγκεκριμένα, η οπτική δυσλεξία είναι η πιο διαδεδομένη μορφή και παρουσιάζονται ελλείμματα στις γνωστικές και λειτουργικές δεξιότητες, όπως η οπτική αντίληψη, η οπτική διάκριση και η οπτική μνήμη. Παρατηρείται απώλεια της σειράς του κειμένου, καθρεπτική ανάγνωση, παράλειψη λέξεων κ.α. Επομένως, ο μαθητής παρουσιάζει δυσκολίες στη μετουσίωση των γραπτών συμβόλων σε προφορικό λόγο. Ο τύπος της ακουστικής δυσλεξίας είναι η πιο δύσκολη μορφή ως προς την αντιμετώπιση. Παρουσιάζονται ελλείμματα στη διάκριση, μίξη και σύνθεση ήχων, στην κατονομασία προσώπων πραγμάτων κ.α. αλλά και στην απομνημόνευση πληροφοριών που λαμβάνει το άτομο μέσω της ακουστικής διόδου (British Dyslexia Association, 2008). Εμφανίζεται δυσκολία στην τήρηση της σωστής διάταξης και της σειράς εμφάνισης των πληροφοριών, ενώ μπορεί να ανιχνευθεί με αντιγραφή καθ' υπαγόρευση κειμένου και μέσω της παρακολούθησης της διδασκαλίας της τάξης.

Οι πιο διαδεδομένες θεωρίες, που εξετάζουν τα αίτια της δυσλεξίας, είναι η νευρολογική και η γνωστική. Σύμφωνα με το ιατρικό μοντέλο ερμηνείας, πρόκειται για μία νευρολογική - βιολογική διαταραχή, η οποία επηρεάζει τις αναγνωστικές λειτουργίες του παιδιού. Η δυσλειτουργία στην ανατομία και λειτουργία του ανθρώπινου εγκεφάλου φαίνεται να είναι η αιτία της δυσλεξίας αφού ο εγκέφαλος αδυνατεί να επεξεργαστεί όλες τις πληροφορίες που προσλαμβάνονται μέσω των αισθήσεων. Από την άλλη μεριά, σύμφωνα με το ψυχολογικό- παιδαγωγικό μοντέλο ερμηνείας εντοπίζονται ελλείμματα στις ανώτερες νοητικές λειτουργίες που σχετίζονται με τη σκέψη, την αντίληψη, την προσοχή, τη μνήμη κτλ. (Στασινός, 2003). Παράλληλα, η Uta Frith (1999), πρότεινε ένα μοντέλο ερμηνείας τριών επιπέδων (γνωστικό, βιολογικό, συμπεριφορικό) όπου κρίνεται αναγκαίο να ληφθούν υπόψη για να επιτευχθεί ένας ικανοποιητικός ορισμός της δυσλεξίας.

Η διάγνωση της δυσλεξίας είναι αρμοδιότητα θεσμοθετημένων φορέων (π.χ. ΚΕ.ΔΑ.ΣΥ) που διαθέτουν διεπιστημονικές ομάδες. Για την αξιολόγηση χορηγούνται ψυχομετρικά τεστ και ειδικές κλίμακες αξιολόγησης ενώ λαμβάνεται υπόψη και η περιγραφική αξιολόγηση των εκπαιδευτικών του σχολείου και του ειδικού προσωπικού εφόσον υπάρχει. Θα πρέπει όμως να ληφθεί σοβαρά υπόψη η ενδοατομικότητα κατά την αξιολόγηση, διότι κάθε άτομο με δυσλεξία έχει διαμορφώσει έναν προσωπικό χαρακτήρα. Η αξιολόγηση έχει έναν δυναμικό χαρακτήρα επομένως οφείλεται να σκιαγραφείται το μαθησιακό προφίλ του μαθητή και να δίνεται έμφαση στον περιγραφικό χαρακτήρα της αξιολόγησης.

Η επιδημιολογική εικόνα της δυσλεξίας είναι διαφορετική ανάλογα με τη χώρα που γίνεται η έρευνα. Επίσης, ιδιαίτερη σημασία έχει και η γλώσσα των συμμετεχόντων στις μελέτες μια και η δυσλεξία απαντάται σε όλες τις γλώσσες του κόσμου. Γενικότερα, φαίνεται πως στον σχολικό πληθυσμό τα παιδιά με αναγνωστικές δυσκολίες αγγίζουν περίπου το 8%, ενώ συχνότερα εμφανίζεται στα αγόρια περισσότερο από τα κορίτσια με αναλογία 3- 5:1 (Στασινός, 2015).

Τα άτομα με δυσλεξία δεν πρέπει να ταυτίζονται μόνο με ελλείμματα στις δεξιότητες του γραπτού λόγου και της επικοινωνίας αλλά και με δεξιότητες ή χαρίσματα που τα διαφοροποιούν από τους συνομήλικους τυπικής ανάπτυξης. Φαίνεται πως παρατηρείται υπεροχή στο δεξιό ημισφαίριο του εγκεφάλου και έτσι έχουν την ικανότητα να μπορούν να βλέπουν τη συνολική εικόνα των πληροφοριών και να προβαίνουν σε απρόσμενες συσχετίσεις. Επίσης, παρατηρείται ιδιαίτερο ταλέντο στις τέχνες, είναι σε θέση να δημιουργούν πρωτότυπα έργα με φαντασία ενώ ελκύονται από οπτικές αναπαραστάσεις (Στασινός, 2003). Επομένως, όλα αυτά τα στοιχεία μπορούν να αξιοποιηθούν για την ομαλή τους ένταξη όχι μόνο στην εκπαίδευση αλλά και στο κοινωνικό τους περιβάλλον. Άλλωστε, η αναστρεψιμότητα της δυσλεξίας εξαρτάται όχι μόνο από την σοβαρότητα των ελλειμμάτων του παιδιού σχετικά με τη χρήση και κατανόηση του γραπτού λόγου και την ηλικία, αλλά και από την εφαρμογή του κατάλληλου εκπαιδευτικού προγράμματος, τις γνώσεις του εκπαιδευτικού, το κλίμα της τάξης κ.α. (Στασινός, 2015).

2.2. Δράσεις Στήριξης

Η συμμετοχή της οικογένειας στην υποστήριξη του παιδιού με δυσλεξία είναι απαραίτητη. Η οικογένεια χρειάζεται μαζί με το παιδί αλλά και το σχολείο να συνεργάζεται, ώστε να βρίσκουν λύσεις στα προβλήματα που προκύπτουν και να τα αντιμετωπίζουν από κοινού. Πολύ σημαντική είναι η υποστήριξη του παιδιού και η ενθάρρυνσή του για να ασχολείται όχι μόνο με τις υποχρεώσεις του σχολικού πλαισίου που το δυσκολεύουν αλλά και με άλλες δραστηριότητες, όπως τον αθλητισμό που μπορεί να το οδηγήσουν στη βίωση θετικών συναισθημάτων (Κασσωτάκη, 2005). Η ανάπτυξη ενός κλίματος εμπιστοσύνης στο σπίτι, η αποφυγή των επικρίσεων, η αποδοχή της αποτυχίας και η έκφραση της αγάπης προς το παιδί μπορεί να επηρεάσουν θετικά όχι μόνο την επίδοση αλλά και τη συμπεριφορά του. Το παιδί θα πρέπει να γίνει δέκτης θετικών συναισθημάτων και να κερδίσει την αναγνώριση της οικογένειάς του όχι λόγω των επιδόσεων στο σχολείο αλλά λόγω της προσπάθειας, της υπομονής και της επιμονής του. Με αυτό τον τρόπο θα μπορέσει να γίνει ανεξάρτητο και να αυξηθεί η αυτοεκτίμησή του (Αθανασιάδη, 2001).

Στην ειδική αγωγή και εκπαίδευση η πρώιμη ανίχνευση είναι ιδιαίτερα σημαντική γιατί φαίνεται πως μπορεί να ομαλοποιήσει την ένταξη και την αποκατάσταση παιδιών που παρουσιάζουν δυσκολίες. Κατά την πρώιμη ανίχνευση παρέχονται εκπαιδευτικές και συμβουλευτικές υπηρεσίες την περίοδο της προσχολικής και πρώτης σχολικής ηλικίας των παιδιών, τα οποία μπορεί να παρουσιάσουν δυσκολίες που στο μέλλον θα εμποδίζουν την ολόπλευρη ανάπτυξή τους (Πολυχρόνη, Χατζηχρήστου, Μπίμπου, 2006). Οι ειδικοί είναι σε θέση να σχεδιάσουν έγκαιρα εξατομικευμένα προγράμματα παρέμβασης και να παρέχουν στην οικογένεια ενημέρωση και ψυχολογική υποστήριξη. Έτσι είναι σε θέση να αντιμετωπίζουν πιο γρήγορα τυχόν επιπλοκές. Η πρώιμη ανίχνευση αφορά όχι μόνο το παιδί αλλά ολόκληρο το περιβάλλον του. Μάλιστα θα είναι ιδιαίτερα αποτελεσματικό εάν και οι εκπαιδευτικοί επιμορφωθούν, ώστε να μπορούν να ανιχνεύουν δυσκολίες και να παρεμβαίνουν υποστηρίζοντας τους μαθητές τους (Καραμπατζάκη, 2012).

Η υιοθέτηση του περιγραφικού μοντέλου αξιολόγησης (ψυχολογικό- παιδαγωγικό μοντέλο) συμβάλλει στην ουσιαστική υποστήριξη του δυσλεκτικού ατόμου διότι περιγράφεται το προφίλ του μαθητή και με βάση αυτό σχεδιάζονται δράσεις για τα εμπλεκόμενα μέρη (γονείς, εκπαιδευτικοί κ.α.), προτείνονται βελτιώσεις στο αναλυτικό πρόγραμμα κ.α. Αυτή η οπτική συμβάλλει αποτελεσματικά στη διασφάλιση των κατάλληλων συνθηκών, ώστε να αποκατασταθεί το άτομο στο μέλλον όχι μόνο κοινωνικά αλλά και επαγγελματικά. Επομένως, ο σχεδιασμός προγραμμάτων παρέμβασης δεν μπορεί να εφαρμοστεί άκριτα και καθολικά. Παρόλα αυτά, συγκεκριμένες αρχές μπορούν να εφαρμοστούν και να λειτουργήσουν υποστηρικτικά (Στασινός, 2015).

Το σχολικό πλαίσιο πρέπει να διασφαλίσει τις κατάλληλες συνθήκες ώστε να αντιμετωπιστεί αποτελεσματικά η δυσλεξία. Η έγκυρη διαφοροδιάγνωση συμβάλλει σημαντικά προς αυτή την κατεύθυνση, ώστε να σχεδιαστεί και να εφαρμοστεί ένα πρόγραμμα εξατομικευμένο που θα προτείνει συγκεκριμένους τρόπους μάθησης, οι οποίοι θα εφαρμοστούν στο σχολείο. Στο σχολικό πλαίσιο πρέπει να δοθεί έμφαση στην ανάπτυξη φιλικού κλίματος, ώστε όχι μόνο να φιλοξενεί παιδιά με δυσλεξία αλλά να τα ενδυναμώνει. Πλέον η συμπερίληψη που έχει στόχο την ένταξη των παιδιών με ειδικές εκπαιδευτικές ανάγκες είναι μονόδρομος. Απαραίτητη είναι και η ψυχολογική στήριξη και η συμβουλευτική καθοδήγηση του παιδιού από τους ειδικούς. Ως αποτέλεσμα αυτής της υποστήριξης το παιδί θα σχηματίσει μία εικόνα θετική για τον εαυτό του, θα ενισχυθεί η αυτοπεποίθησή του και θα αποβάλλει το στρες και το άγχος.

Ένα σχολείο για να θεωρηθεί ότι είναι φιλικό προς τη δυσλεξία οφείλει να αξιοποιεί συγκεκριμένες διδακτικές προσεγγίσεις, όπως για παράδειγμα η πολυαισθητηριακή μέθοδος διδασκαλίας κατά την οποία χρησιμοποιούνται οι αισθήσεις για να ενεργοποιήσουν λειτουργίες του εγκεφάλου σχετικές με τη χρήση του λόγου. Επίσης, με τη μέθοδο αυτή βελτιώνεται και η ικανότητα μνήμης (Fredembach et al., 2009). Η κιναισθητική μέθοδος εστιάζει στις κινήσεις της γλώσσας, των χειλιών αλλά και των χεριών, ενώ οι φωνητικές μέθοδοι με χρήση χρωμάτων για την ένδειξη των γραμμάτων συμβάλλει στην ανάπτυξη της μνήμης (Στασινός, 2009). Η υποστήριξη των μαθητών με δυσλεξία μέσω ηλεκτρονικού υπολογιστή είναι ιδιαίτερα αποτελεσματική στην καλλιέργεια των βασικών δεξιοτήτων όπως στην ανάγνωση και τα μαθηματικά. Ο ηλεκτρονικός υπολογιστής

αποτελεί ένα σημαντικό εργαλείο και μέσο διδασκαλίας που παράλληλα μπορεί να συμβάλλει και στην κοινωνικοποίηση του παιδιού (Στασινός, 2001). Επομένως, οι μαθητές θα πρέπει να μαθαίνουν με έναν τρόπο αποτελεσματικό με βάση τις προσωπικές τους επιλογές, έτσι ώστε να έρχονται πιο κοντά στη γνώση. Το εκπαιδευτικό πλαίσιο θα πρέπει να δημιουργεί κίνητρα στους μαθητές και παράλληλα να δημιουργεί ευκαιρίες επιτυχίας. Επίσης, ανάλογα με τις συνθήκες, η διεξαγωγή εξατομικευμένων διδασκαλιών αλλά και η αξιοποίηση της ομαδοσυνεργατικής μεθόδου θα αναπτύξει τις δεξιότητες των μαθητών.

Σύμφωνα με την έκθεση του Ευρωπαϊκού φορέα για την Ειδική Αγωγή στην Ενταξιακή Εκπαίδευση (2016) οι νέοι που συμμετείχαν δήλωσαν πως η ενταξιακή εκπαίδευση εντάσσεται στα ανθρώπινα δικαιώματα, ενώ ο σεβασμός στην ιδιότητα του πολίτη αποτέλεσε σημαντικό θέμα συζήτησης. Ιδιαιτέρως τονίστηκε ότι είναι απαραίτητο στην εκπαίδευση να υπάρχει ένας καθολικός σχεδιασμός για την υποστήριξή τους, ενώ αναφέρθηκε η αποτελεσματικότητα της συνεκπαίδευσης και των εξατομικευμένων προγραμμάτων. Επίσης, κρίνεται σκόπιμη η συμμετοχή τους κατά τη διαδικασία λήψης των αποφάσεων και του σχεδιασμού προγραμμάτων. Με τον τρόπο αυτό τα μέλη τα οποία εμπλέκονται, τόσο οι εκπαιδευτικοί όσο και οι μαθητές μέσα από τη συνεργασία οδηγούνται στον σχεδιασμό αποτελεσματικών δράσεων.

Απαραίτητη θεωρήθηκε και η επιμόρφωση των εκπαιδευτικών, ώστε να γνωρίζουν τον κατάλληλο τρόπο υποστήριξης τον μαθητών με σκοπό να τους ενδυναμώσουν και όχι να αποτελούν το δεκανίκι τους. Κάτι το οποίο ανησυχεί ιδιαίτερα τους νέους, είναι οι παγιωμένες αντιλήψεις και οι προκαταλήψεις που ακολουθούν σε όλη τη ζωή τους τα άτομα δυσκολίες μάθησης. Ιδιαίτερα χρήσιμο θα ήταν να οργανώνονται δράσεις, οι οποίες θα ευαισθητοποιήσουν την κοινωνία και θα ενημερώνουν όχι μόνο για τις ανάγκες αλλά και για τα πλεονεκτήματα των ατόμων με δυσκολίες μάθησης.

Αξιοσημείωτο είναι πως η Πρόεδρος της Ευρωπαϊκής Επιτροπής, von der Leyen για την ΄΄Ενωση Ισότητας: στρατηγική για τα δικαιώματα των ατόμων με αναπηρία 2021-2030΄΄ αναφέρει χαρακτηριστικά πως υπάρχει ανάγκη για ανάληψη δράσης των κρατών, αφού είναι φανερή η αναντιστοιχία των εκπαιδευτικών αποτελεσμάτων μεταξύ εκπαιδευομένων με και χωρίς αναπηρία. Οι νέοι με δυσκολίες εμφανίζουν υψηλά ποσοστά διαρροής από το σχολικό πλαίσιο, ενώ παρατηρείται ότι δεν υπάρχει επαρκής σύνδεση του σχολείου με την αγορά εργασίας. Η απουσία έρευνας για τις προϋποθέσεις που είναι απαραίτητες για την επιτυχή ένταξη στην εκπαίδευση και στην κοινωνία των μαθητών με αυτισμό, δυσλεξία ή υπερκινητικότητα, δυσχεραίνει τη λήψη μέτρων. Βασικός άξονας του Ευρωπαϊκού Χώρου Εκπαίδευσης θα πρέπει να είναι είναι η δια βίου εκπαίδευση χωρίς αποκλεισμούς. Προς αυτόν τον σκοπό κινούνται δράσεις όπως «Pathways to School Success» (Τρόποι σχολικής επιτυχίας) που εστιάζουν σε ομάδες με ειδικές εκπαιδευτικές ανάγκες. Επίσης, η χρηματοδότηση από την Ευρωπαϊκή Ένωση, τα προγράμματα Erasmus και το Ευρωπαϊκό Σώμα Αλληλεγγύης συμβάλλει στη μείωση των αποκλεισμών στην εκπαίδευση (COM, 2021).

Ο Ευρωπαϊκός Σύνδεσμος για τη Δυσλεξία (2013) αναφέρει πως εκατομμύρια άνθρωποι βρίσκονται στο περιθώριο αφού αποκλείονται από την εκπαίδευση και την εργασία εξαιτίας της δυσλεξίας που δεν αντιμετωπίζεται με τον κατάλληλο τρόπο. Προτείνεται η Ευρωπαϊκή Ένωση να σχεδιάσει πολιτικές που θα προωθήσουν την ισότιμη συμμετοχή των πολιτών σε όλα τα κράτη. Για παράδειγμα, τα άτομα με δυσλεξία δεν έχουν τις ίδιες ευκαιρίες στην εκπαίδευση σε άλλες χώρες της Ευρωπαϊκής Ένωσης πέραν της δικής τους, αφού αντιμετωπίζουν προβλήματα στην εκμάθηση των ξένων γλωσσών. Κρίνεται σκόπιμο λοιπόν να παρέχεται η απαραίτητη υποστήριξη. Παράλληλα, στην αγορά εργασίας οι νέοι με δυσλεξία συνήθως δεν επιλέγονται σε θέσεις εργασίας λόγω των προκαταλήψεων που υπάρχουν ενώ οι τρόποι προσαρμογής τους είναι γνωστοί και μπορούν να εφαρμοστούν.

Σε όλους τους παραπάνω τρόπους υποστήριξης των ατόμων με δυσλεξία έρχεται να προστεθεί και η συμβολή της επιστήμης. Η ισότιμη ένταξη των ατόμων με δυσλεξία μπορεί να αποτελέσει κίνητρο για τους ειδικούς από διαφορετικά πεδία της επιστήμης να ασχοληθούν με την έρευνα περαιτέρω, ώστε να αναπτύξουν καινοτόμες μεθόδους στήριξης στην σχολική τάξη και όχι μόνο

(Στασινός, 2003). Για παράδειγμα, ένα έγκυρο και αξιόπιστο εργαλείο για τη διάγνωση της δυσλεξίας σε όλες τις γλώσσες θα ήταν ιδιαίτερα βοηθητικό.

3. Συμπεράσματα

Κλείνοντας, εξάγεται το συμπέρασμα ότι τόσο οι εκπαιδευτικοί όσο και οι γονείς οφείλουν να ενημερώνονται για τις μαθησιακές δυσκολίες, ώστε να υπάρχει έγκυρη και έγκαιρη διάγνωση και παρέμβαση. Το σχολείο είναι σκόπιμο να υιοθετήσει μεθόδους διδασκαλίας, οι οποίες θα ενισχύουν τους μαθητές όχι μόνο στον γραπτό λόγο αλλά θα συμβάλλουν στην ολόπλευρη ανάπτυξή τους. Γενικότερα η λειτουργία του θα πρέπει να συμβαδίζει με τα δεδομένα της κοινωνίας και να ανταποκρίνεται στις ανάγκες κάθε μαθητή. Παράλληλα, η κοινωνία οφείλει να εγκαταλείψει πλέον τα στερεότυπα και τις προκαταλήψεις ετών και να δεχθεί ισότιμα στους κόλπους της τα άτομα με δυσλεξία. Επίσης, κρίνεται επιτακτική ανάγκη τα κράτη να σχεδιάσουν δράσεις και να υιοθετήσουν πρακτικές που θα δώσουν ίσες ευκαιρίες στην εκπαίδευση, στην εργασία και στη γενικότερη ένταξη των ατόμων με δυσλεξία. Άλλωστε, ας μην ξεχνάμε πως το επίπεδο ενός πολιτισμού κρίνεται από τη διάθεση και τη βούληση των ανθρώπων να επενδύσουν στην εκπαίδευση, στην κατανόηση και την υποστήριξη των ατόμων που το έχουν ανάγκη.

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Η ΣΥΜΒΟΛΗ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΣΤΗ ΣΥΜΠΕΡΙΛΗΠΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ ΜΕΣΩ ΤΟΥ ΣΧΕΔΙΟΥ ΔΡΑΣΗΣ

Βολακάκη Μαρία
Εκπαιδευτικός ΠΕ02
Γεωργοβρεττάκου Σταματίνα
Εκπαιδευτικός ΠΕ01-ΠΕ02

Περίληψη

Στον τομέα της εκπαίδευσης προκύπτουν συνεχώς νέες προκλήσεις, αφού οι ανάγκες των μαθητών αυξάνονται. Η παρούσα βιβλιογραφική εργασία, ερευνά τη συμπεριληπτική εκπαίδευση και τον ενεργητικό ρόλο που μπορεί να έχουν σε αυτήν οι εκπαιδευτικοί. Αφορμή για την εξέταση του συγκεκριμένου θέματος αποτελεί ένα απόσπασμα από το βιβλίο του Π. Αγγελίδη (2009). Στο συγκεκριμένο απόσπασμα γίνεται αναφορά στην έρευνα, την οποία οφείλουν οι εκπαιδευτικοί να κάνουν, ώστε να βελτιώσουν τη διδασκαλία τους αλλά και για να αντισταθούν στις τάσεις επιβολής ορισμένων απόψεων.

Πιο συγκεκριμένα, διερευνάται η συμβολή των εκπαιδευτικών στην εφαρμογή και προώθηση της συμπεριληπτικής εκπαίδευσης, αναδεικνύοντας τον ρόλο τους, όχι μόνο ως διδάσκοντες αλλά και ως φορείς ηγεσίας και αλλαγής. Στόχος της βιβλιογραφικής ανασκόπησης είναι να παρουσιαστούν θεωρητικά και ερευνητικά δεδομένα που αφορούν την έννοια και τη φιλοσοφία της συμπερίληψης, τα εμπόδια που δημιουργεί το συγκεντρωτικό σύστημα διοίκησης στην ενσωμάτωσή της αλλά και τη δυναμική της έρευνας δράσης ως εργαλείου μετασχηματισμού της σχολικής πραγματικότητας.

Η εργασία τεκμηριώνει ότι η συμπεριληπτική εκπαίδευση προϋποθέτει την ενεργή συμμετοχή όλων των εμπλεκόμενων φορέων με επίκεντρο τον εκπαιδευτικό, ο οποίος καλείται να αναπτύξει ηγετικές ικανότητες, να στοχάζεται πάνω στη διδασκαλία του και να ενισχύει τις συνεργασίες με μαθητές, γονείς αλλά και την ευρύτερη κοινότητα. Μέσω της έρευνας δράσης προτείνονται εναλλακτικές διδακτικές πρακτικές, όπως η αξιοποίηση συνεργατικών μεθόδων, καθώς και ενδυνάμωση της φωνής των εκπαιδευτικών απέναντι στους περιορισμούς της κεντρικής διοίκησης.

Καταληκτικά, η εργασία υποστηρίζει ότι η συμπερίληψη δεν είναι απλώς μία παιδαγωγική αρχή, αλλά ένας τρόπος που μπορεί το σχολείο να λειτουργήσει και θα επιτευχθεί, μόνο εάν η αλλαγή προέλθει από τη βάση, συνδεθεί με την πράξη και την κριτική παιδαγωγική συνείδηση των εκπαιδευτικών.

Λέξεις κλειδιά: συμπερίληψη, εκπαιδευτικοί, ερευνητική δράση

1. Εισαγωγή

Έχει παρατηρηθεί ότι ο άνθρωπος στη θέα του διαφορετικού αντιδρά με αποστροφή και συνήθως ό,τι δεν ακολουθεί τα παγιωμένα κοινωνικά πρότυπα, το απομονώνει. Το σχολικό πλαίσιο δεν θα μπορούσε να μην ακολουθήσει αυτή την τακτική, αφού πολλές φορές παρατηρούνται φαινόμενα περιθωριοποίησης. Οι μαθητές που δεν θεωρείται ότι έχουν τυπική ανάπτυξη συχνά αποκαλούνται μη φυσιολογικοί. Σαφέστατα, αυτή η απομόνωση για τα άτομα με Ειδικές Εκπαιδευτικές Ανάγκες έχει συνέπειες. Με τον όρο περιθωριοποίηση νοείται μία διαδικασία σχετική με τα άτομα, τα οποία παρεκκλίνουν από τα κοινωνικά πρότυπα με αποτέλεσμα ο κοινωνικός περίγυρος να τα εξοστρακίζει. Επομένως, οτιδήποτε φαίνεται διαφορετικό οδηγείται στο περιθώριο εξαιτίας π.χ. του φύλου, της αναπηρίας, κ.α. Μάλιστα τα άτομα που αποκλείονται από την ευρύτερη κοινωνική ομάδα στιγματίζονται στο σχολικό πλαίσιο. Ένας μαθητής μπορεί να βρεθεί αποκλεισμένος εξαιτίας της επίδοσής του, των κοινωνικών σχέσεων που έχει, των δεξιοτήτων που δυσκολεύεται να αναπτύξει κτλ. (Μιχαηλίδου & Αγγελίδης, 2012).

Μάλιστα είναι γνωστό ότι οι μαθητές χωρίζονται σε ομάδες ανάλογα με τις Ειδικές Εκπαιδευτικές Ανάγκες τους και με βάση αυτές συνεχίζουν την εκπαίδευσή τους σε ειδικά σχολεία ή τμήματα ένταξης του γενικού σχολείου. Εκ των πραγμάτων, γίνεται κατανοητό ότι με τον τρόπο αυτό δημιουργείται ένας διαχωρισμός και ουσιαστικά τα άτομα αυτά συναντούν εμπόδια, ώστε να φοιτήσουν σε ένα σχολείο. Από την άλλη πλευρά, η κατανόηση, ο σεβασμός και η παροχή διευκολύνσεων, ώστε η πρόσβαση τόσο στην κοινωνία όσο και στο σχολείο να είναι ανεμπόδιστη, οδηγεί στην έννοια της συμπερίληψης (Hasler, 1996) .

Στο πρώτο κεφάλαιο, μελετάται η έννοια της συμπερίληψης, ενώ στο δεύτερο κεφάλαιο παρουσιάζεται το συγκεντρωτικό σύστημα εκπαίδευσης ως εμπόδιο για την ανάπτυξη της συμπερίληψης, αφού περιορίζει τη δράση των εκπαιδευτικών. Στο τρίτο, κεφάλαιο παρουσιάζεται η διαδικασία της έρευνας δράσης, με την οποία οι εκπαιδευτικοί μπορούν να συμβάλλουν, όχι μόνο στην ανάπτυξη της συμπεριληπτικής εκπαίδευσης, αλλά να προβάλλουν και τον τρόπο με τον οποίο πρέπει να δράσουν, ώστε οι αλλαγές να προέρχονται από κάτω προς τα πάνω.

2. Κυρίως μέρος

2.1. Συμπεριληπτική εκπαίδευση

Η εκπαίδευση της συμπερίληψης έχει στόχο τη μείωση των φαινομένων αποκλεισμού για τα άτομα με Ειδικές Εκπαιδευτικές Ανάγκες. Ο όρος συμπεριληπτική εκπαίδευση έκανε την εμφάνισή του τη δεκαετία του ‘90 και η βασική φιλοσοφία υποστηρίζει ότι όλα τα παιδιά πρέπει να φοιτούν στο ίδιο σχολείο ακολουθώντας το ίδιο αναλυτικό πρόγραμμα από τους ίδιους τους εκπαιδευτικούς, έχοντας ίσες ευκαιρίες. Σύμφωνα με τη διακήρυξη της Σαλαμάνκα (UNESCO, 1994) αποφασίστηκε να δοθεί έμφαση στη συνολική εκπαίδευση και συγκεκριμένα στη συμπερίληψη. Σε αυτό το πλαίσιο δίνεται προτεραιότητα στον μαθητή και στις συγκεκριμένες εκπαιδευτικές ανάγκες που έχει. Η εκπαίδευση της συμπερίληψης αφορά όλους τους μαθητές κάθε στιγμή, σε κάθε εκπαιδευτική δραστηριότητα που προσφέρεται στο σχολείο. Όμως, όλη αυτή η διαδικασία για να εφαρμοστεί απαιτεί κατάλληλες συνθήκες. Κρίνεται σημαντικό ο μαθητής να γίνει αποδεκτός όχι μόνο από το σχολείο του, αλλά να συνδεθεί και με την τοπική κοινωνία. Επίσης, οι μαθητές δεν θα πρέπει να αντιμετωπίζουν εμπόδια στην εγγραφή τους στα γενικά σχολεία και η φοίτησή τους να μην εξαρτάται από τις δυνατότητές τους αλλά από την ηλικία τους. Ιδιαίτερα οφέλη φαίνεται πως έχουν οι συνεργατικές μέθοδοι διότι προκαλούν την αλληλεπίδραση και τη συνεργασία, ενώ η καλή επικοινωνία ανάμεσα στον εκπαιδευτικό της παράλληλης στήριξης και της τάξης είναι αναγκαία (Sailor, 1991). Η πολιτική της συμπερίληψης πρεσβεύει πως όλοι οι μαθητές πρέπει να αντιμετωπίζονται ισότιμα για να επιτευχθεί η μαθησιακή τους ανάπτυξη. Με τον τρόπο αυτό είναι δυνατόν η εκπαίδευση να αναβαθμιστεί ποιοτικά και τα μαθησιακά αποτελέσματα να είναι ιδιαίτερα βελτιωμένα. Επομένως, χρειάζεται να υιοθετηθεί αυτή η λογική και κατά τον σχεδιασμό αναλυτικών προγραμμάτων, ώστε τα παιδιά με Ειδικές Εκπαιδευτικές Ανάγκες να μην θεωρούν ότι η διαφορετικότητά τους αποτελεί εμπόδιο στην εξέλιξή τους (Στασινός, 2020). Ουσιαστικά το πλαίσιο της συμπερίληψης είναι αυτό το οποίο δίνει τις κατάλληλες κατευθύνσεις, ώστε τα σχολεία να είναι σε θέση να ελέγχουν την ανάπτυξή τους σε τρεις διαστάσεις: τις κουλτούρες, τις πολιτικές και τις πρακτικές. Σκοπός είναι τα σχολεία να γίνουν όσο το δυνατόν πιο συμπεριληπτικά και συγκεκριμένα το πλαίσιο αυτό έχει συνταχθεί σε τριάντα δύο γλώσσες και χρησιμοποιείται σε τριάντα χώρες στην Ευρώπη (Booth και Ainsow, 2011).

Σε αυτή όλη την πορεία, σημαντικό παράγοντα αποτελεί ο εκπαιδευτικός. Οι εκπαιδευτικοί είναι εκείνοι, οι οποίοι έρχονται σε άμεση επαφή και είναι υπεύθυνοι για να εφαρμόσουν τη συμπεριληπτική εκπαίδευση. Θεωρούνται υπεύθυνοι για να αντιμετωπίσουν τα ζητήματα που προκύπτουν καθημερινά στο σχολικό πλαίσιο κατά τη διάρκεια της συνεργασίας τόσο με τους μαθητές όσο και με τους συναδέλφους. Έτσι προκύπτον μοντέλα συμπεριφοράς τα οποία προκαλούν την εξοικείωση όλων των εμπλεκομένων με την ιδέα της ισότητας. Μέσω της κοινωνικής μάθησης η σχολική αποτελεσματικότητα θα αυξηθεί και η διαμόρφωση μιας συμπεριληπτικής κουλτούρας θα

είναι αυτή που θα μειώσει τα φαινόμενα περιθωριοποίησης και θα προσφέρει ίσες ευκαιρίες σε όλους τους μαθητές (Αγγελίδης, 2011˙ Hehir & Katzman, 2012).

2.2. Το συγκεντρωτικό σύστημα διοίκησης ως εμπόδιο στη συμπερίληψη

Η κατανεμημένη ηγεσία θεωρείται πως δύναται να ωθήσει τους εκπαιδευτικούς να συμμετέχουν ενεργά στη λήψη αποφάσεων (Leithwood et al., 2009· Spillane, 2006). Με τον τρόπο αυτό μπορεί να δημιουργηθούν σχολικοί οργανισμοί μάθησης και να προωθηθεί η επαγγελματική ανάπτυξη των εκπαιδευτικών (Papazoglou & Koutouzis, 2019). Όμως, τα εκπαιδευτικά συστήματα που διέπονται από συγκεντρωτισμό, περιορίζουν τη συμμετοχή των εκπαιδευτικών στη λήψη αποφάσεων για τις σχολικές μονάδες με αποτέλεσμα η εκπαιδευτική αλλαγή να συναντά εμπόδια (Saiti & Eliophotou-Menon, 2009)

Στην Ελλάδα, τα εμπόδια που προκύπτουν για την εφαρμογή της συμπεριληπτικής φιλοσοφίας προέρχονται από το αναλυτικό πρόγραμμα, από την έλλειψη ειδικών γνώσεων για την υποστήριξη των μαθητών με ειδικές εκπαιδευτικές ανάγκες και τη στάση όχι μόνο των εκπαιδευτικών αλλά και των διευθυντών, η οποία επηρεάζει ολόκληρη την κουλτούρα του σχολείου (Στασινός, 2016). Το εκπαιδευτικό σύστημα της Ελλάδας είναι γνωστό πως έχει υιοθετήσει ένα συγκεντρωτικό μοντέλο διοίκησης. Το συγκεντρωτικό σύστημα διοίκησης της εκπαίδευσης περιορίζει τους πόρους για την παιδεία, ενώ οι αποφάσεις δεν λαμβάνονται με δημοκρατικές διαδικασίες. Παράλληλα, υπάρχουν καθυστερήσεις και μια γενικότερη δυσκαμψία λόγω της γραφειοκρατίας. Ουσιαστικά μόνο η κεντρική διοίκηση παίρνει αποφάσεις, με αποτέλεσμα να μη λαμβάνονται υπόψη οι πραγματικές ανάγκες που υπάρχουν στο σχολείο. Όλη αυτή η διαδικασία περιορίζεται στο διοικητικό μέρος και η κατεύθυνση για τις αλλαγές που επιβάλλονται είναι από «πάνω προς τα κάτω» (Σαϊτη & Σαϊτης, 2018˙ Λυμπέρης, 2012). Αν και εισήχθησαν κάποιες μεταρρυθμίσεις (Katsigianni & Ifanti, 2020), ο χώρος των εκπαιδευτικών για ανάληψη πρωτοβουλιών παραμένει περιορισμένος.

Επομένως, η λογική της ιεραρχικής δομής από «πάνω προς τα κάτω», σύμφωνα με την οποία το Υπουργείο αποφασίζει πάντα και τα σχολεία απλώς υποχρεώνονται να εφαρμόζουν τις αλλαγές, δείχνει ότι οι σχολικές μονάδες δεν μπορούν να λάβουν αποφάσεις ανάλογα με τις συνθήκες και τις ανάγκες που εντοπίζουν στο δικό τους σχολικό πλαίσιο. Έτσι, φαίνεται ότι η λύση των προβλημάτων δεν είναι αποτελεσματική, αφού η κεντρική διοίκηση δίνει οδηγίες χωρίς το σχολείο και οι εκπαιδευτικοί να μπορούν να προσαρμόσουν τις αλλαγές, με σκοπό να αναπτύξουν εναλλακτικά σχέδια δράσης. Από την άλλη μεριά, τα αποκεντρωτικά συστήματα που έκαναν την εμφάνισή τους την δεκαετία του 1980 -1990 και συστηματικά υιοθετήθηκαν τη δεκαετία 1990-2000, εφαρμόζονται σε περισσότερες χώρες και φαίνεται ότι όταν δίνεται μεγαλύτερη αυτονομία στο σχολείο, τότε παρατηρείται ότι εισάγονται περισσότερες καινοτομίες και η διδακτική πράξη αναβαθμίζεται (Keddie, 2015).

Για να εφαρμοστούν οι πρακτικές της συμπερίληψης κρίνεται σκόπιμο να υιοθετηθεί ένα μοντέλο ηγεσίας, το οποίο θα προωθεί τη συνεργασία, το κλίμα εμπιστοσύνης και την ανάληψη ηγετικών ρόλων από τους εκπαιδευτικούς. Έτσι, οι εκπαιδευτικοί θα ενισχυθούν επαγγελματικά και θα αναπτύξουν πρακτικές, οι οποίες θα ενσωματώνπυν όλους τους μαθητές (Xafakos & Malafantis, 2025). Αυτό που χρειάζεται το σχολείο είναι να έχει παιδαγωγική αυτονομία. Με αυτό τον τρόπο οι εκπαιδευτικοί εφόσον αλληλεπιδρούν με τους μαθητές, έχουν τη δύναμη να αφουγκραστούν τις ανάγκες τους και να εφαρμόσουν κατάλληλους χειρισμούς, ώστε να ενσωματώσουν όλους τους μαθητές και έτσι να καλλιεργηθεί η κουλτούρα της συμπερίληψης (Jingnan, 2011). Ο εκπαιδευτικός πλέον δύναται να θεωρηθεί φορέας αλλαγής, που συμμετέχει, λαμβάνει αποφάσεις, συνεργάζεται με συναδέλφους, γονείς και αξιοποιεί την έρευνα δράσης ως εργαλείο προσωπικής και συλλογικής μεταρρύθμισης (Spillane, 2006· Leithwood et al., 2009).

2.3 Η έρευνα δράσης ως εργαλείο για την προώθηση της συμπεριληπτικής εκπαίδευσης

Σε ένα πλαίσιο κατανεμημένης ηγεσίας, όπως περιγράφηκε σε προηγούμενη ενότητα, φαίνεται να υποστηρίζεται η ανάπτυξη της συμπερίληψης, διότι ξεκινά την προώθηση της αλλαγής από κάτω προς τα πάνω. Δηλαδή, από τους εκπαιδευτικούς που βρίσκονται μέσα στην τάξη και αλληλεπιδρούν

με τους μαθητές και τα μικρά δίκτυα συνεργασίας. Επομένως, σε αυτή την περίπτωση τα άτομα μπορούν να αναπτύξουν πρωτοβουλίες για να επηρεάσουν το υπόλοιπο σύνολο. Μέσα λοιπόν από δράσεις και καθήκοντα μπορούν να πετύχουν τους εκάστοτε στόχους. Γίνεται κατανοητό πως φαίνεται απαραίτητη η συμμετοχή των εκπαιδευτικών, η εφαρμογή συνδιδασκαλιών, η διάθεση για συνεργασία αλλά και η αποδοχή, η κατανόηση και η παροχή ευκαιριών, ώστε να εμπλακούν ισότιμα όλοι οι μαθητές. Σημαντικό είναι επίσης το σχολικό πλαίσιο να είναι δεκτικό στην εμπλοκή των γονέων αλλά και της κοινότητας. Οι εκπαιδευτικοί μέσα από την εμπλοκή τους σε αυτή τη διαδικασία μπορούν να προωθήσουν τις αρχές της συμπερίληψης αναλαμβάνοντας έναν ηγετικό ρόλο, ώστε να ενημερώνουν και να μεταδίδουν τη συγκεκριμένη φιλοσοφία τους υπόλοιπους εκπαιδευτικούς (Αγγελίδης, 2009).

Ένα πρακτικό εργαλείο, το οποίο λειτουργεί θετικά προς αυτή την κατεύθυνση είναι η συνεργατική έρευνα, επειδή σε αυτή τη διαδικασία εμπλέκεται τόσο το σχολείο όσο και οι εκπαιδευτικοί. Μέσω αυτού του εργαλείου οι εκπαιδευτικοί δύναται να συμμετοχικές και μετασχηματιστικές δράσεις αναγνωρίζοντας τα προβλήματα της τάξης, εφαρμόζοντας παρεμβάσεις και αξιολογώντας τα αποτελέσματα (Carr & Kemmis, 1986.)Τα προγράμματα Συνεργατικής Έρευνας και Δράσης διερευνούν τον βαθμό που μπορούν να συνεισφέρουν στην ανάπτυξη της συμπεριληπτικής κουλτούρας. Τα σχέδια δράσης αποτελούν μία ερευνητική πρακτική κατά την οποία συνεργάζονται οι εκπαιδευτικοί από την αρχή έως το τέλος της διαδικασίας και κύριος στόχος τους είναι να αναπτύξουν και να βελτιώσουν τον τρόπο που λειτουργούν στο σχολείο. Η συμμετοχή και η ανατροφοδότηση υπάρχει σε όλα τα στάδια, στον αρχικό σχεδιασμό στη συλλογή και ερμηνεία των δεδομένων, την εξαγωγή των αποτελεσμάτων αλλά και στην εφαρμογή των τελικών διαπιστώσεων. Αρχικά, εντοπίζεται από κοινού το πρόβλημα προς επίλυση. Στη συνέχεια, εθελοντικά οι εκπαιδευτικοί μπορούν να οργανωθούν σε ομάδες των τριών ατόμων και αφού παρακολουθήσουν τα μέλη όλης της ομάδας, έπειτα από την ολομέλεια και την ανατροφοδότηση, όλοι μαζί θα σχεδιάσουν το επόμενο μάθημα. Αμέσως μετά είναι απαραίτητο να ακολουθήσει ο στοχασμός των πεπραγμένων. Επομένως, όλη αυτή η διαδικασία έχει μία άμεση επιρροή στον τρόπο που θα λειτουργήσουν οι εκπαιδευτικοί στη συνέχεια (Γεωργίου, 2012). Σε δεύτερο χρόνο τα συμπεράσματα μπορούν να παρουσιαστούν σε όλο το προσωπικό και αφού περιγραφεί η όλη διαδικασία θα εξαχθούν τα συμπεράσματα, τα οποία θα είναι αξιοποιήσιμα.

Στην Ελλάδα σε έρευνα των Toulia, Strogilos & Avramidis (2021), εφαρμόζοντας την εν λόγω πρακτική φάνηκε ότι η διδασκαλία διαφοροποιήθηκε και βασίστηκε στις ανάγκες του κάθε μαθητή. Μέσω της συνεργασίας των ερευνητών κατέστη δυνατό να ενταχθούν στη μαθησιακή διαδικασία μαθητές με μαθησιακές δυσκολίες. Έτσι βελτιώθηκε και η μαθησιακή συμμετοχή και η κοινωνική ένταξη. Σε μία άλλη έρευνα δράσης (Μιχαηλίδου & Αγγελίδης, 2012) αξιοποιήθηκε η τέχνη με σκοπό να μειωθεί η περιθωριοποίηση και να εντοπιστούν τα παιδιά, τα οποία βρίσκονται στο περιθώριο. Τα αποτελέσματα έδειξαν ότι μέσα από τα παιδικά σχέδια ήρθαν στο φως και άλλα θέματα που προκύπτουν από την καθημερινότητα των παιδιών στο σχολείο, ενώ η εφαρμογή του συγκεκριμένου σχεδίου δράσης φάνηκε να αυξάνει τη συμμετοχή των παιδιών που αρχικά ήταν στο περιθώριο.

Ακόμη, σε έρευνα των Farmaki & Kandylaki (2025) σε μαθητές Ρομά, αποδείχθηκε ότι η παρέμβαση που εφαρμόστηκε με αξιοποίηση της τέχνης μέσα από το τραγούδι, το θέατρο και τη ζωγραφική ενίσχυσε το αίσθημα του ανήκειν και της αναγνώρισης στο σχολείο, προώθηκαν διεπιστημονικές και διασχολικές συνεργασίες και ενισχύθηκε η σχέση μεταξύ σχολείου, οικογένειας και κοινότητας. Ενώ σε εφαρμογή μοντέλου συνεργατικής δράσης των Γεωργίου, Αγγελίδη & Κυριακού (2012), ορίστηκαν ημερήσιοι στόχοι με αντίστοιχες δραστηριότητες και οι ίδιοι οι διδάσκοντες αντιλήφθηκαν ποιοι μαθητές είχαν οδηγηθεί στο περιθώριο εξαιτίας της δικής τους διδασκαλίας. Όλη η διδασκαλία σχεδιάστηκε συνεργατικά και παράλληλα αξιοποιήθηκαν εναλλακτικοί τρόποι διδασκαλίας, νέες τεχνολογίες και η ομαδοσυνεργατική διδασκαλία. Τέλος, μέσω αυτής της πρακτικής οι εκπαιδευτικοί λειτούργησαν ως ηγέτες αναλαμβάνοντας πρωτοβουλία, για να προσεγγίσουν τους γονείς με σκοπό να οργανώσουν μαζί τη μάθηση του παιδιού τους.

Επομένως, αποδεικνύεται ότι η συνεργατική έρευνα δράσης μπορεί να υποστηρίξει τη συμπεριληπτική εκπαίδευση και να βοηθήσει στην ανάπτυξή της. Φάνηκε πως οι εκπαιδευτικοί

ξεκίνησαν να διαφοροποιούν τη διδασκαλία τους και παράλληλα να αναλαμβάνουν ηγετικές πρωτοβουλίες. Επίσης, παρατηρήθηκε ότι δόθηκαν περισσότερες ευκαιρίες σε όλους τους μαθητές ανεξάρτητα από τη διαφορετικότητά τους, ενώ αυτή η στάση των εκπαιδευτικών επηρέασε και τη στάση του σχολείου γενικότερα (Γεωργίου, 2012).

Μέσω των σχεδίων δράσης, ο εκπαιδευτικός γίνεται πλέον ο ίδιος ερευνητής και ελέγχει συστηματικά όχι μόνο τον τρόπο που διδάσκει αλλά και γενικότερα τη δράση του στο σχολικό πλαίσιο. Τελικός σκοπός είναι να αποτιμήσει όλη του τη στάση μέσω αυτής της διαδικασίας, να εντοπίσει δυσλειτουργικές καταστάσεις, να καταγράψει τα στοιχεία τη δεδομένη στιγμή και στη συνέχεια να ορίσει τα ερευνητικά του ερωτήματα. Ακολουθεί ο σχεδιασμός του προγράμματος το οποίο θα εφαρμόσει και θεωρεί ότι μπορεί να λειτουργήσει αποτελεσματικά. Στη συνέχεια, αλληλεπιδρά με τους μαθητές, τους γονείς αλλά και τους υπόλοιπους εκπαιδευτικούς για να μπορέσει να αξιολογήσει όλη τη διαδικασία. Αυτή η έρευνα είναι μια αέναη διαδικασία, αφού από τα συμπεράσματα που προκύπτουν πάντα δημιουργούνται νέα ερωτήματα για τα οποία ακολουθείται μία νέα έρευνα δράσης (Κατσαρού, 2016˙ Κουτσελίνη- Ιωαννίδου, 2010).

Από τα παραπάνω, φαίνεται ότι η εφαρμογή σχεδίων δράσης αποφέρει πολλά θετικά αποτελέσματα προς την κατεύθυνση της συμπερίληψης. Επίσης, καθορίζεται και ο τρόπος με τον οποίο οφείλουν να δράσουν οι εκπαιδευτικοί για να αλλάξει η στάση του σχολείου απέναντι στη διαφορετικότητα. Επομένως, ο εκπαιδευτικός χρειάζεται να δράσει ως ηγέτης έχοντας το όραμα της συμπερίληψης. Μέσα από τη δράση του θα εμπνεύσει και θα πείσει για την εφαρμογή των κατάλληλων μεθόδων συμπερίληψης. Είναι απαραίτητο να ερευνήσει την πραγματικότητα, να αναδείξει τις παθογένειες και να διευρύνει τα πλαίσια δράσης. Με τον τρόπο αυτό θα εξάγει ασφαλή συμπεράσματα και έχοντας κατά νου μία μακροπρόθεσμη προοπτική μπορεί να προκαλέσει αλλαγές και να καινοτομήσει για το σχολείο (Messinger Willman, 2010). Κατ' επέκταση θα ωφεληθούν όλοι οι μαθητές, αφού η αλλαγή θα προέλθει από τη βάση της διοίκησης προς τα ανώτερα στελέχη.

Για την εφαρμογή των ανωτέρω καθοριστικός παραμένει ο τρόπος με τον οποίο διοικείται ένα σχολείο. Εάν ο διευθυντής υιοθετεί ένα συγκεντρωτικό μοντέλο διοίκησης σημαίνει ότι δεν δίνει χώρο και χρόνο στους εκπαιδευτικούς να ερευνήσουν και να προτείνουν τις κατάλληλες αλλαγές (Αγγελίδης, 2009). Η διαδικασία της έρευνας δράσης είναι δυνατόν να ξεπεράσει τα εμπόδια που θέτει το συγκεντρωτικό σύστημα διοίκησης. Η εφαρμογή αυτού του τρόπου έρευνας αναγνωρίζει ότι με τη μέθοδο αυτή είναι εφικτό η συγκεκριμένη επαγγελματική ομάδα να εκφράσει ιδέες και πεποιθήσεις αλλά και να αναδείξει τις παθογένειες της πολιτείας. Με δεδομένο αυτό, η εκπαιδευτική πράξη μπορεί να ασκήσει πίεση και να αποτελέσει την αρχή για την αναζήτηση λύσεων, ώστε οι αλλαγές να ξεκινήσουν από τη βάση της εκπαίδευσης, που είναι το ίδιο το σχολείο. Φυσικά μία τέτοια διαδικασία δεν μπορεί να μην δημιουργήσει και συγκρούσεις αλλά και ρωγμές στη δομή του εκπαιδευτικού συστήματος, όμως σε αυτό ακριβώς το σημείο η έρευνα δράσης συνδιαλέγεται με την Κριτική Παιδαγωγική για να δώσει μία διαφορετική προοπτική για το μέλλον (Τσάφος, 2016).

Όσοι είναι ένθερμοι υποστηρικτές της έρευνας δράσης, στα πλεονεκτήματα προσθέτουν ότι αποτελεί και μία μορφή επιμόρφωσης του εκπαιδευτικού. Με τον τρόπο αυτό ο εκπαιδευτικός μπορεί και αποκτά αυτονομία, έτσι ώστε να βελτιώσει το έργο του μέσα από τις ικανότητες που ο ίδιος διαθέτει, ικανότητες της ανάλυσης, της κατανόησης, της επίλυσης προβλημάτων που συναντά στην σχολική καθημερινότητα. Συνεπώς, δίνεται η ευκαιρία στους εκπαιδευτικούς να ακουστεί η φωνή τους και να δοθεί αξία στην εμπειρία τους. Φυσικά μέσα από αυτή τη διαλεκτική ενισχύεται η δημοκρατία και η κοινωνική αλλαγή στα πλαίσια της Κριτικής Παιδαγωγικής, στοιχεία απαραίτητα για την εκπαιδευτική της συμπερίληψης (Αυγητίδου, 2005).

3. Συμπεράσματα

Συμπερασματικά, θα λέγαμε ότι οι ίδιοι οι εκπαιδευτικοί μπορούν να συμβάλλουν στην αλλαγή του τρόπου σκέψης για την εφαρμογή της συμπεριληπτικής εκπαίδευσης. Μέσα από την ερευνητική τους δράση μπορούν να ανοίξουν νέους ορίζοντες έτσι ώστε διαφορετικές μορφές διδασκαλίας στην τάξη να μειώσουν φαινόμενα περιθωριοποίησης των ατόμων με διαφορετικότητα.Τα αποτελέσματα των ερευνών αποδεικνύουν ότι η έρευνα δράσης ενδυναμώνει τιν εκπαιδευτικό να δράσει ως ηγέτης

της αλλαγής αλλά κινητοποιεί και όλη τη σχολική κοινότητα με απώτερο σκοπό τη συμπερίληψη. Φυσικά για να φτάσουμε σε αυτό το αποτέλεσμα και να αλλάξει γενικότερα η κουλτούρα που υπάρχει, όχι μόνο στο σχολείο αλλά στο γενικότερο εκπαιδευτικό σύστημα, είναι αναγκαίο οι εκπαιδευτικοί να ενθαρρύνονται, να αναλαμβάνουν ηγετικούς ρόλους να πειραματίζονται, να λαμβάνουν ανατροφοδότηση από τους μαθητές τους και να προβαίνουν στις αντίστοιχες προτάσεις προς τα ανώτερα στρώματα της διοίκησης. Έτσι, οι αλλαγές θα φέρνουν θετικά αποτελέσματα και θα είναι αποτέλεσμα συμμετοχής των άμεσα ενδιαφερομένων, που στη συγκεκριμένη περίπτωση είναι οι μαθητές, οι γονείς και οι εκπαιδευτικοί.

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ΜΙΑ ΣΥΜΒΟΛΗ ΣΤΗ ΣΥΜΠΕΡΙΛΗΠΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ: ΔΙΕΡΕΥΝΩΝΤΑΣ ΤΗ ΓΝΩΣΤΙΚΗ ΚΑΙ ΤΗ ΣΥΝΑΙΣΘΗΜΑΤΙΚΗ ΕΠΙΔΡΑΣΗ ΣΤΙΣ ΨΗΦΙΑΚΕΣ ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΠΛΑΤΦΟΡΜΕΣ

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Περίληψη

Η παρούσα εργασία αποσκοπεί σε μία πρώτη διερεύνση βασικών εννοιών και προσεγγίσεων σχετικά με τη γνωστική και συναισθηματική επίδραση που συντελείται στις σύγχρονες ψηφιακές εκπαιδευτικές πλατφόρμες. Επιχειρεί μέσα από βιβλιογραφική διερεύνηση να αναδείξει την πολυπλοκότητα του θέματος σε δι-επιστημονικές έννοιες και συνέργειες πρακτικών. Επισημαίνει τα οφέλη της ψηφιοποίησης για συμπεριληπτική μάθηση και ποιοτική εκπαίδευση και υπογραμμίζει την αξία του ζητήματος στην εκπαίδευση και επαγγελματική ανάπτυξη εκπαιδευτικών. Συνολικά, περιγράφονται διδακτικές αρχές και στρατηγικές δυναμικής αλληλεπίδρασης πάντα προς την κατεύθυνση της συμπεριληπτικής εκπαίδευσης, αλλά και θεμελίωσης βασικών ψυχοπαιδαγωγικών αρχών στα ψηφιακά και μικτά περιβάλλοντα. Αναδεικνύονται παραδείγματα ανοικτού προσβάσιμου εκπαιδευτικού υλικού, καθώς και καλές πρακτικές διάδρασης και κριτικού αναστοχασμού σε συνδυασμό με την ψηφιακή καινοτομία, δίδοντας έμφαση στο αίτημα για ποιοτική και αποτελεσματική εκπαίδευση για όλους, σύμφωνα με τους στόχους της Agenda 2030.

Λέξεις κλειδιά: Συμπεριληπτική Εκπαίδευση, ψηφιακές πλατφόρμες μάθησης, γνωστική επίδραση, συναισθήματα

1. Εισαγωγή

Σύμφωνα με τον Sühlmann-Faul (2019, όπ. αναφ. στο Metz & Spies, 2020), η ψηφιοποίηση είναι μια εκτεταμένη κοινωνική μεταμόρφωση, η οποία υπερβαίνει τη χρήση υπολογιστών ή τη διασύνδεση ανθρώπων. Δεδομένου ότι «*οι ψηφιακές τεχνολογίες επιβάλλουν μια νέα μορφή παιδείας, ένα σύνολο δεξιοτήτων, γνώσεων και πρακτικών που μας επιτρέπουν να έχουμε πρόσβαση, να αξιολογούμε κριτικά, να επικοινωνούμε, να συμμετέχουμε και να εκφραζόμαστε σε παγκόσμιες διασυνδεμένες κοινότητες*» (Χρυσανθοπούλου, 2025), η παρούσα προσπάθεια αποσκοπεί σε μία πρώτη διερεύνση βασικών εννοιών και προσεγγίσεων σχετικά με τη γνωστική και συναισθηματική επίδραση που συντελείται στις σύγχρονες ψηφιακές εκπαιδευτικές πλατφόρμες.

Συγκεκριμένα, η εργασία μέσα από βιβλιογραφική διερεύνηση επικεντρώνεται σε σύγχρονες διαστάσεις του θέματος και επιχειρεί να αναδείξει την πολυπλοκότητα του θέματος σε δι-επιστημονικές έννοιες και συνέργειες πρακτικών, υπογραμμίζοντας την αξία του ζητήματος στην εκπαίδευση εκπαιδευτικών και σε σχέση με τις δεξιότητες που πρέπει να οικοδομηθούν κατά την επαγγελματική τους ανάπτυξη για συμπεριληπτική πρακτική (Florian & Linklater, 2010· Florian et al., 2017). Υπό το πρίσμα αυτό, αξιοποιείται η παραδοχή ότι η συμπεριληπτική εκπαίδευση είναι μια συνεχής διαδικασία μετασχηματισμού του εκπαιδευτικού συστήματος και είναι ταυτόχρονα μια προσέγγιση στη διδασκαλία και τη μάθηση (Bethere et al., 2023). Ως εκ τούτου, περιγράφονται διδακτικές αρχές και στρατηγικές δυναμικής αλληλεπίδρασης πάντα προς την κατεύθυνση της συμπεριληπτικής εκπαίδευσης, αλλά και θεμελίωσης βασικών ψυχοπαιδαγωγικών αρχών στα ψηφιακά περιβάλλοντα. Αναδεικνύονται παραδείγματα ανοικτού προσβάσιμου εκπαιδευτικού υλικού, καθώς και καλές πρακτικές διάδρασης και κριτικού αναστοχασμού σε συνδυασμό με την ψηφιακή καινοτομία, δίδοντας έμφαση στο αίτημα για ποιοτική και αποτελεσματική εκπαίδευση για όλους, σύμφωνα με τους στόχους της Agenda 2030.

2. Κυρίως μέρος

2.1. Ψηφιοποίηση και νέες προκλήσεις για συμπεριληπτική μάθηση και ποιοτική εκπαίδευση

Ο ρόλος της ψηφιοποίησης κρίνεται θεμελιώδης για τη διαμόρφωση των εκπαιδευτικών και επαγγελματικών διαδικασιών, αλλά και ικανοτήτων που απαιτούνται στα μικτά/ συνδυαστικά περιβάλλοντα διδασκαλίας και μάθησης του 21ου αιώνα διεθνώς, με σημείο αναφοράς τη σύνδεση γνώσεων και εφαρμοσμένων δεξιοτήτων (Ioannidi, 2020). Συγκεκριμένα και με βάση τους Metz & Spies (2020), η ψηφιοποίηση αλλάζει:

- Την επικοινωνία και τις σχέσεις των ανθρώπων, δημιουργώντας κοινωνικά δίκτυα που διευκολύνουν τη συνδεσιμότητα και την ανταλλαγή απόψεων σε μεγάλες αποστάσεις.
- Τις διαδικασίες εργασίας σε φορείς και οργανισμούς εκπαίδευσης, υγείας, επιχειρηματικότητας, καθώς και χρηματοπιστωτικούς οργανισμούς.
- Την εκπαίδευση, την ψυχαγωγία, καθώς και την ανάπτυξη ταυτοτήτων και κοινοτήτων.
- Υπό τη σκοπιά αυτή, η ψηφιακή μεταμόρφωση θέτει θεμελιώδεις προκλήσεις για άτομα, κοινωνίες και οικονομίες. Επιπλέον, καθώς τα μέσα μαζικής ενημέρωσης χάνουν την παραδοσιακή τους λειτουργία, η ψηφιοποίηση επηρεάζει την αντίληψη του κόσμου. Η «ψηφιακή δύναμη των πολλών» φέρνει μια νέα δυναμική στην περιγραφή, την κοινοποίηση και τον σχολιασμό παγκόσμιων γεγονότων.
- Συγχρόνως, η ψηφιοποίηση επηρεάζει τον τρόπο που αντιλαμβανόμαστε τον εαυτό μας και τους άλλους, καθώς οι άνθρωποι διαμορφώνουν δημόσιες ταυτότητες στον ψηφιακό χώρο. Αυτή η νέα τεχνολογική πραγματικότητα δημιουργεί άγχος, όπως ο φόβος για την απώλεια του προσωπικού ελέγχου ή της σημασίας, με αποτέλεσμα η ψηφιακή ψυχολογία να αποκτά κομβικό ρόλο νοηματοδότηση των ψηφιακών διαδικασιών σε σχέση με τον ανθρώπινο παράγοντα.

Επομένως, και με βάση τις παραπάνω διαπιστώσεις, θα αξιοποιήσουμε πορίσματα από το πεδίο της εκπαιδευτικής ψυχολογίας, καθώς στο κρίσιμο αυτό σημείο -της ψηφιοποίησης- συναντιώνται διεπιστημονικές έννοιες και συνέργειες, νοηματοδώντας τις προκλήσεις του μέλλοντος ως δια βίου ευκαιρίες συμπεριληπτικής μάθησης, γνώσεων και δεξιοτήτων για όλους.

2.2. Ψηφιοποίηση: Γνωστική & συναισθηματική επίδραση – Δεξιότητες για αποτελεσματική διδασκαλία και μάθηση

Αυτό που έχει μεγαλύτερη σημασία για τη βελτίωση της ίδιας της μάθησης είναι οι αλληλεπιδράσεις μεταξύ των εκπαιδευτικών και των εκπαιδευομένων γύρω από το εκπαιδευτικό υλικό (David K. Cohen and Deborah Loewenberg Ball, όπως αναφ. στο: Ganimian at al., 2020) σε ψηφιακά και συμβατικά περιβάλλοντα εκπαίδευσης. Συνεπώς, κεντρικό ρόλο κατέχουν (α) η συναισθηματική επίδραση, δηλ**.** **π**ώς η ψηφιοποίηση επηρεάζει τα συναισθήματα και την αυτοεκτίμηση, (β) η **γ**νωστική επίδραση, πώς αλλάζει η σκέψη και η μνήμη λόγω της χρήσης ψηφιακών εργαλείων, και (γ) οι συμπεριφορές, δηλ**.** πώς προσαρμόζονται οι άνθρωποι στον ψηφιακό κόσμο. Η ψηφιοποίηση απαιτεί προσαρμοστικότητα από τους ανθρώπους και τα συστήματα. Οι προσαρμογές αυτές περιλαμβάνουν προσαρμογή στο περιβάλλον, προκειμένου άτομα και συστήματα να ανταποκριθούν στις νέες συνθήκες, αλλαγή του περιβάλλοντος μέσα από δημιουργία νέων δομών που διευκολύνουν τη λειτουργία του συστήματος και ανεξαρτητοποίηση από το περιβάλλον, δηλ. ανάπτυξη τρόπων που μειώνουν την εξάρτηση από εξωτερικούς παράγοντες. Κατ' αυτόν τον τρόπο και καθώς ο ψηφιακός χώρος είναι πολύπλοκος, απαιτώντας από τους ανθρώπους να μάθουν να προσαρμόζονται γρήγορα, η αυτοοργάνωση και η καινοτομία είναι βασικές δεξιότητες για την πλοήγηση σε αυτόν τον κόσμο. Επιπροσθέτως, η συνεργατική σχέση και επικοινωνία μεταξύ ατόμων και ομάδων είναι το κλειδί για την επίτευξη των στόχων του 21ου αιώνα (Metz & Spies, 2020).

Ιδίως, σήμερα αναγνωρίζοντας την ταχεία πρόοδο της τεχνητής νοημοσύνης (Artificial Intelligence/AI) σε όλους τους κλάδους μάθησης και διδασκαλίας και την ανάπτυξη πιο

προσβάσιμων περιβαλλόντων (Γαβριηλίδου, 2024), η έρευνα υπογραμμίζει την κρίσιμη σημασία για τους εκπαιδευτικούς και τους ακαδημαϊκούς λειτουργούς να αγκαλιάσουν το μετασχηματιστικό δυναμικό της τεχνητής νοημοσύνης στην αναδιάρθρωση του εκπαιδευτικού τομέα (ElSayary, 2025). Ερευνητικά πορίσματα κάνουν λόγο, μαζί με τις προκλήσεις και τα οφέλη των σύχγρονων λογισμικών της AI, και για την υπεύθυνη χρήση, τη θεσμική κατοχύρωση και την ακεραιότητα στην πρακτική αυτών των εργαλείων (Lavidas et al., 2026). Η AI είναι ένα ευέλικτο εργαλείο, το οποίο ενδυναμώνει τους εκπαιδευτικούς σε διάφορες πτυχές του επαγγέλματός τους, (α) ενισχύοντας τη διδακτική αποτελεσματικότητα μέσα από προσαρμοστικές υποστηρικτικές τεχνολογίες και (β) προωθώντας κοινά κριτήρια επιτυχίας όλων των μαθητών μέσα από εξατομίκευση και ευαίσθητες στρατηγικές. Απώτερος σκοπός είναι: (i) να ευθυγραμμιστεί η καινοτομία της AI με τις αρχές της ισότητας, (ii) να επιτευχθεί η εξισορρόπηση του τεχνολογικού δυναμικού με τις συστηματικές μεταρρυθμίσεις ισότιμης πρόσβασης και εν τέλει (iii) να διασφαλιστεί η συμπεριληπτική εκπαίδευση μειώνοντας ή/και εξαλείφοντας κενά φυσικής και ψηφιακής προσβασιμότητας (Tsirantonaki & Vlachou, 2025).

Από την άλλη, η δέσμευση στη μετασχηματιστική δυναμική της τεχνητής νοημοσύνης δεν είναι μια στατική κατάσταση για κάθε άνθρωπο. Είναι σκόπιμο να αναφερθεί ότι ένας εκπαιδευόμενος/η μπορεί να ενθουσιάζεται για νέα πράγματα στο πλαίσιο ενός μαθήματος, ενώ σε ένα άλλο μάθημα να αδιαφορεί για ό,τι συμβαίνει. Δεν είναι τυχαίο ότι η κινητοποίηση επηρεάζεται και αλληλεπιδρά με άλλες πτυχές της μάθησης, όπως (α) η αυτοαντίληψη για την αποτελεσματικότητα του ατόμου στο να κάνει κάτι (αυτοπεποίθηση), καθώς και (β) η συναισθηματική δέσμευση του ατόμου, ασχέτως κοινωνικο-πολιτισμκών διαφορών μέσα σε έναν κόσμο παγκοσμιοποίησης, και σε σχέση με το πώς καλές πρακτικές καθιερώνουν τη συναισθηματική εμπλοκή και δέσμευση με ένα αντικείμενο (Zembylas & Charalambous, 2023· Zembylas, 2021). Οι εκπαιδευόμενοι/ες που δεσμεύονται αποτελεσματικά στην online συμμετοχή δεν έρχονται απλά σε επαφή με το μαθησιακό αντικείμενο, αλλά επιχειρούν να δώσουν νόημα σε αυτό που μελετούν, καταβάλλοντας πνευματική προσπάθεια και προσπαθώντας να ανταποκριθούν στις προκλήσεις που αντιμετωπίζουν. Επιπλέον, δεσμεύονται αποτελεσματικά στην online συμμετοχή προκειμένου να εμπλέκονται διαδραστικά, να έχουν θέληση ή/και ενθουσιασμό για να μάθουν και να αναλαμβάνουν την ευθύνη της εξέλιξής τους στη μάθηση (https://ctl.uom.gr/guides/engaging-students-online/).

Εδώ, ο Κριτικός Ψηφιακός Γραμματισμός Τεχνητής Νοημοσύνης (Critical AI Literacy) απαιτεί κάτι περισσότερο από απλή εξοικείωση με τις διαθέσιμες νέες τεχνολογίες και τις ψηφιακές εφαρμογές, υπερβαίνοντας τις γενικές ικανότητες και απαιτώντας βαθύτερη κατανόηση με κριτική και δημιουργική ενασχόληση με την AI. Στο πλαίσιο αυτό, θεμελιώδεις Διδακτικές Αρχές και Στρατηγικές Αλληλεπίδρασης (Tips - Teaching Interaction Principles and Strategies) είναι (Kirschner & Hendrick, 2020· Κριτικός ψηφιακός γραμματισμός, χ.χ.):

1. Η εστίαση στη διαδικασία και στα ποιοτικά κριτήρια συγγραφής και σύνθεσης κειμένων, όχι μόνο στην παρουσίαση της ύλης.
2. Η επικέντρωση στην καλλιέργεια δεξιοτήτων κριτικής ανάλυσης και επίλυσης προβλημάτων σε πραγματικά σενάρια στο εκάστοτε πεδίο.
3. Η καλλιέργεια μεταγνωστικών δεξιοτήτων στους εκπαιδευόμενους με σκοπό να διατυπώσουν τη διαδικασία σκέψης τους, να ενεργοποιήσουν προϋπάρχουσες γνώσεις και να εμπλακούν σε αναστοχαστικές δραστηριότητες όπου αξιολογούν, τι γνωρίζουν έναντι αυτού που πρέπει να γνωρίζουν.
4. Η έμφαση στην ομαδο-συνεργατικότητα και την ανάπτυξη αναστοχαστικών και μετασχηματιστικών κοινοτήτων μάθησης.

Συνακόλουθα και με κεντρικό στοιχείο της παρούσας ανάλυσης την αξία της διάδρασης μέσα από την ψηφιακή καινοτομία και τη συμπερίληψη, καθώς και την ισότητα ως βάση για ποιοτική εκπαίδευση σε συμβατικά και ηλεκτρονικά περιβάλλοντα μάθησης, βασικές κατευθυντήριες και βέλτιστες πρακτικές, προς την κατεύθυνση πάντα μιας αποτελεσματικής συμμετοχικής εκπαίδευσης, αποτελούν τα κάτωθι πορίσματα (πρβλ. Reid, 2019· Elliot et al., 2008· Hallahan et al., 2022· Graham, 2023· kirk et al., 2021· Heward, 2025):

- Η μάθηση απαιτεί χρόνο παγίωσης. Κάθε άτομο έχει τον δικό του τρόπο μάθησης και η διδασκαλία πρέπει να διαφοροποιείται είτε στα παραδοσιακά περιβάλλοντα εκπαίδευσης είτε στα ψηφιακά οικοσυστήματα μάθησης. Είναι σκόπιμη η συγκέντρωση πληροφοριών ως προς τους ατομικούς στόχους όλων των παιδιών.
- Ο εκπαιδευτικός της συμπερίληψης προσδιορίζει, αποσαφηνίζει και αξιολογεί, ώστε να παρέχεται ένα υψηλής ποιότητας μαθησιακό περιβάλλον για όλα τα παιδιά ασχέτως κλινικού προφίλ και μαθησιακών διαφορών.
- Έχει αξία η αναγνώριση των μαθησιακών αναγκών σε σχέση με την εστίαση στις εμπειρίες του εκάστοτε εκπαιδευόμενου. Ο σεβασμός και η αξία της διαφορετικότητας πρέπει να είναι ισόνομα και ισότιμα για όλους.
- Τα προσβάσιμα μαθησιακά περιβάλλοντα πρέπει να έχουν κατάλληλες μορφές υποστήριξης για όλους με εξατομικευμένη απόκριση και καθολικό σχεδιασμό με εναλλακτικές οδούς διδασκαλίας και έκφρασης.
- Πιο αναλυτικά, ο σχεδιασμός της διδασκαλίας για μαθητές με και χωρίς αναπηρία ή/και ειδικές εκπαιδευτικές ανάγκες σχετίζεται με το τι απαιτείται από τον ίδιο τον εκπαιδευτικό της συμπερίληψης, από τον ίδιο τον μαθητή αλλά και το περιεχόμενο της διδακτέας ύλης, το οποίο δεν μπορεί να είναι αποκομμένο από δημιουργικές και διεπιστημονικές συνέργειες.
- Επιπλέον, ο κάθε διδακτικός σχεδιασμός επιβάλλει αρχές και στρατηγικές με ερευνητική υπόσταση (evidence-based practices), προκειμένου όλοι/ες οι μαθητές/τριες να ενταχθούν δημιουργικά, δίκαια και παραγωγικά.
- Προσαρμογές και διευκολύνσεις χρειάζονται να γίνουν σε όλα τα εκπαιδευτικά πλαίσια, φυσικά και διδακτικά, με τον ρόλο της υποστηρικτικής τεχνολογίας να είναι κρίσιμος για την εδραίωση της κοινωνικής δικαιοσύνης μέσα στις τάξεις μικτής μαθησιακής ικανότητας.
- Ειδικότερα, ένας καθοριστικός δείκτης επιτυχίας στη μάθηση είναι η έκταση της ευχέρειας που διαθέτει ένα άτομο να μεταφέρει δεξιότητες μάθησης σε οποιοδήποτε περιβάλλον. Η παιδαγωγική παρέμβαση αναπτύσσεται και εφαρμόζεται μέσα από δραστηριότητες, όπου παρακολουθείται η πρόοδος του παιδιού.
- Δεν πρέπει να ξεχνάμε ότι τα σημαντικότερα χαρακτηριστικά μαθητών με αναπηρίες είναι οι ικανότητές τους και όχι οι αναπηρίες τους.
- Τα δυνατά σημεία της προσωπικότητας και οι δυνατότητες όλων των παιδιών πρέπει να είναι το κεντρικό διακύβευμα της σύγχρονης εκπαίδευσης και σε καμία περίπτωση να μην επισκιάζονται.
- Οι φωνές όλων των μαθητών είναι σημαντικές και πρέπει να ακούγονται με σεβασμό και δημοκρατικές διαδικασίες.
- Η ουσιαστική ισότητα προϋποθέτει ενταξιακή γλώσσα και μία ποιοτική ενταξιακή εκπαίδευση μέσα σε ετερογενείς ομάδες σε συμβατικά και ψηφιακά πλαίσια έχει κοινωνικά και ακαδημαϊκά οφέλη για όλους.
- Η συνεργασία επαγγελματιών προκειμένου να ανιχνεύσουν και να αξιοποιήσουν στο μέγιστο όλες τις ικανότητες όλων των εκπαιδευομένων είναι αναγκαία, καθώς απαραίτητη είναι και η συνεργασία με την οικογένεια.
- Η αποτελεσματική μετάβαση από τις σχολικές δομές στην κοινότητα συνιστά το τελικό προϊόν όλων των προσπαθειών και όλων των εκπαιδευτικών προσεγγίσεων από όλα τα εμπλεκόμενα μέρη.

2.3 Ψηφιοποίηση: Ανοικτό, διαδραστικό και προσβάσιμο εκπαιδευτικό περιεχόμενο - αλληλεπιδράσεις και παραδείγματα

Σίγουρα και καθώς οι τεχνολογικές εξελίξεις αλλάζουν ριζικά τον τρόπο που ζούμε, εκπαιδευόμαστε, μαθαίνουμε και εργαζόμαστε, οι ψηφιακές πλατφόρμες και οι ψηφιακές κοινότητες μάθησης ενισχύουν την αλληλεπίδραση, την ανταλλαγή γνώσεων και την προσαρμοστικότητα, χρησιμοποιώντας ψηφιακά εργαλεία και την AI ως εργαλείο για τη συνεχή προσωπική και επαγγελματική ανάπτυξη (Καρανικόλα & Παναγιωτόπουλος, 2019). Σε κάθε περίπτωση, η αύξηση

της διάδρασης σε κάθε ψηφιακό οικοσύστημα εκπαίδευσης ενισχύει τη γνωστική και συναισθηματική διάσταση της online δέσμευσης με ποιοτικά κριτήρια μέσα στα ψηφιακά ή/και μικτά περιβάλλοντα μάθησης (https://ctl.uom.gr/guides/engaging-students-online/). Γίνεται κατανοητό, λοιπόν, ότι τα νέα διαδικτυακά εργαλεία και σύγχρονα λογισμικά, η Τεχνητή Νοημοσύνη στην εκπαίδευση, καθώς και οι νέες ψηφιακές τεχνολογίες και οι εφαρμογές τους στην τάξη, προσφέρουν ένα ευρύτερο φάσμα δια βίου επιλογών, μεταβάλλοντας σημαντικά το περιβάλλον μάθησης, επικοινωνίας και αλληλεπίδρασης σε δυναμικές μαθησιακές εμπειρίες (Σοφός κ.ά., 2024). Ενδεικτικά παραδείγματα αποτελούν:

- Τα MOOCs, οι διαδικτυακές κοινότητες μάθησης, τα κοινωνικά δίκτυα, οι ανοικτοί εκπαιδευτικοί πόροι, το διαδικτυακό ραδιόφωνο και η τηλεόραση, η ηλεκτρονική εφημερίδα, μπορούν να συνδυάσουν τις τρεις μορφές μάθησης, την Τυπική, τη Μη Τυπική και την Άτυπη. Είναι γεγονός ότι η Ανοικτή και εξ Αποστάσεως Εκπαίδευση (ΑεξΑΕ), μέσα από τη χρήση των νέων τεχνολογιών, μπορεί να συνδέσει τις τρεις μορφές μάθησης και τα κοινωνικά μέσα δικτύωσης και ανάλογα με το μαθησιακό περιεχόμενο να προάγει την ανταλλαγή απόψεων και τη συνεργασία μεταξύ ατόμων και ομάδων. Έτσι, δίδεται η δυνατότητα της κοινωνικής αλληλεπίδρασης και επιτυγχάνεται η ομαδοσυνεργατική διδασκαλία μεταξύ διδάσκοντα-διδασκομένου και εκπαιδευτικού υλικού. Κυρίως, οι ηλεκτρονικές κοινότητες μάθησης και τα MOOCs διαθέτουν στοιχεία κοινωνικού εποικοδομισμού (social constructivist) (Τσιωτάκης & Τζιμογιάννης, χ.χ.) και μπορούν να αποτελέσουν γνωστικά και συναισθηματικά εργαλεία, ενισχύοντας την κοινωνική δράση σε παγκόσμια προβλήματα δικαιοσύνης και ανθρώπινων δικαιωμάτων (Κανελλόπουλος & Κουτσούμπα, 2017).
- Από την άλλη, η Εικονική πραγματικότητα (virtual reality) αφορά τεχνολογία που βασίζεται σε Η/Υ και νέα εργαλεία μάθησης και εκπαίδευσης, δίδοντας τη δυνατότητα σε μαθητές/τριες και εν γένει εκπαιδευόμενους/ες να βιώσουν και να αλληλεπιδράσουν με ένα τεχνητό περιβάλλον σαν να είναι πραγματικό (Schunk, 2010). Χαρακτηριστικό παράδειγμα αποτελούν διαδραστικά σενάρια προσομοιώσεων και μαθησιακές δραστηριότητες με δομημένα εργαλεία αναστοχασμού και δη στην εκπαίδευση εκπαιδευτικών, αλλά και εναλλακτικά σχέδια διαφοροποιημένης μάθησης στο πλαίσιο των εκτεταμένων τεχνολογιών πραγματικότητας στη σχολική εκπαίδευση για ευθυγράμμιση της διδασκαλίας με τα χαρακτηριστικά των σημερινών ποικιλόμορφων μαθησιακών περιβαλλόντων και βελτίωσης άμεσα της ποιότητας και της ενταξιακής διάστασης της διδασκαλίας σε διαφορετικά γνωστικά αντικείμενα (Reierstam et al., 2025· Frolovičeva, 2022).
- Επιπροσθέτως, η παραγωγική τεχνητή νοημοσύνη δίδει δυνατότητες για διδακτικές εφαρμογές στη βάση μελέτης και εξερεύνησης, κατασκευής και δημιουργίας, παρουσίασης και εξάσκησης, οργάνωσης πληροφοριών και κατηγοριοποίησης εννοιών, οπτικοποίησης υλικού και διαδραστικών σεναρίων με βιωματικό τρόπο και προώθησης μιας παιγνιώδους μάθησης (Σοφός κ.ά., 2024), υποστηρίζοντας το έργο των εκπαιδευτικών της συμπερίληψης (inclusive teachers) για την αξιοποίηση στόχων και σκοπών του Αναλυτικού Προγράμματος.
- Περαιτέρω, η διάθεση ανοικτού, διαδραστικού και προσβάσιμου εκπαιδευτικού περιεχομένου αλλάζει το μέλλον της εκπαίδευσης, των εκπαιδευτικών και άλλων επιστημονικών κοινοτήτων μέσω μιας δυναμικής ενημέρωσης και αλληλεπίδρασης, γνωστικά και συναισθηματικά. Η τεχνολογία αυτή αποτελεί τον συνδυασμό της δημιουργικότητας, των μαθησιακών αποτελεσμάτων, της κριτικής σκέψης, των μεγάλων δεδομένων, των εξατομικευμένων μαθησιακών δραστηριοτήτων, των διαδικτυακών εργαλείων και των λογισμικών, της οπτικοποίησης των πληροφοριών, των πινάκων-εργαλείων εντός του διαδικτυακού κόσμου, κ.ά., καθώς τα νέα δεδομένα της εκπαιδευτικής τεχνολογίας αλλάζουν τη σύνδεση μεταξύ εκπαιδευομένων, εκπαιδευτών/τικών και εκπαιδευτικού περιεχομένου. Οι παραπάνω ψηφιακές καινοτομίες και δυνατότητες λαμβάνουν χώρα σήμερα στην εκπαίδευση εκπαιδευτικών στην Ειδική και Συμπεριληπτική Εκπαίδευση και αναγνωρίζεται η αξία τους ιδίως στη μετάδοση εφαρμοσμένων γνώσεων και δεξιοτήτων σε όλους τους τομείς και τα πεδία της γενικής και ειδικής εγωγής, σε οποιαδήποτε βαθμίδα και εάν παρέχονται.

- Στο πλαίσιο αυτό:
  (1) Ένα καινοτόμο παράδειγμα στην Ελλάδα είναι ο ιστότοπος του ΙΕΠ «ΣΧΕΔΙΑΖΩ ΓΙΑ ΟΛΟΥΣ» που (https://prosvasimo.iep.edu.gr/el/) που αφορά τον Καθολικό Σχεδιασμό για Όλους και την Ανάπτυξη Ψηφιακού Προσβάσιμου Εκπαιδευτικού Υλικού και Λογισμικού για όλες τις αναπηρίες.
  (2) Αντίστοιχα, διεθνές παράδειγμα Καθολικού Σχεδιασμού της Μάθησης (UDL), ο οποίος παρέχει πληθώρα και ευελιξία ερευνητικά τεκμηριωμένων πρακτικών, παιδαγωγικών εργαλείων και μέσων υποστηρικτικής τεχνολογίας, που επιτρέπουν σε όλους τους μαθητές να πετύχουν στη σχολική κοινότητα και προάγουν συγχρόνως την επαγγελματική ανάπτυξη των εκπαιδευτικών, δίδεται στον ιστότοπο CAST (https://www.cast.org/).
  (3) Επίσης, η Ψηφιακή Εκπαιδευτική Πλατφόρμα e-me (https://e-me.edu.gr) είναι μια σύγχρονη, συνεργατική, κοινωνική και επεκτάσιμη ψηφιακή πλατφόρμα για μαθητές/τριες και εκπαιδευτικούς, που έχει σχεδιαστεί για να υποστηρίξει δραστηριότητες τυπικής, μη-τυπικής και άτυπης μάθησης. Παρέχει στη σχολική κοινότητα έναν ασφαλή ψηφιακό χώρο εργασίας και συνεργασίας και διατίθεται ως πλατφόρμα ασύγχρονης εκπαίδευσης για τα Ελληνικά σχολεία (https://auth.e-me.edu.gr/?eme=https://e-me.edu.gr/&cause=no-token&eat=a421b58cb58997e8e12a53b313df0217).
  (4) Άλλο παράδειγμα είναι η Ευρωπαϊκή Πλατφόρμα Σχολικής Εκπαίδευσης [European School Education Platform], η οποία αποτελεί ένα σημείο συνάντησης για την κοινότητα σχολικής εκπαίδευσης - προσωπικό του σχολείου, ερευνητές και υπευθύνους χάραξης εκπαιδευτικής πολιτικής – προκειμένου να διαμοιραστούν ειδήσεις, συνεντεύξεις, δημοσιεύσεις, παραδείγματα καλής πρακτικής, μαθήματα και συνεργασίες για τα έργα Erasmus+ (https://school-education.ec.europa.eu/en).
  (5) Η πλατφόρμα του έργου «European Agency for Special Needs and Inclusive Education» (EASNIE) (https://www.european-agency.org/about-us) αποτελεί άλλο ένα ευρωπαϊκό παράδειγμα πρακτικής επικέντρωσης στην υποστήριξη της ανάπτυξης συστημάτων εκπαίδευσης χωρίς αποκλεισμούς, με σκοπό τη διασφάλιση του δικαιώματος κάθε εκπαιδευόμενου σε συμπεριληπτικές και δίκαιες εκπαιδευτικές ευκαιρίες. Η πλατφόρμα παρέχει πληροφορίες και καθοδήγηση για την εδραίωση της συμπεριληπτικής εκπαίδευσης, προκειμένου όλες οι χώρες-μέλη να βελτιώσουν την εκπαιδευτική πολιτική και πρακτική τους. Ιδίως, μέσα από τον συνδυασμό πολιτικής, πρακτικής και έρευνας ενισχύει τις ευκαιρίες ζωής και τις δυνατότητες των μαθητών και εκπαιδευτών για την ενεργό συμμετοχή στην κοινωνία σε ευρωπαϊκό πλαίσιο.

3. Συμπεράσματα

Συνολικά, οι Επιστήμες Εκπαίδευσης έχουν τη δυνατότητα να συμβάλουν καθοριστικά στην κατανόηση και τη διαχείριση της ψηφιακής εποχής, διότι οι ψηφιακές τεχνολογίες αναπτύσσονται γρήγορα και μεταμορφώνουν τον τρόπο με τον οποίο τα άτομα εργάζονται, μαθαίνουν και συμμετέχουν στη ζωή των πολιτών. Καθώς οι ψηφιακές καινοτομίες γίνονται πιο διαθέσιμες και παρουσιάζουν ευκαιρίες για να γίνουν πιο προσιτές, οι ευκαιρίες ποιοτικής μάθησης και σταδιοδρομίας σε όλο τον κόσμο, τα εκπαιδευτικά ιδρύματα, τα διοικητικά συστήματα και όλα τα ρυθμιστικά πλαίσια εντός των κοινωνικών δομών είναι σε μία αέναη κατάσταση δυναμικής προσαρμογής (πρβλ. Goger et al., 2022a, 2022b, 2022c). Η εκπαιδευτική καινοτομία μέσω της ψηφιοποίησης αντιπροσωπεύει μία πιο θεμελιώδη αλλαγή στον τρόπο εκπαίδευσης και συμπερίληψης ατόμων, ομάδων και κοινοτήτων, εντός και εκτός εκπαιδευτικών δομών και ενταξιακών σχολικών πλαισίων μέσα από παιδαγωγικές πρακτικές (βλ. Ιωαννίδη & Μαλαφάντης, 2025· Ioannidi & Malafantis, 2022a).

Καταλήγοντας, εάν η εκπαίδευση χωρίς αποκλεισμούς αντιπροσωπεύει τη διαδικασία αύξησης της συμμετοχής όλων, η παιδαγωγική χωρίς αποκλεισμούς εστιάζει στον τρόπο διδασκαλίας σε πλαίσια χωρίς αποκλεισμούς και η πρακτική της συμπερίληψης αντιπροσωπεύει τον τρόπο με τον οποίο η έννοια της ένταξης αποκτά νόημα στην εκπαιδευτική πράξη και παιδαγωγική πρακτική

(Gudjonsdottir & Óskarsdóttir, 2016), η ψηφιακή καινοτομία μέσα από γνωστικές και συναισθηματικές αλληλεπιδράσεις και με τις δέουσες στρατηγικές χρήσης σε όλα τα εκπαιδευτικά πλαίσια θα είναι η ασφαλιστική δικλείδα (α) αφενός για συμπεριληπτική εκπαίδευση όλων των μαθητών/τριών, (β) αφετέρου για την κατάρτιση εκπαιδευτικών στη συμπεριληπτική εκπαίδευση σε όλες τις δομές, πεδία και επαγγελματικές ειδικότητες και (γ) τέλος για τη μείωση χασμάτων στα σύγχρονα υβριδικά περιβάλλοντα μάθησης, τυπικά, μη τυπικά και άτυπα. Οι ψηφιακές εκπαιδευτικές πλατφόρμες προσδίδουν, λοιπόν, μία εναλλακτική για την έννοια της συμπεριληπτικής παιδαγωγικής στο πλαίσιο ενός μετασχηματιζόμενου χώρου σχολικής τάξης που επιδιώκει να ανταποκριθεί στις ανάγκες όλων των μαθησιακών προφίλ και έτσι να αντιμετωπιστεί το ζήτημα της διαφορετικότητας και της κοινωνικής δικαιοσύνης στα ποικίλα εκπαιδευτικά και σχολικά πλαίσια (Kanyopa, 2023) υπό αειφόρο προοπτική (Ioannidi & Malafantis, 2022b).

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ΣΥΝΕΡΓΑΤΙΚΗ ΔΗΜΙΟΥΡΓΙΚΟΤΗΤΑ: ΟΤΑΝ Η ΤΕΧΝΗΤΗ ΝΟΗΜΟΣΥΝΗ ΣΥΝΑΝΤΑ ΤΟΥΣ ΠΟΛΙΤΕΣ

Ζαχαροπούλου Μαρία
Αναπληρώτρια Νηπιαγωγός ΠΕ60 ΕΑΕ
Αποστολοπούλου Ευαγγελία
Αναπληρώτρια Νηπιαγωγός ΠΕ60
Σωτηροπούλου Σταυρούλα
Νηπιαγωγός ΠΕ60

Περίληψη

Η εργασία εξετάζει τη συνεργατική δημιουργικότητα μεταξύ ανθρώπων και Τεχνητής Νοημοσύνης (ΤΝ), αναλύοντας τις δυνατότητες, τις προκλήσεις και τις επιπτώσεις αυτής της αλληλεπίδρασης στην κοινωνία, την οικονομία και τον πολιτισμό, καθώς η τεχνητή νοημοσύνη αποτελεί πλέον κεντρικό πυλώνα του επιχειρηματικού μετασχηματισμού (Brynjolfsson & McAfee, 2017). Μέσω βιβλιογραφικής ανασκόπησης, παρουσιάζεται αρχικά μια ιστορική αναδρομή στην εξέλιξη της ΤΝ, από τις πρώτες θεωρητικές συλλήψεις έως τις σημερινές εφαρμογές της Generative AI, αναδεικνύοντας τις κομβικές στιγμές της σύγκλισής της με τη δημιουργικότητα. Εστιάζει στη συνέχεια στη συμβολή της τεχνητής νοημοσύνης στην ενίσχυση της δημιουργικότητας των πολιτών, καθώς και στα ηθικά ζητήματα και τις ανισότητες που προκύπτουν. Το κύριο περιεχόμενο περιλαμβάνει θεωρητικές προσεγγίσεις, πρακτικές εφαρμογές και μελλοντικές προοπτικές, με έμφαση στην ελληνική πραγματικότητα. Τα συμπεράσματα υπογραμμίζουν τις δυνατότητες της τεχνητής νοημοσύνης για μια πιο δημιουργική και συμπεριληπτική κοινωνία, αλλά και την ανάγκη για προσεκτικό σχεδιασμό, ισότιμη πρόσβαση και ρύθμιση. Η εργασία συμβάλλει στην κατανόηση της συνεργατικής δημιουργικότητας ως εργαλείου για κοινωνική και πολιτισμική πρόοδο.

Λέξεις κλειδιά: Συνεργατική Δημιουργικότητα, Τεχνητή Νοημοσύνη.

1. Εισαγωγή

Η σύγκλιση της Τεχνητής Νοημοσύνης (ΤΝ) και της ανθρώπινης δημιουργικότητας αποτελεί έναν από τους πιο σημαντικούς και δυναμικούς τομείς της σύγχρονης τεχνολογικής και κοινωνικής έρευνας. Στο πλαίσιο της ψηφιακής εποχής, όπου οι τεχνολογικές εξελίξεις αλλάζουν ριζικά τον τρόπο που δημιουργούμε, επικοινωνούμε και σκεφτόμαστε, η έννοια της συνεργατικής δημιουργικότητας αναδεικνύει μια νέα πραγματικότητα. Σε αυτήν την πραγματικότητα, η τεχνητή νοημοσύνη δε λειτουργεί ως ένα απλό εργαλείο, αλλά ως ενεργός συνεργάτης στη δημιουργική διαδικασία, επαναπροσδιορίζοντας ριζικά το έργο τέχνης, τον σχεδιασμό, τη λογοτεχνία και πολλούς άλλους τομείς της ανθρώπινης δραστηριότητας (Boden, 2018). Η ενσωμάτωση της τεχνητής νοημοσύνης στη δημιουργική διαδικασία θέτει νέα ερωτήματα και για τα μοντέλα μάθησης που αξιοποιούνται, καθώς η αλληλεπίδραση ανθρώπου-μηχανής διαμορφώνει ένα νέο πλαίσιο απόκτησης γνώσης και δεξιοτήτων (Γαλανάκης, 2020).

Πριν εμβαθύνουμε στις σύγχρονες εκφάνσεις και προκλήσεις, είναι σημαντικό να τοποθετήσουμε αυτή τη δυναμική σχέση σε ένα ιστορικό πλαίσιο. Η εξέλιξη της Τεχνητής Νοημοσύνης, από τις πρώτες θεωρητικές συλλήψεις και τα πρώιμα πειραματικά συστήματα έως την πρόσφατη άνοδο των Generative AI μοντέλων, έχει διαμορφώσει σταδιακά τις συνθήκες για τη σημερινή συνεργατική δημιουργικότητα. Αυτή η πορεία αναδεικνύει πώς οι τεχνολογικές καινοτομίες έχουν συνεχώς διευρύνει τις δυνατότητες της μηχανής ως δημιουργικού εταίρου, οδηγώντας στις πρωτοφανείς εφαρμογές που παρατηρούμε σήμερα.

Ο κύριος στόχος αυτής της εργασίας είναι να διερευνήσει τις πολυδιάστατες επιπτώσεις αυτής της συνεργασίας μεταξύ ανθρώπων και μηχανών. Πιο συγκεκριμένα, επιδιώκει να απαντήσει σε ερωτήματα όπως: «Πώς επηρεάζει η τεχνητή νοημοσύνη τη δημιουργικότητα των πολιτών;, Ποιοι είναι οι κίνδυνοι και οι ευκαιρίες που εμφανίζονται σε αυτό το νέο πεδίο;, Πώς μπορούμε να

διασφαλίσουμε ότι αυτή η συνεργασία θα οδηγήσει σε θετικά αποτελέσματα τόσο για τους ανθρώπους όσο και για την κοινωνία στο σύνολό της;».

Για να απαντηθούν αυτά τα ερωτήματα, η εργασία βασίζεται σε μια ποικιλία πηγών, ακαδημαϊκών μελετών, επιστημονικών άρθρων και πρακτικών εφαρμογών. Η προσέγγιση είναι διεπιστημονική, συνδυάζοντας γνώσεις από την ψυχολογία, την πληροφορική, τις κοινωνικές επιστήμες αλλά και την τέχνη. Μέσα από αυτή τη βιβλιογραφική ανασκόπηση διερευνόνται οι δυνατότητες, οι προκλήσεις και οι προοπτικές της αλληλεπίδρασης αυτής. Η μεθοδολογία περιλαμβάνει ανάλυση δευτερογενών δεδομένων, εξέταση περιπτώσεων χρήσης και κριτική ανάλυση των ηθικών και κοινωνικών επιπτώσεων.

2. Θεωρητικό πλαίσιο

2.1. Ορισμοί και Έννοιες

Η έννοια της «συνεργατικής δημιουργικότητας» αναφέρεται στη διαδικασία κατά την οποία άνθρωποι και τεχνητή νοημοσύνη συνδυάζουν τις δυνατότητές τους για να παράγουν έργα που θα ήταν δύσκολο ή ακόμη και αδύνατο να δημιουργηθούν χωριστά (Csikszentmihalyi, 2014). Αυτή η συνεργασία δεν περιορίζεται σε μια απλή διαδικασία εντολών και εκτελέσεων, αλλά περιλαμβάνει μια δυναμική αλληλεπίδραση όπου και οι δύο πλευρές συνεισφέρουν με μοναδικό τρόπο στη δημιουργική διαδικασία. Σύμφωνα με τον Boden (1998), η δημιουργικότητα μπορεί να οριστεί ως η ικανότητα να παράγονται ιδέες ή προϊόντα που είναι καινοτόμα και χρήσιμα. Με εργαλείο την τεχνητή νοημοσύνη μπορεί να ενισχυθεί αυτή η ικανότητα, προσφέροντας νέες μεθόδους ανάλυσης, σύνθεσης και επεξεργασίας πληροφοριών. Ωστόσο, η συνεργατική δημιουργικότητα δεν περιορίζεται μόνο στην τεχνολογική βελτίωση, αλλά επηρεάζει και τις κοινωνικές διαστάσεις της δημιουργίας, καθώς η συμμετοχή των πολιτών σε τέτοιες διαδικασίες μπορεί να οδηγήσει σε πιο δημοκρατικές και συμπεριληπτικές λύσεις.

Η Τεχνητή Νοημοσύνη, ειδικά τα συστήματα γενετικής νοημοσύνης (Generative AI) όπως τα GPT, DALL-E και MidJourney, χαρακτηρίζονται ως "δημιουργικοί πολλαπλασιαστές" (Esling & Devis, 2020). Αυτά τα συστήματα έχουν την ικανότητα να παράγουν κείμενο, εικόνες, μουσική και άλλες μορφές δημιουργικού περιεχομένου, συχνά με αποτελέσματα που προκαλούν έκπληξη ακόμη και στους δημιουργούς τους. Όπως επισημαίνουν Mazzone και Elgammal (2019), τα έξυπνα αυτά συστήματα δεν αντικαθιστούν την ανθρώπινη δημιουργικότητα, αλλά λειτουργούν ως ένα ισχυρό εργαλείο που διευκολύνει και επεκτείνει τις δημιουργικές δυνατότητες των ανθρώπων. Αυτή η αλληλεπίδραση μπορεί να οδηγήσει σε νέες μορφές έκφρασης που συνδυάζουν την ανθρώπινη διαίσθηση με την υπολογιστική ισχύ των αλγορίθμων.

2.2 Ιστορική Αναδρομή: Η Εξέλιξη της Τεχνητής Νοημοσύνης και η Σύγκλισή της με τη Δημιουργικότητα

Η σχέση μεταξύ Τεχνητής Νοημοσύνης (AI) και δημιουργικότητας έχει διανύσει μια συναρπαστική ιστορική πορεία, από τις πρώτες θεωρητικές συλλήψεις έως τις σημερινές επαναστατικές εφαρμογές της Generative AI. Οι ρίζες της AI τοποθετούνται στα μέσα του 20ού αιώνα, με τον Alan Turing να θέτει το θεμελιώδες ερώτημα "Μπορούν οι μηχανές να σκέφτονται;" το 1950, και τη Διάσκεψη του Dartmouth το 1956 να σηματοδοτεί την επίσημη γέννηση του πεδίου της Τεχνητής Νοημοσύνης (IBM, Coursera).

Οι πρώιμες προσπάθειες να προσδώσουν δημιουργικές ικανότητες στις μηχανές ήταν στοιχειώδεις, αλλά πρωτοποριακές. Το 1961, ο Joseph Weizenbaum ανέπτυξε την ELIZA, ένα από τα πρώτα chatbots που προσομοίωναν ανθρώπινη συνομιλία, προσφέροντας μια πρώτη γεύση της δυνατότητας των μηχανών να παράγουν "κειμενικό" περιεχόμενο (igmGuru, DATAVERSITY). Παράλληλα, ο Frank Rosenblatt εισήγαγε το Perceptron το 1958, το πρώτο νευρωνικό δίκτυο που μπορούσε να "μάθει" μέσω δοκιμής και λάθους, θέτοντας τα θεμέλια για τις μελλοντικές εξελίξεις στα νευρωνικά δίκτυα (NetCom Learning).

Μετά από περιόδους "χειμώνα της AI" λόγω περιορισμένης χρηματοδότησης και προσδοκιών, η δεκαετία του 1980 και του 1990 είδε την αναβίωση του ενδιαφέροντος με την ευρεία χρήση των νευρωνικών δικτύων και την ανάπτυξη αλγορίθμων όπως η backpropagation (IBM). Η πραγματική επανάσταση για τη συνεργατική δημιουργικότητα άρχισε να διαγράφεται τη δεκαετία του 2010. Το 2014, η εισαγωγή των Generative Adversarial Networks (GANs) από τον Ian Goodfellow αποτέλεσε ένα κομβικό σημείο, επιτρέποντας την παραγωγή υψηλής ποιότητας εικόνων που ήταν δύσκολο να διακριθούν από πραγματικές (Qualcomm, IBM). Λίγο αργότερα, το 2017, η αρχιτεκτονική Transformer πρότεινε μια νέα προσέγγιση στα βαθιά νευρωνικά δίκτυα, βελτιώνοντας την αποτελεσματικότητα των μοντέλων και καθιστώντας δυνατή την ανάπτυξη των ισχυρών Large Language Models (LLMs) (NetCom Learning, Wikipedia).

Η περίοδος 2018-2022 χαρακτηρίστηκε από την εκρηκτική άνοδο των LLMs, με την OpenAI να κυκλοφορεί τα μοντέλα GPT (Generative Pre-trained Transformer) – GPT-2 (2019) και GPT-3 (2020) – και αργότερα το ChatGPT το 2022, που έφερε τη Generative AI στο ευρύ κοινό (IBM). Αυτά τα μοντέλα, μαζί με εργαλεία δημιουργίας εικόνων όπως το DALL-E και το Midjourney, μεταμόρφωσαν την ικανότητα των μηχανών να παράγουν πρωτότυπο περιεχόμενο, από κείμενα και κώδικα μέχρι εικόνες και μουσική, εγκαινιάζοντας μια νέα εποχή συνεργασίας ανθρώπου-μηχανής (Wikipedia, Boston Institute of Analytics).

Οι πιο πρόσφατες εξελίξεις, ειδικά το 2024 και το 2025, εμβαθύνουν αυτή τη συνεργασία. Μοντέλα όπως το Claude 3 Opus της Anthropic (Μάρτιος 2024) προσφέρουν βελτιωμένες πολυτροπικές δυνατότητες, ενώ το Gemini 1.5 της Google (Φεβρουάριος 2024) έχει εντυπωσιακή ικανότητα επεξεργασίας δεδομένων, ανοίγοντας νέους ορίζοντες στην επεξεργασία βίντεο και ήχου (arXiv). Στη μουσική βιομηχανία, εργαλεία όπως το Suno και το AIVA χρησιμοποιούνται από μουσικούς για τη σύνθεση νέων μελωδιών και ρυθμών, ενώ πλατφόρμες όπως το Spotify ενσωματώνουν AI DJ και AI Playlists για εξατομικευμένες εμπειρίες (Eventbrite, A&R Factory). Αυτές οι καινοτομίες υπογραμμίζουν την τάση προς την ολοένα και πιο απρόσκοπτη ενσωμάτωση της AI στην ανθρώπινη δημιουργική διαδικασία, αναδεικνύοντας τις μηχανές όχι ως υποκατάστατα, αλλά ως ισχυρά εργαλεία που επαυξάνουν τις ανθρώπινες δυνατότητες και διευρύνουν τα όρια της έκφρασης (NoHo Arts District, Designboom).

2.3 Ανθρώπινη vs Αλγοριθμική Δημιουργικότητα

Σύμφωνα με τη Margaret Boden (2018), η ανθρώπινη δημιουργικότητα βασίζεται σε τρεις κύριους πυλώνες: την προσωπική εμπειρία, το συναισθηματικό βάθος και το κοινωνικό-πολιτισμικό πλαίσιο. Οι άνθρωποι δημιουργούν μέσα από μια διαδικασία που συνδυάζει τη διαίσθηση, τη συναισθηματική εμπλοκή και την κατανόηση του πολιτισμικού τους περιβάλλοντος. Αντίθετα, η τεχνητή νοημοσύνη λειτουργεί μέσω δεδομένων και μοντέλων πιθανότητας. Τα συστήματα μηχανικής μάθησης αναλύουν τεράστιες ποσότητες δεδομένων, εντοπίζουν μοτίβα και παράγουν νέο περιεχόμενο βασισμένο σε αυτά τα μοτίβα (Goodfellow, I., et al., 2016). Ωστόσο, αυτή η διαδικασία στερείται της συνειδητής εμπειρίας, της συναισθηματικής βαθύτητας και της πολιτισμικής κατανόησης που χαρακτηρίζουν την ανθρώπινη δημιουργικότητα. Παρόλα αυτά, η συνύπαρξη ανθρώπινης και αλγοριθμικής δημιουργικότητας μπορεί να οδηγήσει σε υβριδικές μορφές έκφρασης που συνδυάζουν τα καλύτερα και από τις δύο πλευρές (Mazzone & Elgammal, 2019). Για παράδειγμα, ένας καλλιτέχνης μπορεί να χρησιμοποιήσει ένα τέτοιο εργαλείο για να δημιουργήσει μια σειρά από εικόνες, τις οποίες στη συνέχεια θα επεξεργαστεί και θα βελτιώσει με βάση τη δική του καλλιτεχνική αντίληψη.

2.3 Θεωρητικές Προσεγγίσεις από Διάφορους Επιστημονικούς Τομείς

Η μελέτη της συνεργατικής δημιουργικότητας απαιτεί μια διεπιστημονική προσέγγιση, καθώς εμπλέκει πολλούς τομείς της γνώσης. Πιο συγκεκριμένα, στον τομέα της Ψυχολογίας η θεωρία της ροής (flow) του Csikszentmihalyi (2014) μπορεί να εφαρμοστεί και στη συνεργασία ανθρώπων-αυτοματοποιημένης νοημοσύνης. Σύμφωνα με αυτή τη θεωρία, η βέλτιστη δημιουργική εμπειρία προκύπτει όταν ένα άτομο βρίσκεται σε μια κατάσταση πλήρους εμβύθισης και εστίασης. Η νέα αυτή

ευφυϊα μπορεί να συμβάλει σε αυτή την κατάσταση παρέχοντας τα κατάλληλα ερεθίσματα και εργαλεία. Όσον αφορά τον τομέα της τεχνολογίας η εξέλιξη των αλγορίθμων μηχανικής μάθησης, και ειδικά των παραγωγικών αντιστατικών δικτύων (GANs), έχει επαναπροσδιορίσει τις δυνατότητες της τεχνητής νοημοσύνης στη δημιουργικότητα (Goodfellow et al., 2016). Αυτοί οι αλγόριθμοι μπορούν να παράγουν ρεαλιστικές εικόνες, μουσική και κείμενο, συχνά με αποτελέσματα που μοιάζουν με ανθρώπινη δημιουργικότητα. Τέλος, στον τομέα των κοινωνικών επιστημών οι νέες τεχνολογίες μετασχηματίζουν την πολιτισμική παραγωγή και τις συλλογικές πρακτικές. Στο πλαίσιο της συνεργατικής δημιουργικότητας, η μηχανική νοημοσύνη μπορεί να ενισχύσει τη συμμετοχή των πολιτών στη δημιουργική διαδικασία, δημοκρατοποιώντας την πρόσβαση σε εργαλεία και πλατφόρμες (Csikszentmihalyi, 2014).

3. Η Συμβολή της Τεχνητής Νοημοσύνης στη Δημιουργικότητα των Πολιτών

3.1. Εφαρμογές στον Πολιτισμό και την Τέχνη, τη Μόδα και την Αρχιτεκτονική

Η επίδραση των ευφυών αυτών μηχανών στη δημιουργικότητα είναι εμφανής σε πολλούς τομείς του πολιτισμού και της τέχνης. Αναλυτικότερα, υπάρχουν τα συστήματα, συγκεκριμένοι δημιουργικοί πολλαπλασιαστές που έχουν επαναπροσδιορίσει τη σύγχρονη τέχνη, επιτρέποντας στους χρήστες να δημιουργούν εικόνες απλά περιγράφοντάς τις με λέξεις. Αυτό έχει οδηγήσει σε μια νέα μορφή ψηφιακής τέχνης, όπου τα όρια μεταξύ ανθρώπινης και μηχανικής δημιουργικότητας γίνονται ολοένα και πιο θολά. Στον τομέα της μουσικής, το OpenAI Jukebox είναι ένα παράδειγμα ευφυούς συστήματος που μπορεί να συνθέσει πρωτότυπα μουσικά κομμάτια σε διάφορα είδη. Πολλοί μουσικοί χρησιμοποιούν τέτοια εργαλεία για να διερευνήσουν νέες μουσικές δυνατότητες και να επεκτείνουν τα δημιουργικά τους όρια. Στον κλάδο της λογοτεχνίας, τα γλωσσικά μοντέλα, όπως το ChatGPT, Gemini, Deep Seek, κλπ έχουν χρησιμοποιηθεί για τη συγγραφή ποιημάτων, διηγημάτων και ακόμη και ολόκληρων μυθιστορημάτων. Φυσικά, αυτά τα κείμενα μπορεί να μην έχουν το βάθος και τη συναισθηματική πολυπλοκότητα της ανθρώπινης γραφής, όμως αποτελούν ένα ισχυρό εργαλείο για έμπνευση και πειραματισμό (Esling & Devis, 2020).

Οι εφαρμογές της δεν περιορίζεται μόνο στις τέχνες, αλλά επεκτείνεται και σε πιο τεχνικούς τομείς όπως ο σχεδιασμός και η αρχιτεκτονική. Πιο συγκεκριμένα, στη μόδα, το Generative Design χρησιμοποιεί αλγορίθμους για τη δημιουργία νέων σχεδίων ρούχων και αξεσουάρ (Karana et al., 2020). Αυτή η τεχνολογία επιτρέπει στους σχεδιαστές να εξερευνήσουν ένα ευρύτερο φάσμα δυνατοτήτων και να δημιουργήσουν πρωτότυπα κομμάτια που θα ήταν δύσκολο να σχεδιαστούν με παραδοσιακές μεθόδους. Επίσης, στην αρχιτεκτονική, βοηθά τους αρχιτέκτονες να βελτιστοποιήσουν τη χρήση του χώρου και να δημιουργήσουν πιο βιώσιμες κατασκευές (Oxman, 2016). Για παράδειγμα, αλγόριθμοι μπορούν να αναλύουν δεδομένα για φυσικό φωτισμό και θερμική απόδοση, προτείνοντας βέλτιστες λύσεις για ένα κτίριο.

4. Ο Ρόλος των Πολιτών στη Συνεργασία με τις Αυτοματοποιημένες Μηχανές

4.1. Συνεργατικές Πρακτικές και η Κοινωνική τους Επίδραση

Η δυνατότητα για ευρεία δημιουργική έκφραση που προσφέρει η τεχνητή νοημοσύνη είναι ένα από τα σημαντικότερα χαρακτηριστικά της σημερινής εποχής. Πλατφόρμες όπως το Kaggle επιτρέπουν σε χιλιάδες ανθρώπους να συνεργάζονται σε δημιουργικά έργα, συχνά με τη βοήθεια νοητικών μηχανών. Αυτό έχει οδηγήσει σε καινοτόμες λύσεις σε προβλήματα που ποτέ πριν δεν είχαν λυθεί. Ακόμη, Ανοιχτές Πλατφόρμες, όπως το GitHub φιλοξενεί έναν τεράστιο αριθμό συνεργατικών έργων που αξιοποιούν την τεχνητή νοημοσύνη για τη δημιουργία λογισμικού και άλλων ψηφιακών προϊόντων. Η αυτοματοποιημένη αυτή νοημοσύνη δεν επηρεάζει μόνο μεμονωμένους δημιουργούς, αλλά και ολόκληρες κοινωνίες. Στην Εκπαίδευση τα τεχνητά αυτά εργαλεία βοηθούν τους μαθητές να αναπτύξουν δημιουργικές δεξιότητες, προσφέροντας προσωποιημένα εργαλεία μάθησης. Επίσης, η χρήση της μπορεί να χρησιμοποιηθεί στην Κοινωνική

Δικαιοσύνη για την καταπολέμηση στερεοτύπων και την προώθηση της διαφορετικότητας (Crawford, 2021).

5. Προσκλήσεις και Ηθικά θέματα για τη χρήση των «Έξυπνων Μηχανών»

Παρόλο που η συνεργατική δημιουργικότητα μέσω της τεχνητής νοημοσύνης προσφέρει πολλές ευκαιρίες, δεν είναι χωρίς προκλήσεις και ηθικά ζητήματα. Ένα από τα κύρια ζητήματα είναι η διαφάνεια και η ευθύνη στη διαδικασία δημιουργίας. Όπως επισημαίνει ο Floridi (2019), η χρήση της των εργαλείων της τεχνητής νοημοσύνης στη δημιουργικότητα μπορεί να οδηγήσει σε αμφιβολίες σχετικά με την αυθεντικότητα και την πνευματική ιδιοκτησία των δημιουργημάτων. Επίσης, υπάρχει ο κίνδυνος της ενίσχυσης των υφιστάμενων ανισοτήτων, καθώς η πρόσβαση σε τέτοιου είδους τεχνολογίες μπορεί να περιορίζεται σε ορισμένες κοινωνικές ομάδες, αν και δίνει δυνατότητες αλληλεπίδρασης σε άτομα με αναπηρίες. Επιπλέον, η υπερβολική εξάρτηση από την «εύκολη» αυτή λύση μπορεί να υποβαθμίσει την ανθρώπινη καινοτομία! Η αυτοματοποίηση δημιουργικών διαδικασιών και οι επιπτώσεις της στην αγορά εργασίας αποτελούν κεντρικό θέμα στον διάλογο για την επιχειρηματική αξιοποίηση της ΤΝ (Brynjolfsson & McAfee, 2017). Τέλος, στον κλάδο της τέχνης, η χρήση πλατφορμών επιτρέπουν σε όλους να δημιουργούν τέχνη χωρίς προηγούμενη εμπειρία (Eubanks, 2018, Esling & Devis, 2020).

Πίνακας 1: Προκλήσεις & Ηθικά Ζητήματα Τεχνητής Νοημοσύνης στη Δημιουργικότητα

Κατηγορία	Πρόκληση/Ζήτημα	Συνέπειες/Επιπτώσεις
Αυθεντικότητα & Διαφάνεια	Αμφιβολίες για πνευματική ιδιοκτησία και προέλευση δημιουργημάτων.	Δυσκολία στον προσδιορισμό δημιουργού/ έλλειψη ευθύνης.
Ισότητα & Πρόσβαση	Ανισότιμη πρόσβαση σε έξυπνα εργαλεία (οικονομικά/τεχνολογικά εμπόδια).	Ενίσχυση κοινωνικών ανισοτήτων, παρά τις ευκαιρίες για άτομα με αναπηρίες.
Ανθρώπινη Καινοτομία	Υπερβολική εξάρτηση από τη μηχανική νοημοσύνη υποβαθμίζει την ανθρώπινη δημιουργικότητα.	Μείωση της κριτικής σκέψης και της πρωτοβουλίας.
Δημοκρατικοποίηση Τέχνης	Πλατφόρμες (π.χ. Artbreeder) επιτρέπουν δημιουργία τέχνης χωρίς δεξιότητες.	Αλλαγή στα κριτήρια αξίας της τέχνης/ απομάκρυνση από παραδοσιακά μοντέλα.
Ηθική Χρήση Δεδομένων	Ερωτήματα για την προέλευση δεδομένων εκπαίδευσης (π.χ. πιθανή εκμετάλλευση έργων).	Κίνδυνος παραβίασης πνευματικών δικαιωμάτων ή ηθικής αξίας των δεδομένων.
Εργασιακές Επιπτώσεις	Η Αυτοματοποίηση δημιουργικών διεργασιών απειλεί συγκεκριμένες εργασίες.	Απώλεια θέσεων εργασίας σε τομείς όπως γραφιστική, μετάφραση, κ.ά.(Brynjolfsson & McAfee, 2017)

6. Μελλοντικές Προοπτικές

Στην Ελλάδα, τα παραπάνω ζητήματα αποκτούν ιδιαίτερη σημασία, δεδομένης της οικονομικής και κοινωνικής πολυπλοκότητας της χώρας μας. Περαιτέρω έρευνες, όπως αυτή της Καρρά (2024), υπογραμμίζουν την ανάγκη για την ανάπτυξη ηθικών πλαισίων και πολιτικών που θα διασφαλίζουν την ισότιμη πρόσβαση και συμμετοχή όλων των πολιτών στις δυνατότητες που προσφέρει η νέα αυτή καινοτομία. Το μέλλον της συνεργατικής δημιουργικότητας μεταξύ ανθρώπων

και τεχνητής νοημοσύνης φαίνεται ιδιαίτερα υποσχόμενο, με πολλές ερευνητικές κατευθύνσεις να αναδεικνύουν τις δυνατότητες για περαιτέρω ανάπτυξη. Σύμφωνα με τους Esling, P., & Devis, N. (2020) η εξέλιξη της αυτοματοποιημένης νοημοσύνης προς τα μοντέλα που μπορούν να κατανοήσουν και να προσομοιώσουν την ανθρώπινη συμπεριφορά θα οδηγήσει σε ακόμη πιο στενές και παραγωγικές συνεργασίες. Επιπρόσθετα, η ενσωμάτωση της στην εκπαίδευση και στον καλλιτεχνικό χώρο μπορεί να αποτελέσει έναν τρόπο για την ενίσχυση της δημιουργικότητας των νέων γενεών (Boden. 2018).

Στην χώρα μας, η ανάπτυξη τέτοιων πρωτοβουλιών θα μπορούσε να συμβάλει στην ανάπτυξη μιας πιο δημιουργικής και καινοτόμας κοινωνίας. Έρευνες, όπως αυτή των Culot, G., Podrecca, M., & Nassimbeni, G. (2024), προτείνουν την εφαρμογή της τεχνητής νοημοσύνης σε εκπαιδευτικά προγράμματα που στοχεύουν στην ενθάρρυνση της δημιουργικότητας και της κριτικής σκέψης στους μαθητές, δημιουργώντας μια νέα γενιά πολιτών που είναι έτοιμοι να ανταπεξέλθουν στις προκλήσεις του 21ου αιώνα.

7. Συμπεράσματα

Η συνεργατική δημιουργικότητα μεταξύ ανθρώπων και ψηφιακών βοηθών αποτελεί έναν τομέα με τεράστιες δυνατότητες, αλλά και σημαντικές προκλήσεις. Η παρούσα βιβλιογραφική ανασκόπηση έχει επιχειρήσει να αναδείξει τις διαστάσεις αυτής της συνεργασίας, εστιάζοντας στη συμβολή της τεχνητής νοημοσύνης στη δημιουργικότητα των πολιτών και στις επιπτώσεις που αυτή έχει στην κοινωνία.

Παρά τις προκλήσεις που αναμένονται, το μέλλον της συνεργατικής δημιουργικότητας φαίνεται ιδιαίτερα υποσχόμενο, με πολλές ερευνητικές κατευθύνσεις να αναδεικνύουν τις δυνατότητες για περαιτέρω ανάπτυξη. Η ενσωμάτωση των αυτοματοποιημένων συστημάτων στην καθημερινή ζωή των πολιτών, σε συνδυασμό με την ανάπτυξη κατάλληλων ηθικών, νομικών και πολιτικών οδηγιών, μπορεί να οδηγήσει σε μια πιο δημιουργική, δίκαιη και συμπεριληπτική κοινωνία, διασφαλίζοντας την ανθρώπινη κυριαρχία κατά τη δημιουργική διαδικασία.

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ΣΥΜΠΕΡΙΛΗΨΗ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ: ΚΛΕΙΔΙ ΓΙΑ ΜΙΑ ΔΙΚΑΙΗ ΚΟΙΝΩΝΙΑ

Ζαχαροπούλου Μαρία
Αναπληρώτρια Νηπιαγωγός ΠΕ60 ΕΑΕ
Σωτηροπούλου Σταυρούλα
Νηπιαγωγός ΠΕ60
Αποστολοπούλου Ευαγγελία
Αναπληρώτρια Νηπιαγωγός ΠΕ60

Περίληψη

Η παρούσα εργασία εξετάζει τη συμπερίληψη και την εκπαιδευτική δικαιοσύνη ως βασικές αρχές για τη δημιουργία δίκαιων και δημοκρατικών σχολικών κοινοτήτων. Μέσω βιβλιογραφικής ανασκόπησης, αναλύονται θεωρητικές προσεγγίσεις, πολιτικές παρεμβάσεις και πρακτικές εφαρμογές που προωθούν την ισότιμη πρόσβαση στην εκπαίδευση για όλα τα παιδιά, ανεξάρτητα από κοινωνικοοικονομικές, πολιτισμικές ή άλλες διαφορές. Η μεθοδολογία βασίζεται σε επιστημονικές μελέτες και διεθνείς πρακτικές, όπως η Πράξη της Σαλαμάνκα και οι Στόχοι Βιώσιμης Ανάπτυξης. Τα ευρήματα υπογραμμίζουν την ανάγκη για συμπεριληπτική σχολική κουλτούρα, κατάλληλη εκπαίδευση των εκπαιδευτικών και συλλογική προσπάθεια για την αντιμετώπιση προκλήσεων, όπως η έλλειψη πόρων και οι κοινωνικές ανισότητες. Η εργασία συμπεραίνει ότι η συμπερίληψη αποτελεί κρίσιμο εργαλείο για την προώθηση της εκπαιδευτικής δικαιοσύνης, απαιτώντας συνεχή δέσμευση από όλους τους φορείς.

Λέξεις κλειδιά: Συμπερίληψη, Εκπαιδευτική δικαιοσύνη, Σχολική κοινότητα

1. Εισαγωγή

Η συμπερίληψη και η εκπαιδευτική δικαιοσύνη αποτελούν βασικούς πυλώνες της σύγχρονης εκπαιδευτικής πολιτικής, με στόχο τη δημιουργία σχολικών κοινοτήτων που σεβόμενες την πολυμορφία και διασφαλίζουν την ισότιμη πρόσβαση στην εκπαίδευση για όλα τα παιδιά. Σε έναν κόσμο που χαρακτηρίζεται από κοινωνικές, πολιτισμικές και οικονομικές διαφορές, η ανάγκη για συμπεριληπτικές πρακτικές και δίκαιες εκπαιδευτικές δομές γίνεται όλο και πιο επιτακτική.

Η παρούσα εργασία επιχειρεί μια βιβλιογραφική ανασκόπηση του θέματος, εστιάζοντας στις θεωρητικές προσεγγίσεις, τις πολιτικές παρεμβάσεις και τις πρακτικές εφαρμογές που προωθούν τη συμπερίληψη και την εκπαιδευτική δικαιοσύνη. Επιπλέον, εξετάζεται η σημασία της συμπερίληψης στην πρωτοβάθμια εκπαίδευση, μια φάση κρίσιμη για την ανάπτυξη των παιδιών και τη διαμόρφωση της κοινωνικής τους συνείδησης. Σε αυτό το πλαίσιο, αναλύονται οι τρέχουσες τάσεις, οι προκλήσεις και οι ευκαιρίες που παρουσιάζονται στα σχολικά περιβάλλοντα σήμερα, με στόχο την προώθηση μιας πιο δίκαιης και δημοκρατικής εκπαίδευσης για όλους.

Μέσα από αυτή την ανάλυση, επιδιώκεται να καταδειχθεί η σημασία της συλλογικής προσπάθειας για την αντιμετώπιση των προκλήσεων και την ενίσχυση των συμπεριληπτικών πρακτικών, ιδιαίτερα στην πρωτοβάθμια εκπαίδευση, όπου τα θεμέλια για μια δίκαιη κοινωνία μπορούν να τεθούν από τα πρώιμα στάδια της εκπαιδευτικής διαδικασίας.

2. Θεωρητικές Προσεγγίσεις στη Συμπερίληψη και την Εκπαιδευτική Δικαιοσύνη

Ο όρος «συμπερίληψη» αναφέρεται σε μια διαδικασία που προϋποθέτει την ισάξια συνύπαρξη των μαθητών με διαφορετικότητα στον περιβάλλον της τάξης του γενικού σχολείου. Οι παγκόσμιες τάσεις στην εκπαίδευση έχουν στραφεί σε προσεγγίσεις που είναι συμπεριληπτικές για όλα τα άτομα με διαφορετικότητα, επιτρέποντάς τους να έχουν ισάξια πρόσβαση σε προγράμματα γενικής εκπαίδευσης (Γκότση, 2024). Ωστόσο, ο όρος «συμπερίληψη στην εκπαίδευση» δεν περιορίζεται μόνο στην ενσωμάτωση των μαθητών με ειδικές εκπαιδευτικές ανάγκες σε κανονική τάξη, αλλά περιλαμβάνει και τη διαδικασία συμπερίληψης ατόμων ή ομάδων που γίνονται ενεργά μέλη της κοινότητας, συμμετέχουν σε διάφορες πτυχές της κοινωνίας και έχουν την ευκαιρία να διατηρήσουν

την πολιτιστική τους ταυτότητα. Δηλαδή, η συμπερίληψη επεκτείνεται και στην αντιμετώπιση όλων των μορφών αποκλεισμού και ανισότητας, όπως αυτές που σχετίζονται με την κοινωνικοοικονομική κατάσταση, το φύλο, την καταγωγή/ εθνικότητα ή την πολιτισμική ταυτότητα (Ainscow, 2020). Σύμφωνα με τον Ainscow, η συμπερίληψη είναι μια διαδικασία που απαιτεί την αναδιάρθρωση της σχολικής κουλτούρας, των πολιτικών και των πρακτικών, ώστε να ανταποκρίνονται στις ανάγκες όλων των μαθητών.

Η παραπάνω προσέγγιση εντάσσεται στο πλαίσιο της εκπαιδευτικής δικαιοσύνης, η οποία επιδιώκει την εξάλειψη των ανισοτήτων και την προώθηση της ισότητας των ευκαιριών στην εκπαίδευση (Fraser, 2008). Συγκεκριμένα, ο όρος «εκπαιδευτική δικαιοσύνη» ορίζεται ως μια διαδικασία και ένα επιδιωκόμενο αποτέλεσμα που στοχεύει στην πλήρη και ισότιμη συμμετοχή όλων των μελών σε μια κοινωνία, διαμορφωμένη αμοιβαία ώστε να ανταποκρίνεται στις ανάγκες τους. Η διαδικασία για την επίτευξη αυτού του σκοπού οφείλει να είναι δημοκρατική και συμμετοχική, επιβεβαιώνοντας τον ανθρώπινο οργανισμό και τις δυνατότητες για συνεργατική δράση και δημιουργία αλλαγής (Bell, 1997). Η θεωρία της αναπτύσσεται γύρω από τρεις κύριους άξονες: την αναδιανομή των πόρων, την αναγνώριση της πολυμορφίας και την αντιπροσώπευση των φωνών των μαθητών (Fraser, 2008). Η αναδιανομή των πόρων αφορά την ισότιμη πρόσβαση σε υλικά και μη υλικά αγαθά, όπως η ποιότητα της διδασκαλίας και οι εκπαιδευτικές υποδομές. Η αναγνώριση της πολυμορφίας εστιάζει στην αποδοχή και την αξιολόγηση των διαφορών, ενώ η αντιπροσώπευση επιδιώκει τη συμμετοχή όλων των μαθητών στις διαδικασίες λήψης αποφάσεων (Fraser, 2008).

Αυτές οι αρχές αποτελούν τη βάση για την ανάπτυξη συμπεριληπτικών σχολικών κοινοτήτων, οι οποίες δεν περιορίζονται στην απλή ενσωμάτωση, αλλά στοχεύουν στην ενδυνάμωση και την πλήρη συμμετοχή όλων των μαθητών (Booth & Ainscow, 2011).

3. Πολιτικές και Πρακτικές για τη Συμπερίληψη

Σε διεθνές επίπεδο, η συμπερίληψη έχει γίνει κεντρικός στόχος της εκπαιδευτικής πολιτικής, όπως αποτυπώνεται στην Πράξη της Σαλαμάνκα (UNESCO, 1994) και στους Στόχους Βιώσιμης Ανάπτυξης (United Nations, 2015). Αναλυτικότερα, η Πράξη της Σαλαμάνκα υπογραμμίζει την ανάγκη για δημιουργία συμπεριληπτικών σχολικών περιβαλλόντων που να καλύπτουν τις ανάγκες όλων των μαθητών, ενώ οι Στόχοι Βιώσιμης Ανάπτυξης (Στόχος 4) επιδιώκουν την εξασφάλιση της ισότιμης και ποιοτικής εκπαίδευσης για όλους (United Nations, 2015). Στην Ελλάδα, η συμπερίληψη έχει γίνει αντικείμενο εκπαιδευτικής πολιτικής μέσω του νόμου 3699/2008, ο οποίος προωθεί την ενσωμάτωση των μαθητών με ειδικές ανάγκες στην κανονική εκπαιδευτική διαδικασία.

Ωστόσο, η εφαρμογή των πολιτικών συμπερίληψης αντιμετωπίζει πολλές προκλήσεις. Πιο συγκεκριμένα, οι προκλήσεις είναι η έλλειψη κατάλληλης εκπαίδευσης των εκπαιδευτικών, η ανεπαρκής υποδομή και η ύπαρξη κοινωνικών στερεοτύπων που εμποδίζουν την πλήρη ενσωμάτωση των μαθητών (Σπανού, 2021). Σύμφωνα με μελέτες, η επιτυχής εφαρμογή της συμπερίληψης απαιτεί ολιστική προσέγγιση που να περιλαμβάνει την εκπαίδευση των εκπαιδευτικών, την ανάπτυξη συμπεριληπτικών προγραμμάτων σπουδών και τη συμμετοχή των γονέων και της ευρύτερης κοινότητας (Booth & Ainscow, 2011).

4. Η Σημασία της Σχολικής Κουλτούρας και της Ηγεσίας

Η συμπερίληψη δεν μπορεί να επιτευχθεί χωρίς την ανάπτυξη μιας συμπεριληπτικής σχολικής κουλτούρας, η οποία χαρακτηρίζεται από την αποδοχή της πολυμορφίας, την προώθηση της ισότητας και την ενθάρρυνση της συμμετοχής όλων των μελών της σχολικής κοινότητας (Ainscow, 2020). Καθοριστικό ρόλο στη δημιουργία αυτής της κουλτούρας παίζει η σχολική ηγεσία, αφού οι διευθυντές και οι εκπαιδευτικοί πρέπει να λειτουργούν ως πράκτορες αλλαγής, προωθώντας συμπεριληπτικές πρακτικές και υποστηρίζοντας τους μαθητές και τους γονείς αυτών (Leithwood et al., 2020).

Σύμφωνα με έρευνες, οι συμπεριληπτικές σχολικές κοινότητες χαρακτηρίζονται από υψηλό βαθμό συνεργασίας μεταξύ των εκπαιδευτικών, την ύπαρξη συστημάτων υποστήριξης για τους μαθητές και την ενεργή συμμετοχή των γονέων τους στις σχολικές διαδικασίες (Booth & Ainscow,

2011). Επιπλέον, η χρήση τεχνολογίας και η ανάπτυξη ψηφιακών δεξιοτήτων μπορούν να συμβάλλουν στην ενδυνάμωση των μαθητών και στην προώθηση της συμπερίληψης, ιδιαίτερα σε περιβάλλοντα όπου υπάρχουν εμπόδια στη φυσική προσβασιμότητα (Florian & Hegarty, 2004).

5. Συμπερίληψη στην Πρωτοβάθμια Εκπαίδευση Σήμερα

Η συμπερίληψη στην πρωτοβάθμια εκπαίδευση αποτελεί έναν κεντρικό άξονα της σύγχρονης εκπαιδευτικής πολιτικής. Πιο συγκεκριμένα, τα πρώτα χρόνια της σχολικής φοίτησης είναι καθοριστικά για την ανάπτυξη της κοινωνικής, συναισθηματικής και γνωστικής ανάπτυξης των παιδιών. Σύμφωνα με τον Ainscow (2020), η πρωτοβάθμια εκπαίδευση είναι το ιδανικό στάδιο για την εφαρμογή συμπεριληπτικών πρακτικών, καθώς τα παιδιά σε αυτή την ηλικία είναι πιο δεκτικά στην αποδοχή της διαφορετικότητας και στην ενσωμάτωση νέων ιδεών. Η συμπερίληψη στην πρωτοβάθμια εκπαίδευση δεν περιορίζεται μόνο στην ένταξη των παιδιών με ειδικές ανάγκες, αλλά επεκτείνεται και στην αντιμετώπιση των κοινωνικών, πολιτισμικών και οικονομικών ανισοτήτων που μπορεί να επηρεάζουν την εκπαιδευτική πορεία των μαθητών (Booth & Ainscow, 2011).

Στο σύγχρονο σχολείο του 21ου αιώνα, το οποίο χαρακτηρίζεται από αυξημένη εκπαιδευτική ανισότητα και ποικιλομορφία λόγω μαθητών με μεταναστευτικό υπόβαθρο και άλλων κοινωνικά ευάλωτων ομάδων, η προώθηση της εκπαιδευτικής δικαιοσύνης και της συμπερίληψης αποτελεί κρίσιμο ζήτημα. Ο ρόλος της εκπαιδευτικής ηγεσίας, και ιδίως των διευθυντών των σχολικών μονάδων πρωτοβάθμιας εκπαίδευσης, είναι υψίστης σημασίας για τη δημιουργία ενός δίκαιου σχολείου όπου όλοι οι μαθητές θα έχουν το δικαίωμα στην εκπαίδευση και ίσες ευκαιρίες για να επιτύχουν. Ωστόσο, η προετοιμασία των εκπαιδευτικών ηγετών για την αντιμετώπιση των προκλήσεων της εκπαιδευτικής δικαιοσύνης συχνά υστερεί. Παραδοσιακά, τα προγράμματα σπουδών εστιάζουν περισσότερο σε διοικητικά θέματα παρά στην ανάπτυξη της κριτικής επίγνωσης της καταπίεσης και της περιθωριοποίησης (Καρατσίκη, 2019).

Στην Ελλάδα, η συμπερίληψη στην πρωτοβάθμια εκπαίδευση έχει γίνει αντικείμενο πολιτικής προτεραιότητας, ιδιαίτερα μετά την ψήφιση του νόμου 3699/2008, ο οποίος προβλέπει τη δημιουργία συμπεριληπτικών σχολικών περιβαλλόντων και την ενσωμάτωση των μαθητών με ειδικές ανάγκες στην κανονική εκπαιδευτική διαδικασία. Παρόλα αυτά, η εφαρμογή των πολιτικών αυτών αντιμετωπίζει σημαντικές προκλήσεις. Για παράδειγμα, η έλλειψη κατάλληλης εκπαίδευσης των εκπαιδευτικών, η ανεπαρκής υποδομή και η ύπαρξη κοινωνικών στερεοτύπων είναι παράγοντες που εμποδίζουν την πλήρη ενσωμάτωση των μαθητών (Σπανού, 2021).

Σύμφωνα με έρευνες, η επιτυχής εφαρμογή της συμπερίληψης στην πρωτοβάθμια εκπαίδευση απαιτεί ολιστική προσέγγιση που να περιλαμβάνει την εκπαίδευση των εκπαιδευτικών, την ανάπτυξη συμπεριληπτικών προγραμμάτων σπουδών και τη συμμετοχή των γονέων και της ευρύτερης κοινότητας (Booth & Ainscow, 2011). Επιπλέον, η χρήση τεχνολογίας και η ανάπτυξη ψηφιακών δεξιοτήτων μπορούν να συμβάλλουν στην ενδυνάμωση των μαθητών και στην προώθηση της συμπερίληψης, ιδιαίτερα σε περιβάλλοντα όπου υπάρχουν εμπόδια στη φυσική προσβασιμότητα (Florian & Hegarty, 2004).

6. Προκλήσεις και Μελλοντικές Κατευθύνσεις

Παρά τις θετικές εξελίξεις, η συμπερίληψη και η εκπαιδευτική δικαιοσύνη, όπως προαναφέραμε, εξακολουθούν να αντιμετωπίζουν σημαντικές προκλήσεις. Πιο αναλυτικά, η έλλειψη πόρων, η έλλειψη επαρκούς κατάρτισης των εκπαιδευτικών και η ύπαρξη κοινωνικών ανισοτήτων αποτελούν τα εμπόδια στην επίτευξη της πλήρους συμπερίληψης. Όπως επισημαίνουν οι Florian και Black-Hawkins (2011), πολλοί εκπαιδευτικοί δεν αισθάνονται αρκετά προετοιμασμένοι να ανταποκριθούν στις ποικίλες ανάγκες των μαθητών, γεγονός που οδηγεί σε αναποτελεσματικότητα των παρεμβάσεων. Επίσης, η υπερβολική πλήρωση των τάξεων αποτελεί εμπόδιο στη δημιουργία ενός περιβάλλοντος που να στηρίζει την ατομική προσοχή και την ενδυνάμωση όλων των μαθητών (Ainscow, 2020). Ακόμη, η πανδημία του COVID-19 ανέδειξε νέες ανισότητες, καθώς πολλοί μαθητές δεν είχαν πρόσβαση σε διαδικτυακές πλατφόρμες και ψηφιακούς πόρους, γεγονός που ενίσχυσε τον εκπαιδευτικό αποκλεισμό (UNESCO, 2020). Επιπλέον, οι διευθυντές πρωτοβάθμιας

εκπαίδευσης αντιμετωπίζουν πολλές δυσκολίες και εμπόδια στην προσπάθειά τους να προωθήσουν την εκπαιδευτική δικαιοσύνη και τη συμπερίληψη. Αυτά περιλαμβάνουν την αντίσταση από το εκπαιδευτικό προσωπικό, την έλλειψη συνεργασίας των γονέων, τις «στενόμυαλες» προσδοκίες από τους γονείς, τη γραφειοκρατία, την έλλειψη πόρων και υποδομών, καθώς και μία μη υποστηρικτική κεντρική διοίκηση (Καρατσίκη, 2019).

Για την αντιμετώπιση των προκλήσεων αυτών, είναι απαραίτητη η ανάπτυξη ολιστικών στρατηγικών που να περιλαμβάνουν την ενίσχυση των εκπαιδευτικών πόρων, την προώθηση της επαγγελματικής ανάπτυξης των εκπαιδευτικών και τη δημιουργία συστημάτων υποστήριξης για τους μαθητές και τις οικογένειές τους (Ainscow, 2020). Μέσα από την έρευνα και την ανάλυση δεδομένων μπορούμε να συμβάλλουμε στην καλύτερη κατανόηση των αναγκών των μαθητών και στην ανάπτυξη αποτελεσματικότερων παρεμβάσεων (Florian & Hegarty, 2004).

Οι προκλήσεις και οι ευκαιρίες που παρουσιάζονται στα σχολικά περιβάλλοντα σήμερα, με στόχο την προώθηση μιας πιο δίκαιης και δημοκρατικής εκπαίδευσης για όλους, είναι πολυδιάστατες και απαιτούν ολιστική προσέγγιση. Σύμφωνα με τη UNESCO (2017), η συμπεριληπτική εκπαίδευση δεν περιορίζεται μόνο στην ενσωμάτωση των μαθητών με ειδικές ανάγκες, αλλά περιλαμβάνει την αντιμετώπιση όλων των μορφών αποκλεισμού και ανισότητας, όπως αυτές που προκύπτουν λόγω κοινωνικοοικονομικής κατάστασης, πολιτισμικής διαφορετικότητας ή γλωσσικών διαφορών.

Παρά τις δυσκολίες, οι διευθυντές μπορούν να υιοθετήσουν πρακτικές ικανές για την προώθηση της εκπαιδευτικής δικαιοσύνης και της συμπερίληψης. Αυτές περιλαμβάνουν τη δημιουργία ενός κατάλληλου εκπαιδευτικού κλίματος, την επικοινωνία με αυθεντικότητα, την ανάπτυξη υποστηρικτικών επαγγελματικών δικτύων, την προώθηση της συνεργασίας μεταξύ σχολείου, εκπαιδευτικών, μαθητών και γονέων, την επιδίωξη της συνεχούς μάθησης και επιμόρφωσης σε θέματα εκπαιδευτικής δικαιοσύνης, και τη συνεργασία με διάφορους φορείς για την υποστήριξη των μαθητών και την αντιμετώπιση των ανισοτήτων. Η αναγνώριση και η αντιμετώπιση των αναντιστοιχιών μεταξύ του σχολείου και της ζωής των μαθητών που θεωρούνται μη προνομιούχοι είναι επίσης καίριας σημασίας. Η υιοθέτηση ενός μετασχηματιστικού στυλ ηγεσίας, με προσανατολισμό στη δράση και στην αλλαγή, και η καλλιέργεια δημοκρατικών και ανοιχτών πρακτικών μπορούν να συμβάλουν σημαντικά στην επίτευξη ενός δίκαιου και συμπεριληπτικού σχολείου στην πρωτοβάθμια εκπαίδευση (Καρατσίκη, 2019).

Από την άλλη πλευρά, οι σύγχρονες τεχνολογικές εξελίξεις προσφέρουν σημαντικές ευκαιρίες για την ενίσχυση της συμπερίληψης. Η χρήση ψηφιακών εργαλείων και πλατφορμών μπορεί να υποστηρίξει την εξατομικευμένη μάθηση και να διευκολύνει την πρόσβαση σε εκπαιδευτικό υλικό για μαθητές με διαφορετικές ανάγκες (Edyburn, 2013). Επιπλέον, η εφαρμογή πολιτικών που ενθαρρύνουν τη συμμετοχή των γονέων και της τοπικής κοινότητας στη σχολική διαδικασία μπορεί να ενισχύσει τη συλλογική ευθύνη και να δημιουργήσει ένα περιβάλλον υποστήριξης για όλους τους μαθητές (Booth & Ainscow, 2011).

Συνεπώς, η προώθηση μιας δίκαιης και δημοκρατικής εκπαίδευσης απαιτεί ολοκληρωμένες στρατηγικές που να συνδυάζουν την κατάρτιση των εκπαιδευτικών, τη χρήση τεχνολογιών και τη συμμετοχή της κοινότητας. Μόνο μέσα από μια συστημική προσέγγιση μπορούν να αντιμετωπιστούν οι προκλήσεις και να αξιοποιηθούν οι ευκαιρίες για τη δημιουργία πραγματικά συμπεριληπτικών σχολικών περιβαλλόντων.

7. Συμπεράσματα

Η παρούσα βιβλιογραφική ανασκόπηση ανέδειξε τη συμπερίληψη και την εκπαιδευτική δικαιοσύνη ως θεμελιώδεις αρχές για τη δημιουργία ισότιμων εκπαιδευτικών περιβαλλόντων. Από τη θεωρητική ανάλυση φάνηκε ότι η συμπερίληψη δεν αφορά μόνο την ενσωμάτωση μαθητών με ειδικές ανάγκες, αλλά την αντιμετώπιση όλων των μορφών αποκλεισμού, ενώ η εκπαιδευτική δικαιοσύνη βασίζεται στην ισότιμη κατανομή πόρων, την αναγνώριση της διαφορετικότητας και τη συμμετοχή όλων στα εκπαιδευτικά δρώμενα. Παρά τις διεθνείς και εθνικές πολιτικές που προωθούν αυτές τις αρχές, οι πρακτικές εφαρμογές αντιμετωπίζουν σημαντικές προκλήσεις, όπως η ανεπαρκής

κατάρτιση εκπαιδευτικών, η έλλειψη υποδομών και οι κοινωνικοί στερεότυποι, τα οποία εμποδίζουν την πλήρη ενσωμάτωση.

Συμπερασματικά, η προώθηση της συμπερίληψης και της εκπαιδευτικής δικαιοσύνης απαιτεί ολιστική προσέγγιση που να συνδυάζει συνεχή εκπαίδευση των εκπαιδευτικών, ενίσχυση των υποδομών, ευαισθητοποίηση της κοινότητας και αξιοποίηση της τεχνολογίας. Η πρωτοβάθμια εκπαίδευση αποτελεί κρίσιμο στάδιο για την καλλιέργεια συμπεριληπτικών αξιών, καθώς τα πρώιμα σχολικά χρόνια διαμορφώνουν την κοινωνική συνείδηση των παιδιών.

Η μελλοντική έρευνα και πρακτική εφαρμογή θα πρέπει να εστιάσουν στην ανάδειξη αποτελεσματικών πρακτικών και στην αντιμετώπιση των υπαρχουσών ανισοτήτων, ώστε να εξασφαλιστεί η δημιουργία πραγματικά δίκαιων και συμπεριληπτικών σχολικών κοινοτήτων για όλα τα παιδιά.

Παρά τις προκλήσεις, η συμπερίληψη παραμένει ένας ελπιδοφόρος δρόμος για την προώθηση της ισότητας και της δικαιοσύνης στην εκπαίδευση, απαιτώντας όμως συλλογική προσπάθεια και συνεχή δέσμευση από όλα τα μέλη της εκπαιδευτικής κοινότητας.

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Η ΑΛΛΗΛΟΓΡΑΦΙΑ ΩΣ ΓΕΦΥΡΑ ΕΠΙΚΟΙΝΩΝΙΑΣ ΚΑΙ ΜΕΣΟ ΔΙΚΤΥΩΣΗΣ ΓΑΛΛΟΦΩΝΩΝ ΣΧΟΛΕΙΩΝ

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Εκπαιδευτικός Γαλλικής, Υποψήφια διδάκτορας

Περίληψη

Η παρούσα εισήγηση παρουσιάζει ένα καινοτόμο πρόγραμμα αλληλογραφίας στη γαλλική γλώσσα μεταξύ όμορων Δημοτικών Σχολείων των δήμων Ηρακλείου Αττικής και Μεταμόρφωσης. Κεντρικός στόχος ήταν η δημιουργία ενός δικτύου γαλλόφωνων σχολείων για την προαγωγή της διαπολιτισμικής συνείδησης και την καλλιέργεια δεξιοτήτων του 21ου αιώνα. Η αλληλογραφία, ως παιδαγωγική πρακτική, παρείχε ένα αυθεντικό πλαίσιο επικοινωνίας, όπου οι μαθητές και οι μαθήτριες αξιοποίησαν τις γλωσσικές τους δεξιότητες σε πραγματικές συνθήκες, ενισχύοντας τον γραπτό λόγο, την κριτική σκέψη και τη δημιουργικότητα. Παράλληλα, η ενσωμάτωση των ΤΠΕ εξοικείωσε τους μαθητές και τις μαθήτριες με ψηφιακά εργαλεία. Η διάχυση των αποτελεσμάτων σε ψηφιακές πλατφόρμες (ιστολόγια, ιστοσελίδα, Twinspace) συνέβαλε στη δημιουργία μιας ευρύτερης κοινότητας μάθησης και στην ανταλλαγή καλών πρακτικών. Συμπερασματικά, το πρόγραμμα αναδεικνύεται σε παράδειγμα καλής πρακτικής για την ολιστική ανάπτυξη γλωσσικών, ψηφιακών και διαπολιτισμικών δεξιοτήτων, προσφέροντας ένα μοντέλο εφαρμόσιμο και σε άλλα εκπαιδευτικά πλαίσια για την προώθηση της συνεργασίας και της αμοιβαίας κατανόησης.

Λέξεις κλειδιά: Γαλλική ως δεύτερη ξένη γλώσσα, δημοτικό, πολιτισμός, δίκτυα γαλλόφωνων σχολείων, αλληλογραφία

1. Εισαγωγή

Η ιδέα της δημιουργίας ενός δικτύου γαλλόφωνων σχολείων με δίαυλο επικοινωνίας την αλληλογραφία και μέσο διάχυσης της δράσης τα ιστολόγια των Γαλλικών γεννήθηκε την περίοδο της πανδημίας. Βασική επιδίωξη αποτέλεσε η διεύρυνση των μαθησιακών οριζόντων των μαθητών και των μαθητριών, η καλλιέργεια της κατανόησης, της ενσυναίσθησης, η ενίσχυση των κοινωνικών δεξιοτήτων και η δημιουργία κινήτρων για μάθηση σε ένα περιβάλλον που καθιστά την επικοινωνία μέσω της ξένης γλώσσας ζωντανή και συναρπαστική. Στόχος τέθηκε η εξάσκηση των γλωσσικών δεξιοτήτων με διασκεδαστικό και ευχάριστο τρόπο και η δημιουργία δεσμών, μέσα από το χτίσιμο γεφυρών επικοινωνίας ανάμεσα σε σχολεία και την ενίσχυση της αίσθησης του ανήκειν σε μια ευρύτερη γαλλόφωνη οικογένεια. Επιπρόσθετα, με τις επιστολές των παιδιών δημιουργήθηκε αυθεντικό υλικό που μετέτρεψε την εκμάθηση της γαλλικής γλώσσας σε μια περιπέτεια γεμάτη ανακαλύψεις και φιλίες.

2. Κυρίως μέρος

2.1. Γενική στόχευση

Η υλοποίηση προγραμμάτων αλληλογραφίας ανταποκρίθηκε στην έντονη ανάγκη των μαθητών και των μαθητριών να επικοινωνήσουν και να συνεργαστούν με παιδιά της ίδιας ηλικίας με τα οποία έχουν ως κοινό στοιχείο την εκμάθηση της Γαλλικής ως δεύτερης ξένης γλώσσας, αλλά και να συνεισφέρουν στην εξωστρέφεια των σχολείων τους προβάλλοντας την εργασία τους και κάνοντας την ορατή σε αναγνώστες με κοινά χαρακτηριστικά, τους οποίους αναμένεται να συναντήσουν στην επόμενη βαθμίδα εκπαίδευσης, δεδομένης της εγγύτητας των εμπλεκόμενων σχολείων.

Στην εν λόγω πρωτοβουλία τέθηκε ως πρωταρχικός στόχος η ενίσχυση της ανάπτυξης του γραπτού λόγου και της προσωπικής έκφρασης των μαθητών και μαθητριών στα Γαλλικά, δεδομένης της περιορισμένης δυνατότητας χρήσης της συγκεκριμένης γλώσσας με επικοινωνιακή στόχευση στα

πλαίσια της καθημερινής τους ζωής, εκτός τάξης. Σκοπός ήταν η δημιουργία ευνοϊκών συνθηκών για την ανακάλυψη της ξένης γλώσσας μέσω ευχάριστων βιωματικών δραστηριοτήτων, προάγοντας με αυτόν τον τρόπο την αποτελεσματικότερη αφομοίωση της. Επιδιώχθηκε η ενδυνάμωση τόσο των ενδογενών όσο και των εξωγενών κινήτρων για την εκμάθησή της. Αυτό επιτεύχθηκε μέσω της κατανόησης της πρακτικής της αξίας και της ευχαρίστησης που προκύπτει από τη δημιουργική και ενεργητική της χρήση σε αυθεντικές κοινωνικές αλληλεπιδράσεις. Η ξένη γλώσσα χρησιμοποιήθηκε ως μέσο και εργαλείο επικοινωνίας για την ενίσχυση των ψυχοκοινωνικών δεξιοτήτων και της διαπολιτισμικής συνείδησης, καθώς συνείσφερε στην προαγωγή του άυλου και υλικού πολιτισμού, στη μύηση των μαθητών και των μαθητριών στις πολιτισμικές συνήθειες των λαών, στην κατανόηση της έννοιας της πολυπολιτισμικότητας. Δόθηκε έμφαση στα έθιμα, τις παραδόσεις και τις γιορτές της Ελλάδας, της Γαλλίας και των γαλλόφωνων χωρών. Μελετήθηκαν σχέσεις και αλληλεπιδράσεις.

2.2. Στοιχεία υλοποίησης

Η ανταλλαγή αλληλογραφίας πραγματοποιήθηκε στα πλαίσια της εκμάθησης των Γαλλικών ως δεύτερης ξένης γλώσσας σε μαθητές και μαθήτριες της Ε’ και της Στ’ δημοτικού των δήμων Ηρακλείου και Μεταμόρφωσης Αττικής με επίπεδο γλωσσομάθειας Α1-. Το θεματικό πεδίο που αφορούσε το παρόν πρόγραμμα είναι ο πολιτισμός και η κοινωνία. Η διάρκεια του κάθε προγράμματος αλληλογραφίας κάλυπτε όλη τη σχολική χρονιά. Επιλέχθηκε η έναρξη του προγράμματος μετά την έναρξη του σχολικού έτους, καθώς η πλειοψηφία των μαθητών και των μαθητριών παρακολουθούσε μαθήματα Γαλλικών μόνο εντός σχολικού πλαισίου. Η λήξη του σχολικού έτους συνέπιπτε χρονικά με τη λήξη του προγράμματος. Την επόμενη σχολική χρονιά ξεκινούσε νέο πρόγραμμα με νέους μαθητές και μαθήτριες. Η εκπαιδευτικός Γαλλικής επιμελήθηκε τη δημιουργία ξεχωριστού ιστολογίου για κάθε εμπλεκόμενο στο πρόγραμμα σχολείο, έτσι ώστε να προβάλλεται με τρόπο διακριτό και ξεκάθαρο το περιεχόμενο των εργασιών και των δημιουργιών των μαθητών και των μαθητών του εκάστοτε εκπαιδευτικού ιδρύματος. Παράλληλα, οι μαθητές και οι μαθήτριες είχαν την δυνατότητα να πλοηγηθούν στα ιστολόγια των συνεργαζόμενων σχολείων προκειμένου να ερευνήσουν τις εργασίες των αλληλογράφων τους και να προβούν σε συνδέσεις ανάμεσα στα κοινά παραγόμενα μαθησιακά προϊόντα.

Τη σχολική χρονιά 2019-2020 ξεκίνησε το πολιτιστικό πρόγραμμα «Αλληλογραφία στα Γαλλικά μέσω ανταλλαγής καρτών επικοινωνίας και ευχών», το οποίο υλοποιήθηκε ανάμεσα στο 7ο, το 9ο , το 12ο και το 14ο δημοτικό σχολείο Ηρακλείου Αττικής. Τα επόμενα σχολικά έτη ακολούθησαν πολιτιστικά προγράμματα στοχευμένα στην επικοινωνία μεταξύ όμορων σχολείων της περιοχής, όπως το πολιτιστικό πρόγραμμα «Αλληλογραφούμε στα Γαλλικά : προάγουμε τη συνεργασία ανάμεσα στους γαλλόφωνους μαθητές σχολείων του Δήμου μας», το οποίο διεξήχθη το σχολικό έτος 2021-2022 μεταξύ του 12ου, του 4ου και του 5ου δημοτικού σχολείου Ηρακλείου Αττικής και το πολιτιστικό πρόγραμμα «Αλληλεπιδρούμε στα Γαλλικά μέσω ιστολογίων και αλληλογραφίας», το οποίο πραγματοποιήθηκε το σχολικό έτος 2022-2023 ανάμεσα στο 4ο, στο 5ο και στο 12ο δημοτικό σχολείο Ηρακλείου Αττικής. Κατά το σχολικό έτος 2023-2024, το πρόγραμμα επεκτάθηκε και στον όμορο Δήμο της Μεταμόρφωσης συνδέοντας το 3ο και το 7ο Δημοτικό Σχολείο μέσω εθνικού προγράμματος eTwinning.

2.3. Παιδαγωγικοί στόχοι

Η στοχοθεσία της παρούσας πρωτοβουλίας συνάδει με τις κατευθυντήριες αρχές του Ενιαίου Προγράμματος Σπουδών για τις ξένες γλώσσες στην Πρωτοβάθμια και Δευτεροβάθμια Εκπαίδευση (2016) για το γνωστικό αντικείμενο της γαλλικής γλώσσας. Συγκεκριμένα, εναρμονίζεται με τις προβλέψεις του προγράμματος που αφορούν την αξιοποίηση της τεχνολογίας στην εκπαιδευτική διαδικασία, τη μεθοδολογία μάθησης και την ανάπτυξη γνώσεων για τον ευρύτερο κόσμο.

Ως προς το γνωστικό αντικείμενο της Γαλλικής, η υλοποίηση της συγκεκριμένης δράσης αποσκοπούσε στην ολιστική βελτίωση των γλωσσικών δεξιοτήτων των μαθητών και μαθητριών. Ειδικότερα, επιδιώχθηκε η αναβάθμιση της ικανότητας κατανόησης και παραγωγής γραπτού και προφορικού λόγου, καθώς και της προφορικής διάδρασης. Παράλληλα, επιδιώχθηκε ο εμπλουτισμός

και η σταθεροποίηση του λεξιλογίου σε ποικίλες θεματικές ενότητες, με παράλληλη ανάπτυξη της γλωσσικής επίγνωσης. Μέσω της συστηματικής εξάσκησης των τεσσάρων βασικών γλωσσικών δεξιοτήτων (ακρόαση, ομιλία, ανάγνωση, γραφή), οι μαθητές και μαθήτριες αναμενόταν να καταστούν ικανοί για αποτελεσματική επικοινωνία σε απλές καθημερινές περιστάσεις, αξιοποιώντας στοχευμένο λεξιλόγιο, συναφείς εκφράσεις και βασικές συντακτικές δομές. Επιπροσθέτως, η πρωτοβουλία στόχευε στην εδραίωση προϋπαρχουσών γνώσεων και στην ενεργοποίηση της νέας γνώσης, ενισχύοντας το λεξιλογικό απόθεμα, την κατανόηση της γραμματικής και την ανάπτυξη επικοινωνιακών ικανοτήτων. Θεμελιώδης στόχος ήταν η αύξηση του ενδιαφέροντος και η ενδυνάμωση των μαθησιακών κινήτρων μέσω της ενασχόλησης με αυθεντικές επικοινωνιακές δραστηριότητες. Συγχρόνως, επιδιώχθηκε η καλλιέργεια της δημιουργικής έκφρασης, η βελτίωση της συνεργασίας μεταξύ των μαθητών και των μαθητριών, η ανάπτυξη της ενσυναίσθησης και η ενίσχυση της αυτοπεποίθησης. Επιπλέον, η δράση αποσκοπούσε στην ενδυνάμωση της κριτικής σκέψης μέσω της βελτίωσης των σχεδιαστικών δεξιοτήτων εντός ενός ορθού συντακτικού και γραμματικού πλαισίου. Η έμφαση στην αλληλεπίδραση και την αποτελεσματική συνεργασία στόχευε στην επέκταση της χρήσης της γαλλικής γλώσσας και εκτός του τυπικού σχολικού περιβάλλοντος.

Σε επίπεδο ανάπτυξης γραμματισμών και δεξιοτήτων, η πρωτοβουλία εστίασε στην καλλιέργεια των δεξιοτήτων του 21ου αιώνα (Trilling & Fadel, 2009) και στην αξιοποίηση ενός παιδαγωγικού πλαισίου πολλαπλών γραμματισμών. Οι μαθητές και μαθήτριες ενεπλάκησαν σε δραστηριότητες που απαιτούσαν τη συνέργεια γνωστικών λειτουργιών ανώτερου επιπέδου, όπως η κριτική σκέψη, και επικοινωνιακών ικανοτήτων. Ενθαρρύνθηκε η μεταγνώση μέσω αναστοχαστικών πρακτικών και η επίλυση προβλημάτων μέσω της πλάγιας σκέψης. Παράλληλα, δόθηκε έμφαση στην ανάπτυξη κοινωνικο-συναισθηματικών δεξιοτήτων, συμπεριλαμβανομένης της ενσυναίσθησης και της ευαισθησίας, καθώς και στην ενίσχυση της δημιουργικότητας και της διαθεματικής μάθησης μέσω της ενσωμάτωσης των τεχνών. Η χρήση ψηφιακών εργαλείων για την υλοποίηση των προτεινόμενων δραστηριοτήτων προήγαγε την ανάπτυξη ψηφιακής ιθαγένειας και ψηφιακών δεξιοτήτων, όπως η δημιουργία και η διανομή ψηφιακού περιεχομένου, η ανάλυση και η παραγωγή πληροφοριών σε ποικίλες μορφές μέσων, και η αποτελεσματική διαχείριση των ψηφιακών μέσων. Συνεπώς, η πρωτοβουλία επεδίωξε την ολιστική ανάπτυξη πολλαπλών γραμματισμών, με ιδιαίτερη βαρύτητα στον κοινωνικό, τον ψηφιακό και τον πολυτροπικό, καθώς και στον συναισθηματικό, τον κριτικό, τον οπτικό και τον πληροφοριακό γραμματισμό.

2.4. Μεθοδολογία

Η φάση σχεδιασμού και υλοποίησης του προγράμματος αλληλογραφίας και ανταλλαγής καρτών ακολούθησε μια συστηματική και πολυεπίπεδη προσέγγιση, περιλαμβάνοντας τα ακόλουθα διακριτά στάδια:

- Διερεύνηση του θεματικού πλαισίου: Αρχικά, πραγματοποιήθηκε ενδελεχής διερεύνηση του θεματικού πλαισίου του προγράμματος, λαμβάνοντας υπόψη τις εκπαιδευτικές ανάγκες και τα ενδιαφέροντα των μαθητών και των μαθητριών, καθώς και τη σύνδεση με το αναλυτικό πρόγραμμα σπουδών για την ξένη γλώσσα.
- Ενημέρωση της σχολικής κοινότητας: Ακολούθησε η συστηματική ενημέρωση των μαθητών/μαθητριών και των γονέων-κηδεμόνων σχετικά με τους στόχους, τη μεθοδολογία και το αναμενόμενο παιδαγωγικό όφελος του προγράμματος, με σκοπό την εξασφάλιση της συναίνεσης και της ενεργούς συμμετοχής.
- Προπαρασκευή και υλικοτεχνική υποδομή: Το στάδιο αυτό περιλάμβανε την ενδελεχή προετοιμασία, την οργάνωση των δραστηριοτήτων και τη συλλογή του απαραίτητου υλικού, τόσο έντυπου όσο και ψηφιακού, για την υποστήριξη της υλοποίησης του προγράμματος.
- Εξοικείωση με ψηφιακές τεχνολογίες: Προηγήθηκε η κατάλληλη προετοιμασία και η εξοικείωση των μαθητών/μαθητριών με τα ψηφιακά εργαλεία που θα αξιοποιούνταν κατά τη διάρκεια του προγράμματος, διασφαλίζοντας την αποτελεσματική ενσωμάτωση της τεχνολογίας στην εκπαιδευτική διαδικασία.

- Επεξήγηση της διαδικασίας: Πριν την έναρξη των κύριων δραστηριοτήτων, πραγματοποιήθηκε λεπτομερής επεξήγηση της διαδικασίας του προγράμματος προς τους μαθητές/μαθήτριες, διασαφηνίζοντας τους ρόλους, τις προσδοκίες και τα χρονοδιαγράμματα.
- Αναλυτική επεξεργασία περιεχομένου: Κατά τη διάρκεια του προγράμματος, δόθηκε έμφαση στην αναλυτική επεξεργασία του περιεχομένου των επιστολών και των καρτών, ενθαρρύνοντας την κριτική σκέψη και την εμβάθυνση στην επικοινωνία.
- Συνεργατική γραφή: Η ομαδική εργασία και η συνεργατική συγγραφή αποτέλεσαν βασικές παιδαγωγικές στρατηγικές, προάγοντας την αλληλεπίδραση, την ανταλλαγή ιδεών και την ανάπτυξη κοινωνικών δεξιοτήτων.
- Ενίσχυση της δημιουργικότητας: Παράλληλα, ενθαρρύνθηκε η δημιουργική γραφή ως μέσο προσωπικής έκφρασης και ανάπτυξης της φαντασίας των μαθητών/μαθητριών.
- Διασύνδεση με ευρωπαϊκές πολιτισμικές αναφορές: Το πρόγραμμα επιδίωξε τη διασύνδεση με στοιχεία του ευρωπαϊκού πολιτισμού, ενισχύοντας την πολιτισμική συνείδηση και την κατανόηση της ετερότητας.
- Επεξεργασία και παρουσίαση δεδομένων: Οι μαθητές και οι μαθήτριες ενεπλάκησαν σε διαδικασίες ανάλυσης και παρουσίασης των πληροφοριών που συλλέγονταν μέσω της αλληλογραφίας, αναπτύσσοντας δεξιότητες επεξεργασίας δεδομένων και επικοινωνίας.
- Υλοποίηση των προγραμματισμένων δράσεων: Ακολούθησε η συστηματική υλοποίηση των προγραμματισμένων δραστηριοτήτων αλληλογραφίας και ανταλλαγής καρτών, σύμφωνα με το χρονοδιάγραμμα και τις παιδαγωγικές οδηγίες.
- Δημοσιοποίηση των αποτελεσμάτων: Η παρουσίαση των εργασιών και των εμπειριών των μαθητών και των μαθητριών αποτέλεσε σημαντικό στάδιο για την αναγνώριση της προσπάθειας και τη διάχυση των αποτελεσμάτων στην ευρύτερη σχολική κοινότητα.
- Αξιολόγηση της αποτελεσματικότητας: Τέλος, πραγματοποιήθηκε συστηματική αποτίμηση του προγράμματος, με στόχο την αξιολόγηση της αποτελεσματικότητάς του ως προς την επίτευξη των αρχικών στόχων και την εξαγωγή συμπερασμάτων για μελλοντικές παρεμβάσεις.

Κατά τη διάρκεια της υλοποίησης του προγράμματος αλληλογραφίας αξιοποιήθηκε η σύγχρονη και ασύγχρονη εξ αποστάσεως επικοινωνία, καθώς και η δια ζώσης συνεργατική εργασία. Οι μαθητές και οι μαθήτριες εργάστηκαν στην ολομέλεια, σε ομάδες, σε ζευγάρια και ατομικά, ανάλογα με τις εκάστοτε ανάγκες του προγράμματος. Πριν την έναρξη της αλληλογραφίας, απαραίτητο στάδιο ήταν ο διαχωρισμός των μαθητών και των μαθητριών των εμπλεκόμενων σχολείων σε ζευγάρια αλληλογράφων. Στο πρόγραμμα αλληλογραφίας συμμετείχε το σύνολο του μαθητικού δυναμικού των εμπλεκόμενων τμημάτων, όχι μόνο επιλεγμένοι μαθητές και μαθήτριες. Οι αλληλογράφοι αντάλλασσαν κάρτες και επιστολές στα Γαλλικά εναλλάξ, σε μηνιαία βάση. Στις περιπτώσεις όπου ο αριθμός ανάμεσα στα τμήματα των εμπλεκόμενων σχολείων δεν ήταν ίσος, ζητούταν από τους μαθητές και τις μαθήτριες του τμήματος με το μικρότερο μαθητικό δυναμικό να δηλώσουν ποιοι επιθυμούν να αλληλογραφούν με δύο άτομα. Στη συνέχεια, γινόταν κλήρωση ανάμεσα στους εθελοντές. Κατά το σχολικό έτος 2023-2024, όπου το πρόγραμμα φιλοξενήθηκε από την πλατφόρμα eTwinning, υπήρχε η δυνατότητα επικοινωνίας μέσω chatroom και βιντεοκλήσεων όλων των μαθητών και των μαθητριών.

Τέλος, εκτός από την επικοινωνία ανά ζευγάρια μαθητών/μαθητριών ανά τακτά χρονικά διαστήματα κατά τη διάρκεια της σχολικής χρονιάς, ανάλογα με τα ήθη και έθιμα που αφορούν τις συγκεκριμένες χρονικές περιόδους, οργανώνονταν κοινές δράσεις και αφιερώματα, με κοινά παραγόμενα προϊόντα, όπως ομαδικές κάρτες, αφίσες, πρότζεκτ, τα οποία κοινοποιούνταν στα συνεργαζόμενα σχολεία και δημοσιεύονταν στα ιστολόγια των Γαλλικών, έτσι ώστε να είναι ορατά από τους εμπλεκόμενους μαθητές και μαθήτριες. Κατά τη φάση της προετοιμασίας οργανώθηκε το περιεχόμενο των επιστολών και των καρτών, ενώ κατά την αναλυτική επεξεργασία ιδιαίτερη εστίαση δόθηκε στην επιλογή του κατάλληλου λεξιλογίου και των γραμματικών δομών που θα συνείσφεραν στην αποτελεσματική επικοινωνία. Η θεματολογία των γραμμάτων και των καρτών ακολουθούσε τη λογική της χρονικής τοποθέτησης στην περίοδο του σχολικού έτους και τις αντίστοιχες παραδόσεις

ή ρουτίνες που την πλαισιώνουν, αλλά συμβάδιζε και με το περιεχόμενο του σχολικού εγχειριδίου και εν γένει των διδασκόμενων θεματικών πεδίων σε επίπεδο πολιτιστικών αναφορών, καθώς και γραμματικής, λεξιλογίου, συντακτικού και γενικότερα γλωσσικών δεξιοτήτων και μαθησιακής προόδου των μαθητών και των μαθητριών στην ξένη γλώσσα. Η εν λόγω δράση λειτουργούσε κυρίως ανακεφαλαιωτικά, καθώς η συγγραφή υλοποιούταν με στόχο την εμπέδωση της διδαχθείσας ύλης. Μετά το πέρας του προγράμματος, οι μαθητές και οι μαθήτριες των ΣΤ' τάξεων είχαν σε πολλές περιπτώσεις την ευκαιρία να γνωρίσουν και να αναπτύξουν φιλίες με τους αλληλογράφους τους την επόμενη σχολική χρονιά, καθώς συνηθέστερα τους συναντούσαν στο όμορο γυμνάσιο της γειτονιάς ως συμμαθητές ή συμμαθήτριες στο ίδιο τμήμα ή στην ίδια τάξη στο νέο σχολικό πλαίσιο της επόμενης βαθμίδας ή σε εξωσχολικές δραστηριότητες.

Για την υλοποίηση του προγράμματος αλληλογραφίας και ανταλλαγής καρτών μεταξύ όμορων δημοτικών σχολείων στο πλαίσιο του μαθήματος των Γαλλικών υιοθετήθηκε και αξιοποιήθηκε ένα ευρύ φάσμα παιδαγωγικών προσεγγίσεων, εδραζόμενων στις αρχές της ανακαλυπτικής μάθησης και της διαφοροποιημένης διδασκαλίας, με απώτερο σκοπό την ολιστική ανάπτυξη και την ενεργή συμμετοχή των μαθητών και των μαθητριών, αλλά και την ανάπτυξη πολλαπλών ειδών νοημοσύνης, έτσι ώστε η εκπαιδευτική διαδικασία να αποτελέσει μια συναρπαστική περιπέτεια μάθησης.

Σε αυτό το πλαίσιο, εφαρμόστηκαν δραστηριότητες, όπως η τεχνική της αφήγησης, που ενθαρρύνουν τη δημιουργική έκφραση, προάγοντας την πρωτοτυπία και την προσωπική ερμηνεία Η δημιουργική γραφή ενθαρρύνθηκε μέσω της προσωπικής έκφρασης και της αφήγησης ιστοριών και εμπειριών. Η συζήτηση αξιοποιήθηκε ως μέσο για την ανάπτυξη επιχειρηματολογίας, την ανταλλαγή απόψεων και την καλλιέργεια του σεβασμού στην ετερότητα. Το διαδραστικό γλωσσικό παιχνίδι χρησιμοποιήθηκε στρατηγικά για την ενίσχυση της γλωσσικής επάρκειας, την εμπέδωση λεξιλογίου και γραμματικών δομών, και τη δημιουργία ενός ευχάριστου μαθησιακού περιβάλλοντος που ευνοεί την αυθόρμητη χρήση της γλώσσας. Κατά τη διαδικασία της ανάλυσης και της παρουσίασης των πληροφοριών έγινε προσπάθεια ερμηνείας των πληροφοριών που έλαβαν από τους συμμαθητές τους, καλλιεργήθηκε η κριτική σκέψη και η ικανότητα εξαγωγής συμπερασμάτων.

Η ομαδοσυνεργατική μάθηση αποτέλεσε βασική μεθοδολογική επιλογή για την προώθηση της ανάπτυξης κοινωνικών δεξιοτήτων, όπως η συνεργασία, η επικοινωνία και η διαχείριση συγκρούσεων, καθώς και για την καλλιέργεια της κριτικής σκέψης μέσω της αλληλεπίδρασης και της ανταλλαγής ιδεών μεταξύ των μελών της ομάδας. Η εφαρμογή της ομαδοκεντρικής και της μαθητοκεντρικής προσέγγισης συνέβαλε στη δημιουργία ενός θετικού και ελκυστικού περιβάλλοντος μάθησης, όπου ο μαθητής τοποθετείται στο επίκεντρο της εκπαιδευτικής διαδικασίας, αναλαμβάνοντας ενεργό ρόλο στην οικοδόμηση της γνώσης. Δόθηκε ιδιαίτερη έμφαση στην υλοποίηση ενεργητικών, βιωματικών και συνεργατικών δραστηριοτήτων, με στόχο την επίτευξη βαθύτερης κατανόησης της γλώσσας και την ουσιαστική σύνδεσή της με τις πραγματικές ανάγκες και εμπειρίες της καθημερινής ζωής των μαθητών και των μαθητριών. Η ομαδική συγγραφή αποτέλεσε κεντρικό στοιχείο της δράσης, καθώς οι μαθητές και οι μαθήτριες συνεργάστηκαν για τη σύνταξη των κειμένων, αναπτύσσοντας παράλληλα τις κοινωνικές και επικοινωνιακές τους δεξιότητες. Η εργασία σε ζευγάρια ή μικρές ομάδες αξιοποιήθηκε για την υποστήριξη της αμοιβαίας μάθησης, την ενίσχυση της κατανόησης σύνθετων εννοιών και την παροχή ευκαιριών για την αυθεντική παραγωγή γραπτού και προφορικού λόγου.

Παράλληλα, η ενσωμάτωση της τεχνολογίας και η χρήση ψηφιακών εργαλείων στην εκπαιδευτική διαδικασία διευκόλυνε την πρόσβαση σε ποικίλες πηγές πληροφοριών, την οπτικοποίηση εννοιών και την ανάπτυξη ψηφιακών δεξιοτήτων. Μέσω της παραγωγής πολυμεσικού υλικού και της αξιοποίησης διαδραστικών εφαρμογών αναπτύχθηκε η ψηφιακή δημιουργικότητα. Συγκεκριμένα, οι μαθητές και μαθήτριες ενεπλάκησαν σε διαδικασίες εύρεσης πηγών, χρήσης πληροφοριών, ανάλυσης και παρουσίασης δεδομένων, συνέλεξαν πληροφορίες για τον εαυτό τους, το σχολείο τους και την τοπική τους κοινότητα, προκειμένου να τις μοιραστούν με τους αλληλογράφους τους. Η παρουσίαση εργασιών και εμπειριών στις ιστοσελίδες των τάξεων των Γαλλικών ήταν ένας πρόσφορος τρόπος να αξιοποιηθεί η χρήση της τεχνολογίας για τη διάχυση των αποτελεσμάτων και την ενίσχυση της αυτοπεποίθησης των μαθητών και των μαθητριών, οι οποίοι ήταν περήφανοι για τα έργα τους. Η σχετική δράση υποστηρίχθηκε μέσα από την ενημέρωση των

γονέων-κηδεμόνων και των εκπαιδευτικών των σχολείων με αποτέλεσμα να διασφαλιστεί η συμμετοχή και η ευαισθητοποίηση της ευρύτερης σχολικής κοινότητας.

Τέλος, μέσα από τη συγκεκριμένη πρωτοβουλία επιδιώχθηκε η διασύνδεση με τον ευρωπαϊκό πολιτισμό μέσω της γνωριμίας με πτυχές της καθημερινότητας και της κουλτούρας των συνομηλίκων τους, έστω και σε ένα οικείο γεωγραφικό πλαίσιο. Η συνεργασία με τις τάξεις των Γαλλικών των όμορων σχολείων του δήμου Ηρακλείου και Μεταμόρφωσης Αττικής θεσμοθέτησε ένα πλαίσιο αυθεντικής γαλλόφωνης επικοινωνίας.

Για την υλοποίηση του συγκεκριμένου προγράμματος αξιοποιήθηκε έντυπο και ψηφιακό υλικό. Τα υλικά που χρησιμοποιήθηκαν ήταν κάρτες, εικόνες, χαρτί, μαρκαδόροι, ξυλομπογιές, μολύβια, στιλό, αφίσες, πολυτροπικά κείμενα. Το ψηφιακό υλικό περιλάμβανε τη χρήση ιστοσελίδων για ανεύρεση υλικού και πληροφοριών, ηλεκτρονικών λεξικών για αναζήτηση λεξιλογίου, ιστολογίων για τη δημοσίευση άρθρων, Canva για τη δημιουργία ψηφιακού περιεχομένου, Google Forms για την αξιολόγηση. Για την επιτυχή διεξαγωγή της δράσης προαπαιτούνταν η εξοικείωση με τον ομαδοσυνεργατικό τρόπο εργασίας και με τη χρήση τεχνολογικών εργαλείων.

2.5. Αποτελέσματα

Επισημαίνεται η σημασία της συγκεκριμένης δράσης δεδομένου ότι εδράζεται σε θεμελιώδεις διαθεματικές έννοιες όπως ο πολιτισμός, η ομοιότητα-διαφορά, η αλληλεπίδραση και η επικοινωνία, οι οποίες αναδεικνύονται μέσα από την ανταλλαγή και την αλληλογνωριμία των μαθητών και των μαθητριών.

Οι μαθητές και οι μαθήτριες μέσω των πολιτιστικών προγραμμάτων που εκπονήθηκαν στα πλαίσια της διδασκαλίας των Γαλλικών, παράλληλα με την κατανόηση και την παραγωγή λόγου σε σχέση με το αντικείμενο της Γαλλικής Γλώσσας, χρησιμοποίησαν ψηφιακά εργαλεία για την κατανόηση, παραγωγή και παρουσίαση πληροφοριών, απέκτησαν ψηφιακές γνώσεις, επεκτείνοντας τη νέα γνώση, τη χρήση της τεχνολογίας και της πληροφορίας και εκτός σχολικής τάξης με στόχο να συμμετέχουν ενεργά στην κοινωνική ζωή. Επίσης αξιοποίησαν ηλεκτρονικά λεξικά για να εμπλουτίσουν το λεξιλόγιό τους στη γλώσσα-στόχο και έκαναν χρήση ψηφιακών εργαλείων συνεργατικής μορφής. Καλλιέργησαν τις ψηφιακές δεξιότητές τους, έτσι ώστε να μπορούν να αναλάβουν παρόμοιες πρωτοβουλίες στο μέλλον. Συνολικά ανέπτυξαν μια ποικιλία γραμματισμών όπως ο ψηφιακός, ο οπτικός, ο πληροφοριακός, ο πολυτροπικός, ο διαπολιτισμικός και ο κριτικός.

Μετά το πέρας του συγκεκριμένου προγράμματος παρατηρήθηκαν σειρά θετικών αποτελεσμάτων, τα οποία προέκυψαν από τη δράση και περιγράφονται αναλυτικά στη συνέχεια. Οι μαθητές και οι μαθήτριες των εμπλεκόμενων στο πρόγραμμα σχολείων βελτίωσαν τις γλωσσικές τους δεξιότητες και αυξήθηκε η ευχέρεια και η ακρίβειά τους στη γραπτή έκφραση αναφορικά με την ξένη γλώσσα. Εμπλουτίστηκε αισθητά το λεξιλόγιό τους σε ποικίλες θεματικές ενότητες και βελτιώθηκε η κατανόηση του γραπτού λόγου μέσω της ανάγνωσης των επιστολών. Εξοικειώθηκαν με απλές συντακτικές δομές και εκφράσεις και ενισχύθηκε η προσωπική τους έκφραση. Οι μαθητές και οι μαθήτριες παρουσίασαν βελτίωση στη γραπτή έκφραση σκέψεων, ιδεών, εμπειριών. Ανέπτυξαν ένα προσωπικό ύφος γραφής. Βελτίωσαν τις δεξιότητες επικοινωνίας και αλληλεπίδρασης, καλλιέργησαν την ενσυναίσθηση και ενίσχυσαν τη συνεργασία και την ομαδικότητα. Συνολικά, αυξήθηκε το ενδιαφέρον τους για τη γαλλική γλώσσα και τα κίνητρα μάθησης, ενώ απέκτησαν θετικότερη στάση απέναντι στην εξάσκηση της γλώσσας. Εξοικειώθηκαν με ψηφιακά εργαλεία και παρουσίασαν αυτενέργεια ως προς την αναζήτηση λέξεων και εκφράσεων για τη χρήση της γαλλικής γλώσσας. Δημιούργησαν ψηφιακό υλικό, παρήγαγαν γραπτά κείμενα και εικαστικές δημιουργίες.

3. Συμπεράσματα

Πέρα από τα άμεσα αποτελέσματα που είχε το συγκεκριμένο πρόγραμμα αλληλογραφίας, αναφέρουμε επίσης μεσοπρόθεσμες ή μακροπρόθεσμες επιδράσεις που μπορούν να προκύψουν από τη συνέχιση της παρούσας δράσης και της ανάληψης παρόμοιων πρωτοβουλιών στο μέλλον. Από τις παρατηρήσεις της εκπαιδευτικού γαλλικής γλώσσας συμπεραίνεται αισθητή βελτίωση του γραπτού

λόγου, του λεξιλογίου και της γραμματικής. Από την ανατροφοδότηση που προέκυψε από τους μαθητές και τις μαθήτριες, αλλά και τους γονείς-κηδεμόνες, διαπιστώθηκε αλλαγή στάσης των παιδιών απέναντι στην εκμάθηση της γαλλικής γλώσσας. Πιο συγκεκριμένα, ανάμεσα στις απαντήσεις τους αναφέρουμε ενδεικτικά τη βαθύτερη κατανόηση της χρησιμότητας της ξένης γλώσσας, τη συνειδητοποίηση της χρήσης της σε πραγματικές περιστάσεις, την αντίληψη της αξίας της γλωσσικής επάρκειας για την επικοινωνία με άλλους ανθρώπους. Παράλληλα, δημιουργήθηκε θετικό μαθησιακό περιβάλλον και ενισχύθηκε το αίσθημα της κοινότητας και η συνεργασία μεταξύ των μαθητών και των μαθητριών. Ενισχύθηκε η πολιτισμική ευαισθητοποίηση και ενδυναμώθηκαν δεξιότητες, όπως η κριτική σκέψη, η δημιουργικότητα. Δημιουργήθηκε ένα ευχάριστο και υποστηρικτικό κλίμα στην τάξη των γαλλικών και συνδέθηκε η διδασκαλία με θετικές αναμνήσεις και ευχάριστες εμπειρίες.

Η αποτελεσματικότητα του παρόντος προγράμματος δύναται να αποδοθεί πρωτίστως στην εναρμόνισή του με τα διακριτά χαρακτηριστικά του πλαισίου της τάξης, τα ατομικά γνωσιακά και ψυχοκινητικά στοιχεία, καθώς και τις ιδιαίτερες μαθησιακές ανάγκες των συμμετεχόντων μαθητών και μαθητριών. Επιπροσθέτως, καθοριστικό ρόλο στην επιτυχία του διαδραμάτισε η συμβατότητα του προγράμματος με την εδραιωμένη κουλτούρα των σχολικών κοινοτήτων εντός των οποίων υλοποιήθηκε.

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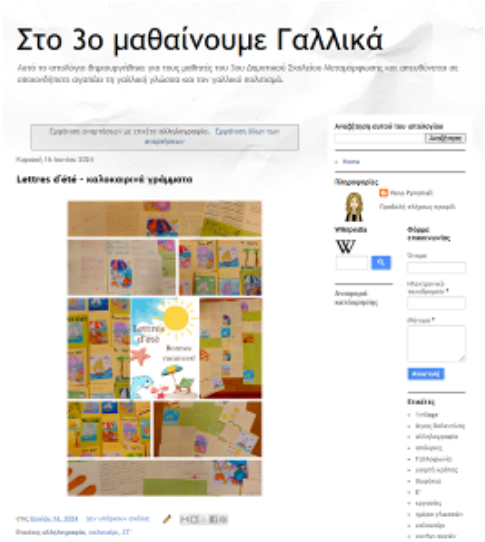
Παράρτημα

Εικόνα 1: Κάρτες και επιστολές

Εικόνα 2: Κάρτες και επιστολές

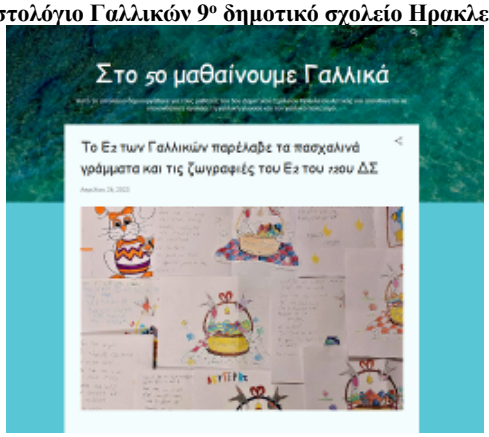


Εικόνα 3: Ιστολόγιο Γαλλικών 3ο δημοτικό σχολείο Μεταμόρφωσης

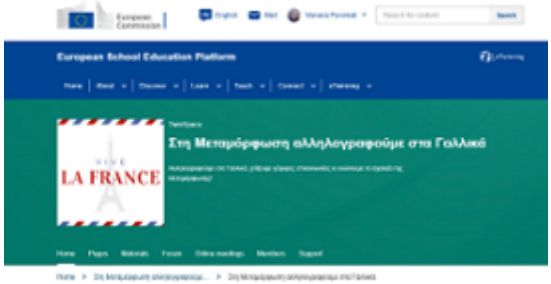
Εικόνα 4: Ιστολόγιο Γαλλικών 4ο δημοτικό σχολείο Ηρακλείου Αττικής

Εικόνα 5: Ιστολόγιο Γαλλικών 12ο δημοτικό σχολείο Ηρακλείου Αττικής

Εικόνα 6: Ιστολόγιο Γαλλικών 9ο δημοτικό σχολείο Ηρακλείου Αττικής



Εικόνα 7: Ιστολόγιο Γαλλικών 5ο δημοτικό σχολείο Ηρακλείου Αττικής



Εικόνα 8: Πρόγραμμα eTwinning

Η ΕΠΑΝΑΣΤΑΣΗ ΤΗΣ ΣΛΑΒΙΚΗΣ ΓΡΑΦΗΣ: Η ΚΛΗΡΟΝΟΜΙΑ ΤΩΝ ΚΥΡΙΛΛΟΥ ΚΑΙ ΜΕΘΟΔΙΟΥ

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Περίληψη

Η παρούσα εργασία αναλύει το έργο των αδελφών Κυρίλλου και Μεθοδίου και τη σημαντική τους συμβολή στη θρησκευτική και πολιτιστική ανάπτυξη των σλαβικών λαών. Εξετάζεται η δημιουργία του γλαγολιτικού αλφαβήτου από τον Κύριλλο, που αποτέλεσε το πρώτο βήμα για την ανάπτυξη ενός γραπτού συστήματος ικανό να αποδώσει την σλαβική γλώσσα με ακρίβεια. Το έργο τους δεν περιορίστηκε στη θρησκευτική διάσταση, αλλά επεκτάθηκε στην πολιτιστική ενοποίηση των Σλάβων μέσω της μετάφρασης των ιερών κειμένων και της δημιουργίας μιας κοινής γραπτής παράδοσης. Η διάδοση του Κυριλλικού αλφαβήτου επηρέασε τις σλαβικές γλώσσες, ενισχύοντας τις πολιτιστικές ταυτότητες και τη λογοτεχνία τους. Το έργο των Κυρίλλου και Μεθοδίου, αναγνωρισμένο από τις Ορθόδοξες και Καθολικές Εκκλησίες, έχει μακροχρόνιες συνέπειες για τη χριστιανική και πολιτιστική ενότητα της Ευρώπης.

Λέξεις κλειδιά: Κύριλλος, Μεθόδιος, Κυριλλικό Αλφάβητο, Σλαβική Πολιτιστική ταυτότητα

1. Εισαγωγή

Η παρούσα εργασία ασχολείται με το σπουδαίο έργο του Κύριλλου και Μεθοδίου, που θεωρούνται ιδρυτές της σλαβικής γραμματείας και πρώτοι μεταφραστές των χριστιανικών κειμένων στη σλαβική γλώσσα. Οι Βυζαντινοί μοναχοί και ιεραπόστολοι του 9ου αιώνα ανέλαβαν τη μετάφραση θρησκευτικών κειμένων και τη διάδοση του χριστιανισμού στους Σλάβους. Το έργο τους δεν περιορίζεται στην απόδοση των κειμένων από τα ελληνικά στα σλαβικά, αλλά περιλαμβάνει και τη δημιουργία του γλαγολιτικού αλφαβήτου, που αποτέλεσε θεμέλιο για την ανάπτυξη της σλαβικής γραφής και λογοτεχνίας.

Το ιστορικό πλαίσιο της εποχής είναι καθοριστικό για την κατανόηση της σημασίας του έργου τους. Τον 9ο αιώνα, η Βυζαντινή Αυτοκρατορία βρισκόταν σε φάση θρησκευτικής και πολιτικής επέκτασης, με στόχο την ενσωμάτωση νέων λαών και την εδραίωση της επιρροής της στην Κεντρική και Ανατολική Ευρώπη. Οι Σλάβοι, σε διαδικασία πολιτισμικής και εθνικής διαμόρφωσης, αποτέλεσαν στόχο των βυζαντινών ιεραποστολών, με σκοπό τον εκχριστιανισμό και την πολιτισμική τους ένταξη. Η αποστολή των Κυρίλλου και Μεθοδίου στη Μεγάλη Μοραβία υπήρξε καθοριστική για την εξάπλωση του χριστιανισμού και την ανάπτυξη της σλαβικής γραμματείας.

Σκοπός της εργασίας είναι η ανάλυση και αποτίμηση του μεταφραστικού τους έργου, με έμφαση στη γλωσσική και πολιτισμική του σημασία. Οι στόχοι περιλαμβάνουν την εξέταση των ιστορικών και πολιτισμικών συνθηκών που οδήγησαν στην ανάπτυξή του, τη διερεύνηση της διαδικασίας μετάφρασης και της δημιουργίας του γλαγολιτικού αλφαβήτου, καθώς και την αξιολόγηση της επιρροής του στη σλαβική γραμματεία και πολιτισμό. Επιδιώκεται η ανάδειξη της διαχρονικής σημασίας των Κυρίλλου και Μεθοδίου ως θεμελιωτών της σλαβικής γραφής και του χριστιανικού πολιτισμού στους σλαβικούς λαούς.

2. Κυρίως μέρος

2.1. Ιστορικό πλαίσιο και βιογραφικά στοιχεία

Ο 9ος αιώνας αποτελεί μια κρίσιμη περίοδο για την εξέλιξη της Ευρώπης, τόσο πολιτικά όσο και θρησκευτικά. Η Βυζαντινή Αυτοκρατορία βρισκόταν σε φάση ανασυγκρότησης και επεκτατισμού. Αυτή η περίοδος χαρακτηρίζεται από την ενίσχυση των σχέσεων της Βυζαντινής Αυτοκρατορίας με τους σλαβικούς λαούς, οι οποίοι βρισκόντουσαν σε διαδικασία πολιτισμικής και εθνικής διαμόρφωσης (Shepard, 2008).

Το ιστορικό πλαίσιο της εποχής περιλαμβάνει την ανάπτυξη και εδραίωση του χριστιανισμού ως κυρίαρχης θρησκείας σε όλη την Ευρώπη. Η Βυζαντινή Αυτοκρατορία, υπό την ηγεσία του αυτοκράτορα Μιχαήλ Γ΄ και του Πατριάρχη Φωτίου, κατέβαλε προσπάθειες προσέγγισης και εκχριστιανισμού των σλαβικών πληθυσμών, προκειμένου να ενισχύσει την πολιτική και θρησκευτική της κυριαρχία. Αυτή η προσπάθεια κορυφώνεται με την αποστολή των αδελφών Κυρίλλου και Μεθοδίου στη Μεγάλη Μοραβία το 863 μ.Χ., κατόπιν αιτήματος του ηγεμόνα Ραστισλάβου, ο οποίος επιδίωκε να ενισχύσει την ανεξαρτησία του από την επιρροή της Δυτικής Εκκλησίας (Shepard, 2008).

Παράλληλα, ήταν μια εποχή πολιτικών ανακατατάξεων και συγκρούσεων, με τις διάφορες δυνάμεις της εποχής να προσπαθούν να επεκτείνουν την επιρροή τους. Η Δυτική Εκκλησία, υπό την ηγεσία του Πάπα Νικολάου Α΄, βρισκόταν σε ανταγωνισμό με την Ανατολική Εκκλησία για την κυριαρχία στους νεοεκχριστιανισμένους λαούς της Κεντρικής Ευρώπης. Αυτό το θρησκευτικό και πολιτικό πλαίσιο καθιστά το έργο των Κυρίλλου και Μεθοδίου ιδιαίτερα σημαντικό, καθώς μέσω της μεταφραστικής τους δράσης και της δημιουργίας του γλαγολιτικού αλφαβήτου, κατάφεραν να θεμελιώσουν τη σλαβική γραμματεία και να ενισχύσουν τη θρησκευτική και πολιτιστική αυτοτέλεια των σλαβικών λαών (Obelensky, 1999).

Επιπλέον, μέσω αυτών των μεταφράσεων, οι αδελφοί έθεσαν τα θεμέλια για τη διάδοση του χριστιανισμού στους Σλάβους με τρόπο που σεβάστηκε και ενίσχυσε την τοπική γλώσσα και πολιτισμό, συμβάλλοντας αποφασιστικά στην ανάπτυξη μιας κοινής σλαβικής ταυτότητας. Η συμβολή τους είχε διαχρονική επιρροή στην ιστορία των σλαβικών λαών και στη σχέση τους με τη Βυζαντινή Αυτοκρατορία και την ευρύτερη χριστιανική κοινότητα (Bennett, 2011).

Ο Κύριλλος και ο Μεθόδιος, γνωστοί και ως Απόστολοι των Σλάβων, διαδραμάτισαν καθοριστικό ρόλο στην εξάπλωση του χριστιανισμού και στη διαμόρφωση της σλαβικής γραμματείας κατά τον 9ο αιώνα. Ο Κωνσταντίνος, γνωστός ως Κύριλλος, γεννήθηκε στη Θεσσαλονίκη περίπου το 826/827, ενώ ο αδελφός του Μεθόδιος γεννήθηκε περίπου το 815. Η Θεσσαλονίκη, μια πόλη με έντονο σλαβικό στοιχείο, επηρέασε καθοριστικά την πορεία των δύο αδελφών, καθώς απέκτησαν γνώσεις τόσο της ελληνικής όσο και της σλαβικής γλώσσας από νεαρή ηλικία (Νιχωρίτης, 2013).

Ο Κύριλλος, εξαιρετικός φοιτητής και δάσκαλος, σπούδασε στη διάσημη Πατριαρχική Σχολή της Κωνσταντινούπολης και αργότερα διορίστηκε βιβλιοθηκάριος στην Αγία Σοφία και καθηγητής φιλοσοφίας. Ο Μεθόδιος επιλέχθηκε να αναλάβει τη διοίκηση σλαβικού θέματος και στη συνέχεια εισήλθε στο μοναστικό βίο. Οι δύο αδελφοί συνεργάστηκαν σε διάφορες αποστολές, όπως στην αποστολή στους Χαζάρους, όπου ο Κύριλλος ανέπτυξε το πρώτο αλφάβητο για τη σλαβική γλώσσα, το γλαγολιτικό αλφάβητο (Rohdewald, 2008).

Η πιο σημαντική αποστολή τους ήταν στη Μεγάλη Μοραβία το 863, κατόπιν αιτήματος του ηγεμόνα Ραστισλάβου, ο οποίος επιθυμούσε την καθιέρωση μιας εθνικής εκκλησίας με λειτουργία στη σλαβική γλώσσα, ώστε να μειώσει την επιρροή της Γερμανικής Εκκλησίας. Στην αποστολή αυτή, οι αδελφοί μετέφρασαν τα ιερά κείμενα στη σλαβική γλώσσα, χρησιμοποιώντας το γλαγολιτικό αλφάβητο. Αυτή η μετάφραση των Γραφών είχε τεράστια επίδραση στη διάδοση του χριστιανισμού στους Σλάβους και στη διαμόρφωση της σλαβικής ταυτότητας (Ταχιάος, 1997).

Μετά το θάνατο του Κυρίλλου το 869, ο Μεθόδιος συνέχισε το έργο τους ως αρχιεπίσκοπος της Παννονίας και της Μεγάλης Μοραβίας. Παρά τις αντιξοότητες και τις πιέσεις από την Καθολική Εκκλησία, παρέμεινε πιστός στο έργο τους μέχρι το θάνατό του το 885. Οι αδελφοί Κύριλλος και Μεθόδιος θεωρούνται σήμερα προστάτες της Ευρώπης, αναγνωρισμένοι από την Ορθόδοξη την Καθολική Εκκλησία, για τη συμβολή τους στη χριστιανική παιδεία και την πολιτισμική κληρονομιά των σλαβικών λαών (Ταχιάος, 1997).

Οι αποστολές των αδελφών ήταν καθοριστικής σημασίας για την εξάπλωση του χριστιανισμού στους σλαβικούς λαούς και τη διαμόρφωση της σλαβικής γραμματείας. Η πρώτη σημαντική αποστολή τους ήταν στους Χαζάρους το 860 μ.Χ., κατά την οποία οι αδελφοί ανέλαβαν τη διπλωματική και ιεραποστολική αποστολή να πείσουν τους Χαζάρους να ασπαστούν τον χριστιανισμό. Στην αποστολή αυτή, ο Κύριλλος αντιμετώπισε τους Ιουδαίους και Μουσουλμάνους λόγιους σε θεολογικές συζητήσεις, ενώ παράλληλα ανακάλυψε τα λείψανα του Αγίου Κλήμεντος (Draganov, 2021).

Οι αδελφοί συνέχισαν το έργο τους στην Παννονία και στη Βαλκανική, αντιμετωπίζοντας αντίσταση από τη Γερμανική Εκκλησία που ήθελε να επιβάλει τη λατινική λειτουργία. Η προστριβή αυτή τους οδήγησε στη Ρώμη το 867 μ.Χ., όπου τους υποδέχθηκε ο Πάπας Αδριανός Β΄. Στη Ρώμη, οι μεταφράσεις τους αναγνωρίστηκαν επίσημα από την Καθολική Εκκλησία, ενώ ο Κύριλλος επέλεξε να γίνει μοναχός και λίγο αργότερα απεβίωσε το 869 μ.Χ. .

Η κληρονομιά των αποστολών αυτών είναι τεράστια, καθώς θεμελίωσαν τη σλαβική χριστιανική παράδοση και έθεσαν τις βάσεις για την ανάπτυξη της σλαβικής γραμματείας, επηρεάζοντας βαθιά την πολιτιστική και θρησκευτική εξέλιξη των σλαβικών λαών.

2.2. Το μεταφραστικό έργο των αδελφών Κυρίλλου και Μεθοδίου

Η δημιουργία του γλαγολιτικού αλφαβήτου αποτελεί ένα από τα πιο σημαντικά επιτεύγματα των αδελφών διαδραματίζοντας καθοριστικό ρόλο στη διάδοση του χριστιανισμού στους σλαβικούς λαούς και στην ανάπτυξη της σλαβικής γραμματείας. Το γλαγολιτικό αλφάβητο δημιουργήθηκε από τον Κύριλλο κατά τη διάρκεια της αποστολής τους στη Μεγάλη Μοραβία το 863 μ.Χ., (Ντότσικα, 2016).

Το γλαγολιτικό αλφάβητο δημιουργήθηκε με σκοπό να καταστήσει τη σλαβική γλώσσα γραπτή και να διευκολύνει τη μετάφραση των Αγίων Γραφών και άλλων θρησκευτικών κειμένων. Σε αντίθεση με το ελληνικό και το λατινικό αλφάβητο, το γλαγολιτικό αλφάβητο σχεδιάστηκε για να ανταποκρίνεται στις φωνητικές ανάγκες της σλαβικής γλώσσας, επιτρέποντας την ακριβή απόδοση των ήχων της. Η δημιουργία αυτού του αλφαβήτου αποτέλεσε μια πράξη πολιτιστικής και γλωσσικής αυτονομίας για τους σλαβικούς λαούς, καθώς τους βοήθησε στη διατήρηση και ανάπτυξη της γλώσσας και του πολιτισμού τους μέσα σε ένα χριστιανικό πλαίσιο (Ντότσικα, 2016).

Η υιοθέτηση του γλαγολιτικού αλφαβήτου αποτέλεσε και μία πράξη με βαθιές θρησκευτικές και πολιτικές επιπτώσεις. Μέσω αυτού, οι αδελφοί κατάφεραν να εδραιώσουν τη χρήση της σλαβικής γλώσσας στη θεία λειτουργία και στην εκπαίδευση, ενισχύοντας τη θρησκευτική και πολιτιστική ταυτότητα των σλαβικών λαών. Το γλαγολιτικό αλφάβητο αποτέλεσε τη βάση για την ανάπτυξη της σλαβικής γραμματείας και συνέβαλε στην εξάπλωση του χριστιανισμού σε μια γλώσσα κατανοητή από τους πιστούς (Barford, 2001).

Παρά την αρχική του επιτυχία, το γλαγολιτικό αλφάβητο σταδιακά αντικαταστάθηκε από το κυριλλικό αλφάβητο, το οποίο εξελίχθηκε από μαθητές των Κυρίλλου και Μεθοδίου και έγινε το κυρίαρχο αλφάβητο στους περισσότερους σλαβικούς λαούς.

Οι μεταφράσεις των ιερών κειμένων ξεκίνησαν με την Καινή Διαθήκη και συγκεκριμένα με τα Ευαγγέλια, που αποτέλεσαν την πρώτη προσπάθεια των αδελφών να κάνουν τον χριστιανικό λόγο προσιτό στους Σλάβους. Στη συνέχεια, προχώρησαν στη μετάφραση των Ψαλμών, των λειτουργικών βιβλίων και άλλων κειμένων που ήταν απαραίτητα για τη χριστιανική λατρεία.

Η μεθοδολογία των αδελφών δεν περιοριζόταν μόνο στην πιστή απόδοση των κειμένων από τα ελληνικά στα σλαβικά, αλλά περιλάμβανε και μια προσπάθεια προσαρμογής των εννοιών και του περιεχομένου των κειμένων στην πολιτιστική και γλωσσική πραγματικότητα των Σλάβων. Με αυτόν τον τρόπο, οι μεταφράσεις τους δεν ήταν απλώς μεταγραφές αλλά προσαρμογές που διατηρούσαν την ουσία των χριστιανικών διδασκαλιών, καθιστώντας τις προσιτές και κατανοητές στο σλαβικό κοινό (Ντότσικα, 2016).

Οι επιρροές από την ελληνική και βυζαντινή γραμματεία ήταν έντονες στο έργο τους. Ο Κύριλλος, είχε σπουδάσει στην Κωνσταντινούπολη, όπου διδάχθηκε τη θεολογία και τις φιλοσοφικές επιστήμες της εποχής, γεγονός που του επέτρεψε να αναπτύξει μια βαθιά κατανόηση της ελληνικής γραμματείας. Αυτή η γνώση αντανακλάται στις μεταφράσεις τους, όπου διακρίνεται η προσπάθεια να διατηρηθεί η θεολογική ακρίβεια και η ακεραιότητα των πρωτότυπων κειμένων (Χρήστου, 2002).

Επιπλέον, η βυζαντινή παράδοση και το μοντέλο της Κωνσταντινούπολης ως κέντρου πολιτισμού και εκπαίδευσης επηρέασαν το έργο των αδελφών. Η επιθυμία τους να διατηρήσουν την ενότητα της χριστιανικής διδασκαλίας και να ενισχύσουν τη θρησκευτική ταυτότητα των Σλάβων αντικατοπτρίζει τη βυζαντινή προσέγγιση στην εκπαίδευση και τη θρησκευτική καθοδήγηση. Μέσα

από αυτήν τη μεθοδολογία, οι Κύριλλος και Μεθόδιος κατάφεραν να δημιουργήσουν ένα έργο που δεν ήταν απλώς μια γλωσσική μετάφραση, αλλά ένα εργαλείο θρησκευτικής και πολιτιστικής ενσωμάτωσης, που συνέβαλε στη διαμόρφωση της σλαβικής ταυτότητας και στην εδραίωση του χριστιανισμού στην περιοχή (Χρήστου, 2002).

Το μεταφραστικό έργο τους είχε σημαντική συνεισφορά στην εξάπλωση του χριστιανισμού και στην ανάπτυξη της σλαβικής γραμματείας. Αντιλαμβανόμενοι την ανάγκη των σλαβικών λαών να κατανοήσουν τα κείμενα στη μητρική τους γλώσσα, ανέλαβαν την αποστολή της μετάφρασης των θρησκευτικών κειμένων σε μια γλώσσα που θα ήταν προσβάσιμη και κατανοητή. Η προσέγγισή τους βασίστηκε στην πεποίθηση ότι η διάδοση του χριστιανισμού δεν θα μπορούσε να επιτευχθεί αποτελεσματικά εάν τα θρησκευτικά κείμενα δεν ήταν γραμμένα στη γλώσσα του λαού (Χρήστου, 2002).

Η χρήση της σλαβικής γλώσσας στη θεία λειτουργία και στην εκπαίδευση, μέσω των μεταφράσεων των Κυρίλλου και Μεθοδίου, ενίσχυσε την εθνική και πολιτιστική αυτοσυνειδησία των Σλάβων. Παράλληλα, οι μεταφράσεις αυτές επέτρεψαν την ενσωμάτωση των σλαβικών λαών στην ευρύτερη χριστιανική κοινότητα, χωρίς να αποξενώνονται από τη γλώσσα και την κουλτούρα τους. Έτσι, το έργο των αδελφών υπήρξε καταλυτικό για την ενδυνάμωση της χριστιανικής πίστης και της πολιτισμικής αυτονομίας των Σλάβων (Ταχιάος, 1997).

Επιπλέον, οι μεταφράσεις των Κυρίλλου και Μεθοδίου είχαν μακροχρόνιες συνέπειες, καθώς αποτέλεσαν τη βάση για τη μετέπειτα λογοτεχνική και πνευματική ανάπτυξη των σλαβικών λαών. Η συνεισφορά τους στην εξάπλωση του χριστιανισμού και στην ανάπτυξη της σλαβικής γραμματείας είναι αναμφίβολα μια από τις σημαντικότερες επιτυχίες της Βυζαντινής ιεραποστολής, που διαμόρφωσε την πορεία της θρησκευτικής και πολιτιστικής ιστορίας στην Ανατολική Ευρώπη (Rohdewald, 2008).

2.3. Η επίδραση και η κληρονομιά των αδελφών Κυρίλλου και Μεθοδίου

Το έργο των αδελφών Κυρίλλου και Μεθοδίου είχε καθοριστική επίδραση στην ανάπτυξη των σλαβικών εθνών και στη διαμόρφωση της πολιτιστικής τους ταυτότητας. Οι αδελφοί, μέσα από την αποστολή τους στη Μεγάλη Μοραβία τον 9ο αιώνα, έθεσαν τα θεμέλια για την εθνική και πολιτιστική αυτοσυνειδησία των Σλάβων, καθιστώντας τη γλώσσα τους ένα όχημα όχι μόνο για τη θρησκευτική αλλά και για την πολιτιστική τους ανάπτυξη (Ταχιάος, 1997).

Η δημιουργία του γλαγολιτικού αλφαβήτου από τον Κύριλλο ήταν το πρώτο βήμα προς αυτή την κατεύθυνση. Το αλφάβητο αυτό σχεδιάστηκε ειδικά για να αποδώσει με ακρίβεια τους φωνητικούς ήχους της σλαβικής γλώσσας, επιτρέποντας έτσι τη μετάφραση της Αγίας Γραφής και άλλων λειτουργικών κειμένων στη γλώσσα των Σλάβων. Αυτή η γλωσσική προσαρμογή δεν ήταν απλώς μια τεχνική καινοτομία, αλλά μια βαθιά πολιτιστική πράξη που έδωσε στους Σλάβους τη δυνατότητα να συμμετέχουν στη χριστιανική πίστη με δικούς τους όρους, χωρίς να χρειάζεται να αποδεχθούν ξένες γλώσσες και πολιτιστικά πρότυπα (Ντότσικα, 2016).

Η επίδραση του έργου τους δεν περιορίστηκε μόνο στη θρησκευτική σφαίρα. Μέσω της δημιουργίας του γλαγολιτικού αλφαβήτου και της χρήσης της σλαβικής γλώσσας στη λειτουργία και την εκπαίδευση, συνέβαλαν στη διαμόρφωση μιας κοινής σλαβικής πολιτιστικής ταυτότητας. Οι μεταφράσεις τους βοήθησαν στη διάδοση της γραπτής παράδοσης, ενώ παράλληλα ενίσχυσαν την αυτονομία των σλαβικών λαών έναντι των επιρροών από τη Δυτική Ευρώπη και την Εκκλησία της Ρώμης (Ντότσικα, 2016).

Επιπλέον, η πολιτιστική κληρονομιά που άφησαν πίσω τους οι Κύριλλος και Μεθόδιος συνέβαλε στη διαμόρφωση των εθνικών ταυτοτήτων των Σλάβων. Η υιοθέτηση του κυριλλικού αλφαβήτου, που αναπτύχθηκε από τους μαθητές τους βασισμένο στο γλαγολιτικό, συνέβαλε στην ενοποίηση των σλαβικών γλωσσών και στη δημιουργία μιας κοινής γραπτής παράδοσης. Αυτό το αλφάβητο εξακολουθεί να χρησιμοποιείται μέχρι σήμερα σε πολλές σλαβικές χώρες, ενισχύοντας τον πολιτιστικό δεσμό μεταξύ των σλαβικών εθνών (Dragonov, 2021).

Το έργο τους επίσης έθεσε τις βάσεις για την ανάπτυξη της σλαβικής λογοτεχνίας και παιδείας. Οι μεταφράσεις των θρησκευτικών κειμένων και η εισαγωγή της σλαβικής γλώσσας στη θεία λειτουργία και την εκπαίδευση δημιούργησαν τις προϋποθέσεις για την ανάπτυξη μιας πλούσιας γραπτής παράδοσης που περιλάμβανε όχι μόνο θρησκευτικά αλλά και κοσμικά έργα. Αυτή η παράδοση αποτέλεσε τη βάση για την ανάπτυξη των εθνικών λογοτεχνιών των σλαβικών λαών και τη διαμόρφωση των πολιτιστικών τους ιδιοτήτων (Barford, 2001).

Η δημιουργία του Κυριλλικού αλφαβήτου αποτελεί ένα από τα πιο σημαντικά επιτεύγματα του έργου των αδελφών Κυρίλλου και Μεθοδίου, με μακροχρόνιες συνέπειες για την ανάπτυξη των σλαβικών εθνών και τη διαμόρφωση της πολιτιστικής τους ταυτότητας.

Η πρώτη και πιο άμεση συνέπεια της δημιουργίας του Κυριλλικού αλφαβήτου ήταν η διάδοση του χριστιανισμού στους σλαβικούς λαούς με τρόπο που ήταν προσβάσιμος και κατανοητός από τον τοπικό πληθυσμό. Το αλφάβητο αυτό επέτρεψε τη μετάφραση των ιερών κειμένων και της λειτουργίας στη σλαβική γλώσσα, διευκολύνοντας έτσι την ενσωμάτωση των Σλάβων στην χριστιανική πίστη και την ένταξή τους στην ευρύτερη χριστιανική κοινότητα της εποχής. Με αυτόν τον τρόπο, το Κυριλλικό αλφάβητο έπαιξε έναν κρίσιμο ρόλο στη θρησκευτική και πολιτιστική ενοποίηση των σλαβικών λαών (Ντότσικα, 2016).

Το Κυριλλικό αλφάβητο εξελίχθηκε με την πάροδο των αιώνων, προσαρμοζόμενο στις γλωσσικές ιδιαιτερότητες και τις ανάγκες των διαφόρων σλαβικών λαών. Η ευελιξία του και η ικανότητά του να προσαρμόζεται σε διαφορετικές γλώσσες συνέβαλε στη διάδοσή του σε όλη την Ανατολική Ευρώπη και πέραν αυτής, καθιστώντας το ένα από τα πιο διαδεδομένα αλφάβητα στον κόσμο. Σήμερα, το Κυριλλικό αλφάβητο χρησιμοποιείται από πολλές χώρες, συμπεριλαμβανομένης της Ρωσίας, της Σερβίας, της Βουλγαρίας και άλλων, διατηρώντας την ισχυρή σύνδεση με τις πολιτιστικές και θρησκευτικές ρίζες των σλαβικών εθνών (Ντότσικα, 2016).

Η δημιουργία του Κυριλλικού αλφαβήτου δεν ήταν απλώς μια γλωσσική καινοτομία, αλλά ένας θεμελιώδης παράγοντας στην πολιτιστική ανάπτυξη των σλαβικών λαών. Ενσωματώνοντας τις γλωσσικές ανάγκες των Σλάβων σε ένα κοινό γραπτό σύστημα, το Κυριλλικό αλφάβητο συνέβαλε στη διατήρηση και ανάπτυξη της πολιτιστικής τους κληρονομιάς, ενισχύοντας την αίσθηση της κοινής ταυτότητας και διασφαλίζοντας τη συνέχεια της πολιτιστικής τους παράδοσης σε έναν κόσμο που μεταβαλλόταν γρήγορα. Έτσι, το έργο των αδελφών Κυρίλλου και Μεθοδίου, μέσω της δημιουργίας του Κυριλλικού αλφαβήτου, είχε διαχρονική επιρροή που συνεχίζει να γίνεται αισθητή μέχρι και σήμερα (Ντότσικα, 2016).

Η αναγνώριση και τιμή των αδελφών Κυρίλλου και Μεθοδίου τόσο από την Ορθόδοξη όσο και από την Καθολική Εκκλησία αποτελεί ένδειξη της βαθιάς και διαχρονικής τους συνεισφοράς στον χριστιανικό κόσμο και ιδιαίτερα στους σλαβικούς λαούς. Οι δύο αδελφοί δεν αναγνωρίστηκαν μόνο για το θρησκευτικό και μεταφραστικό τους έργο, αλλά και για τον καθοριστικό ρόλο που διαδραμάτισαν στη διαμόρφωση της πολιτιστικής και πνευματικής ταυτότητας των Σλάβων (Βαλαής, 2013).

Στην Ορθόδοξη Εκκλησία, η τιμή των αδελφών είναι εμφανής σε πολλά επίπεδα. Οι Κύριλλος και Μεθόδιος θεωρούνται Άγιοι και ισαπόστολοι, δηλαδή ισότιμοι με τους πρώτους αποστόλους του Χριστού, λόγω του ιεραποστολικού τους έργου. Η μνήμη τους τιμάται στις 11 Μαΐου (24 Μαΐου σύμφωνα με το νέο ημερολόγιο), και η προσφορά τους αναγνωρίζεται τόσο στο Βυζάντιο όσο και σε όλο τον Ορθόδοξο κόσμο. Η συμβολή τους στην ανάπτυξη της σλαβικής γραφής και γραμματείας θεωρείται θεμελιώδης για τη θρησκευτική και πολιτιστική ανάπτυξη των Ορθόδοξων σλαβικών εθνών, όπως η Ρωσία, η Σερβία, και η Βουλγαρία (Νιχωρίτης, 2013).

Η Καθολική Εκκλησία αναγνώρισε επίσης το έργο των Κυρίλλου και Μεθοδίου, κάτι που είναι ιδιαίτερα σημαντικό δεδομένου του ιστορικού ανταγωνισμού μεταξύ της Δυτικής και της Ανατολικής Εκκλησίας. Το 1880, ο Πάπας Λέων ΙΓ' ανακήρυξε τους δύο αδελφούς ως "προστάτες των σλαβικών λαών", ενώ το 1980 ο Πάπας Ιωάννης Παύλος Β΄ τους ανακήρυξε ως "συμπροστάτες της Ευρώπης", αναγνωρίζοντας έτσι τη συμβολή τους όχι μόνο στη διάδοση του Χριστιανισμού, αλλά και στη διαμόρφωση της πολιτιστικής ταυτότητας της Ευρώπης. Αυτή η αναγνώριση από την Καθολική Εκκλησία υπογραμμίζει την οικουμενική αξία του έργου των δύο αδελφών και την επίδραση τους πέρα από τα όρια της Ορθοδοξίας (Νιχωρίτης, 2013).

Η αναγνώριση των Κυρίλλου και Μεθοδίου από τις δύο Εκκλησίες αποδεικνύει ότι το έργο τους υπερβαίνει τις θρησκευτικές διαφορές και αγγίζει τις κοινές χριστιανικές ρίζες της Ευρώπης. Η δράση τους, η οποία περιλάμβανε τη μετάφραση των θρησκευτικών κειμένων στη σλαβική γλώσσα και τη δημιουργία του γλαγολιτικού και κατόπιν του Κυριλλικού αλφαβήτου, συνέβαλε στην πολιτιστική και πνευματική ανάπτυξη των Σλάβων και εδραίωσε τη θέση τους στην παγκόσμια χριστιανική κοινότητα (Rohdewald, 2008).

Η τιμή τους στην Ορθόδοξη και Καθολική Εκκλησία συνεχίζει να έχει σημαντική επίδραση στη σύγχρονη εποχή, ενισχύοντας τις προσπάθειες για ενότητα και συνεργασία μεταξύ των Χριστιανικών Εκκλησιών και αναγνωρίζοντας την κοινή πολιτιστική κληρονομιά που δημιούργησαν οι δύο αδελφοί. Η συμβολή τους στη χριστιανική παράδοση παραμένει ζωντανή και αποτελεί σημείο αναφοράς για τη θρησκευτική και πολιτιστική ταυτότητα της Ευρώπης (Rohdewald, 2008).

3. Συμπεράσματα

Το μεταφραστικό έργο των αδελφών Κυρίλλου και Μεθοδίου αποτελεί ένα από τα πλέον καθοριστικά σημεία στην ιστορία της θρησκευτικής και πολιτιστικής ανάπτυξης των σλαβικών λαών. Στην παρούσα εργασία, αναλύθηκε εκτενώς η συμβολή των δύο αδελφών στη δημιουργία του γλαγολιτικού αλφαβήτου και η εξέλιξή του στο Κυριλλικό αλφάβητο, η οποία επέτρεψε τη γραπτή απόδοση της σλαβικής γλώσσας και τη μετάφραση των ιερών κειμένων. Εξετάστηκε η μεθοδολογία που ακολούθησαν, καθώς και οι επιρροές που δέχτηκαν από την ελληνική και βυζαντινή γραμματεία, αναδεικνύοντας τον τρόπο με τον οποίο προσαρμόστηκαν στις γλωσσικές και πολιτιστικές ανάγκες των σλαβικών λαών. Επιπλέον, η εργασία εστίασε στην πολιτιστική και θρησκευτική επίδραση των μεταφράσεών τους, η οποία συνέβαλε στην εδραίωση της χριστιανικής πίστης και την ενίσχυση της πολιτιστικής ταυτότητας των Σλάβων.

Η σημασία του έργου των Κυρίλλου και Μεθοδίου για τη σύγχρονη εποχή είναι αναμφισβήτητη. Η δημιουργία του Κυριλλικού αλφαβήτου και οι μεταφράσεις των ιερών κειμένων όχι μόνο συνέβαλαν στην πολιτιστική ενοποίηση των σλαβικών λαών, αλλά και θεμελίωσαν τη βάση για την ανάπτυξη της σλαβικής γραμματείας και παιδείας. Σήμερα, το Κυριλλικό αλφάβητο συνεχίζει να χρησιμοποιείται σε πολλές σλαβικές χώρες, διατηρώντας ζωντανή την πολιτιστική κληρονομιά που ξεκίνησε από τους δύο αδελφούς. Επιπλέον, το έργο τους αποτελεί ένα από τα πιο ισχυρά σύμβολα του διαλόγου και της συνεργασίας μεταξύ της Ανατολικής και της Δυτικής Χριστιανοσύνης, ενισχύοντας την αίσθηση της κοινής πολιτιστικής ταυτότητας και της ενότητας στην Ευρώπη.

Ωστόσο, υπάρχουν πτυχές του έργου τους που αξίζουν περαιτέρω μελέτη. Για παράδειγμα, η διερεύνηση της επίδρασης του μεταφραστικού τους έργου στην ανάπτυξη των μη σλαβικών γλωσσών και πολιτισμών θα μπορούσε να αποκαλύψει ενδιαφέροντα στοιχεία για την εξάπλωση του χριστιανισμού και τη διαμόρφωση των πολιτιστικών ταυτοτήτων πέραν των σλαβικών λαών.

Συμπερασματικά, το έργο των Κυρίλλου και Μεθοδίου υπήρξε καθοριστικό για την πολιτιστική και θρησκευτική ιστορία της Ευρώπης και παραμένει έως σήμερα ζωντανό μέσα από την κληρονομιά τους. Η περαιτέρω μελέτη της επίδρασής τους μπορεί να αποκαλύψει νέες πτυχές της σχέσης μεταξύ γλώσσας, θρησκείας και πολιτισμού στην ιστορία της Ευρώπης.

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ΣΥΓΧΡΟΝΕΣ ΑΝΤΙΛΗΨΕΙΣ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΓΥΡΩ ΑΠΟ ΤΗΝ ΕΝΙΑΙΑ/ΣΥΜΠΕΡΙΛΗΠΤΙΚΗ ΕΚΠΑΙΔΕΥΣΗ

Τούμπος Παναγιώτης
Εκπαιδευτικός ΠΕ70
Δούβλος Χρίστος
Εκπαιδευτικός ΠΕ86
Ευαγγελόπουλος Κωνσταντίνος
Εκπαιδευτικός ΠΕ86

Περίληψη

Η ενιαία/συμπεριληπτική εκπαίδευση προωθεί την πλήρη και ισότιμη συμμετοχή όλων των μαθητών στη μαθησιακή διαδικασία, ανεξαρτήτως εκπαιδευτικών αναγκών ή αναπηριών. Η επιτυχής εφαρμογή της συνδέεται άμεσα με τις στάσεις και αντιλήψεις των εκπαιδευτικών, καθώς και με τις παιδαγωγικές πρακτικές που υιοθετούν. Η παρούσα εργασία αποτελεί βιβλιογραφική ανασκόπηση και έχει ως στόχο να διερευνήσει τις σύγχρονες αντιλήψεις των εκπαιδευτικών για τη συμπερίληψη, εξετάζοντας πώς αυτές επηρεάζουν τη διδασκαλία και τη σχολική κουλτούρα. Παράλληλα, επιχειρεί να καταγράψει πρακτικές ευαισθητοποίησης που εφαρμόζονται για την ενίσχυση θετικών στάσεων απέναντι στη διαφορετικότητα, εντός και εκτός της τάξης. Μέσα από συστηματική ανασκόπηση της ελληνικής και διεθνούς βιβλιογραφίας, αναδεικνύονται προκλήσεις, προβληματισμοί, αλλά και παραδείγματα καλών πρακτικών που μπορούν να αξιοποιηθούν. Τονίζεται, τέλος, η σημασία της επιμόρφωσης και της συνεργασίας μεταξύ εκπαιδευτικών και σχολικής διοίκησης για τη δημιουργία ενός περιβάλλοντος χωρίς αποκλεισμούς, όπου κάθε μαθητής αισθάνεται αποδεκτός και ισότιμος.

Λέξεις κλειδιά: ενιαία εκπαίδευση, κοινωνική δικαιοσύνη, ισότητα, συμπερίληψη

1. Εισαγωγή

Η ενιαία εκπαίδευση, ή αλλιώς συμπεριληπτική εκπαίδευση, στοχεύει στη δημιουργία ενός σχολικού περιβάλλοντος που να ανταποκρίνεται στις ανάγκες όλων των μαθητών, ανεξαρτήτως εκπαιδευτικών αναγκών ή αναπηριών, προάγοντας την κοινωνική δικαιοσύνη και την ισότητα (Siamanda, 2016). Η φιλοσοφία αυτή επιδιώκει την ουσιαστική ένταξη των μαθητών με ειδικές εκπαιδευτικές ανάγκες στο γενικό σχολικό πλαίσιο, ενισχύοντας όχι μόνο τη γνωστική και κοινωνική τους ανάπτυξη, αλλά και την αποδοχή της διαφορετικότητας από το σύνολο της σχολικής κοινότητας (Akbarovna, 2022· Κωφίδου, 2017). Η επιτυχία της συμπεριληπτικής εκπαίδευσης εξαρτάται σε μεγάλο βαθμό από τις στάσεις και αντιλήψεις των εκπαιδευτικών. Οι εκπαιδευτικοί διαμορφώνουν καθημερινά τις συνθήκες του σχολικού περιβάλλοντος και επηρεάζουν με τις πρακτικές τους τόσο τη μαθησιακή πορεία των μαθητών με αναπηρίες όσο και τις στάσεις των συμμαθητών τους απέναντι στη διαφορετικότητα (Cara, 2013· Ζώνιου – Σιδέρη, 2004). Η γνώση, η κατάρτιση και η ευαισθητοποίησή τους αναφορικά με την αναπηρία και τις διαφοροποιημένες παιδαγωγικές προσεγγίσεις αποτελούν καθοριστικά στοιχεία για την επιτυχία της ενιαίας εκπαίδευσης (European Agency, 2012). Η παρούσα εργασία επικεντρώνεται στη μελέτη των αντιλήψεων των εκπαιδευτικών για την ενιαία/συμπεριληπτική εκπαίδευση, όπως αυτές αποτυπώνονται μέσα από την ελληνική και διεθνή βιβλιογραφία. Παράλληλα, εξετάζει πρακτικές που υιοθετούνται σε σχολικά περιβάλλοντα με στόχο την ενίσχυση θετικών στάσεων απέναντι στην αναπηρία, ως έκφραση της γενικότερης παιδαγωγικής τους στάσης και κουλτούρας.

2. Κυρίως μέρος

2.1. Θεωρητικό Πλαίσιο: Συμπεριληπτική Εκπαίδευση και Αναπηρία

Η συμπεριληπτική εκπαίδευση αποτελεί θεμελιώδη εκπαιδευτική προσέγγιση που στοχεύει στην ισότιμη συμμετοχή όλων των μαθητών σε ένα ενιαίο σχολικό πλαίσιο, χωρίς διακρίσεις ή αποκλεισμούς. Βασίζεται στη θεώρηση ότι το σχολείο οφείλει να προσαρμόζεται στις ανάγκες των μαθητών και όχι το αντίστροφο, προωθώντας μια κουλτούρα αποδοχής και σεβασμού στη διαφορετικότητα (Siamanda, 2016· Akbarovna, 2022). Η αναπηρία, σύμφωνα με τη Σύμβαση του ΟΗΕ (2006), ορίζεται ως αποτέλεσμα της αλληλεπίδρασης μεταξύ ατομικών χαρακτηριστικών και περιβαλλοντικών εμποδίων.

Στο σχολικό πλαίσιο, η αναπηρία δεν νοείται μόνο ως ατομικό χαρακτηριστικό, αλλά και ως κοινωνική κατασκευή που επηρεάζεται από τη στάση των εκπαιδευτικών, τις παιδαγωγικές πρακτικές και τις θεσμικές συνθήκες (Cologon, 2013· Bines & Lei, 2011). Η ύπαρξη θετικών στάσεων και αντιλήψεων από την πλευρά των εκπαιδευτικών απέναντι στη διαφορετικότητα και τη συμπερίληψη αποτελεί βασική προϋπόθεση για την επιτυχία της ενιαίας εκπαίδευσης (European Agency, 2012).

Οι εκπαιδευτικοί, ως βασικοί φορείς υλοποίησης της πολιτικής ένταξης, καλούνται να προσαρμόσουν το διδακτικό τους έργο, να αναγνωρίσουν και να ανταποκριθούν στις ποικίλες ανάγκες των μαθητών και να συμβάλουν στην οικοδόμηση ενός σχολείου χωρίς αποκλεισμούς (Αγγελίδης, 2011· Ζώνιου – Σιδέρη, 2004). Η κατανόηση του πλαισίου της ενιαίας εκπαίδευσης δεν μπορεί να αποκοπεί από τις αντιλήψεις και τα πιστεύω των εκπαιδευτικών. Οι στάσεις τους απέναντι στην αναπηρία, η εκπαιδευτική τους προετοιμασία και η καθημερινή τους πρακτική μέσα στην τάξη επηρεάζουν άμεσα τόσο τη συμμετοχή των μαθητών με αναπηρίες όσο και την καλλιέργεια θετικών στάσεων στον γενικό μαθητικό πληθυσμό. Η ανάλυση που ακολουθεί εστιάζει ακριβώς σε αυτές τις στάσεις και στις πρακτικές που απορρέουν από αυτές.

2.2 Αντιλήψεις και Στάσεις Εκπαιδευτικών για τη Συμπεριληπτική Εκπαίδευση

Η ενιαία/συμπεριληπτική εκπαίδευση, για να λειτουργήσει αποτελεσματικά, απαιτεί από τους εκπαιδευτικούς όχι μόνο επαγγελματική επάρκεια αλλά και θετικές στάσεις απέναντι στη διαφορετικότητα. Οι εκπαιδευτικοί είναι εκείνοι που καλούνται να διαχειριστούν την πολυμορφία μέσα στην τάξη και να εφαρμόσουν παιδαγωγικές πρακτικές που ανταποκρίνονται στις ανάγκες όλων των μαθητών. Ωστόσο, οι στάσεις και αντιλήψεις τους απέναντι στην αναπηρία και τη συμπερίληψη δεν είναι δεδομένες και σταθερές, αλλά επηρεάζονται από προσωπικούς, επαγγελματικούς, θεσμικούς και πολιτισμικούς παράγοντες (Κωφίδου & Μαντζίκος, 2016· Cara, 2013).

Η θετική στάση των εκπαιδευτικών απέναντι στη συμπερίληψη συνδέεται με την αποδοχή της διαφορετικότητας, την πίστη στις δυνατότητες όλων των μαθητών και την προθυμία για διαφοροποίηση της διδασκαλίας. Έρευνες έχουν δείξει ότι πολλοί εκπαιδευτικοί αντιλαμβάνονται τη συμπεριληπτική εκπαίδευση ως θετικό στόχο. Οι Ali et al. (2006), σε μελέτη στη Μαλαισία, ανέφεραν πως οι περισσότεροι εκπαιδευτικοί θεωρούν ότι η ενιαία εκπαίδευση ενισχύει τη συνεργασία μεταξύ των μαθητών και περιορίζει τα αρνητικά στερεότυπα για την αναπηρία. Παράλληλα, υπογράμμισαν τη σημασία ύπαρξης συνεργασίας μεταξύ γενικής και ειδικής εκπαίδευσης. Παρόμοια ευρήματα αναδείχθηκαν από τη μελέτη των Khan et al. (2017), σύμφωνα με την οποία οι εκπαιδευτικοί δημόσιων σχολείων του Ισλαμαμπάντ συμφωνούν με την ένταξη όλων των μαθητών στις γενικές τάξεις, αν και δείχνουν μεγαλύτερη αποδοχή για μαθητές με ήπιες αναπηρίες. Ως βασικό εμπόδιο αναγνωρίζεται η απουσία κατάλληλης εκπαίδευσης και επαγγελματικής ετοιμότητας. Οι Ajuwon et al. (2012), σε έρευνα με μελλοντικούς εκπαιδευτικούς στις Ηνωμένες Πολιτείες Αμερικής, τονίζουν πως η σχετική επιμόρφωση μπορεί να ενισχύσει ουσιαστικά τη στάση αποδοχής απέναντι στη συμπερίληψη. Αντίστοιχα, οι Engstrand και Roll-Pettersson (2014), σε δείγμα νηπιαγωγών στη Σουηδία, διαπίστωσαν πως η σχετική προϋπηρεσία των εκπαιδευτικών σχετιζόταν άμεσα με θετική στάση απέναντι στην ένταξη παιδιών με αυτισμό στο γενικό σχολείο.

Η ελληνική πραγματικότητα παρουσιάζει αντίστοιχες τάσεις. Στη μελέτη των Coutsocostas και Alborz (2010), σε δείγμα 138 εκπαιδευτικών δευτεροβάθμιας εκπαίδευσης, το 52,5% τοποθετήθηκε θετικά απέναντι στην ένταξη όλων των μαθητών με ειδικές εκπαιδευτικές ανάγκες ή/και αναπηρία. Βασικές μεταβλητές που επηρέαζαν τις στάσεις ήταν η ηλικία, τα έτη διδακτικής εμπειρίας και η επιμόρφωση στη συμπερίληψη. Παρομοίως, οι Κωφίδου και Μαντζίκος (2016) διαπίστωσαν ότι, παρόλο που πολλοί εκπαιδευτικοί επιθυμούν να στηρίξουν τη συμπερίληψη, εκφράζουν δυσκολίες στην καθημερινή εφαρμογή της, κυρίως λόγω έλλειψης υποστήριξης, χρόνου, εξειδικευμένων γνώσεων και επαρκών υποδομών.

Ωστόσο, η ύπαρξη θετικής στάσης δεν αρκεί από μόνη της για την επιτυχή υλοποίηση της ενιαίας εκπαίδευσης. Σε πολλές περιπτώσεις, οι εκπαιδευτικοί εκφράζουν επιφυλάξεις ή και αρνητικές στάσεις, όταν καλούνται να εφαρμόσουν συμπεριληπτικές πρακτικές χωρίς την απαραίτητη υποστήριξη. Οι Chiner και Cardona (2013), σε μελέτη τους στην Ισπανία, έδειξαν ότι παρόλο που οι περισσότεροι εκπαιδευτικοί αποδέχονται θεωρητικά τη συμπερίληψη, αναφέρουν ανεπάρκεια σε δεξιότητες, πόρους και χρόνο. Παρόμοια, οι εκπαιδευτικοί στην Τουρκία (Korkmaz, 2011) εντόπισαν ως βασικά εμπόδια τις πολυπληθείς τάξεις και τα υψηλά επίπεδα αναπηρίας, τα οποία επηρεάζουν αρνητικά την αποτελεσματικότητα της ενιαίας τάξης. Οι Sorani-Villanueva et al. (2014) ανέδειξαν ότι οι εκπαιδευτικοί συχνά καλούνται να διαχειριστούν προβλήματα που αφορούν γνωστικά, συμπεριφορικά, κοινωνικά και πρακτικά ζητήματα (όπως η μετακίνηση ή η προσβασιμότητα των μαθητών στις σχολικές μονάδες), τα οποία απαιτούν συνεργασία με άλλους επαγγελματίες, κάτι που δεν είναι πάντα εφικτό στο σχολικό πλαίσιο.

Στις Μπαχάμες, η έρευνα των Hunter–Johnson et al. (2014) αποκάλυψε έντονα αρνητικές αντιλήψεις σχετικά με τη συμπερίληψη, λόγω έλλειψης πόρων και επιμόρφωσης των εκπαιδευτικών. Μόνο λίγοι εκπαιδευτικοί πίστευαν ότι η ενιαία εκπαίδευση μπορεί να εφαρμοστεί αποτελεσματικά, και αυτοί τόνισαν την ανάγκη υποστηρικτικών δομών. Η πολιτισμική και θρησκευτική διάσταση παίζει επίσης ρόλο στις στάσεις των εκπαιδευτικών. Ο Nketsia (2017), σε μελέτη στη Γκάνα, κατέγραψε ήπια θετικές στάσεις απέναντι στη συμπερίληψη, με ορισμένους εκπαιδευτικούς να διατηρούν προκαταλήψεις που σχετίζονται με τις τοπικές πολιτισμικές αντιλήψεις για την αναπηρία. Η παρατήρηση αυτή αναδεικνύει την ανάγκη η επιμόρφωση των εκπαιδευτικών να περιλαμβάνει και τη διαχείριση των προσωπικών πεποιθήσεων.

Ανακεφαλαιώνοντας, η βιβλιογραφία καταδεικνύει πως οι στάσεις και αντιλήψεις των εκπαιδευτικών αποτελούν κρίσιμο παράγοντα για την επιτυχία ή την αποτυχία της ενιαίας/συμπεριληπτικής εκπαίδευσης. Παρότι σε θεωρητικό επίπεδο επικρατούν σε πολλές περιπτώσεις θετικές στάσεις, στην πράξη αυτές συχνά φιλτράρονται μέσα από την οπτική των θεσμικών περιορισμών, της προσωπικής ετοιμότητας, της παιδαγωγικής κατάρτισης και της ύπαρξης (ή μη) υποστηρικτικού περιβάλλοντος από τη διοίκηση της σχολικής μονάδας. Η καλλιέργεια θετικών στάσεων απαιτεί όχι μόνο κατάρτιση αλλά και στήριξη εντός της σχολικής μονάδας, αναγνώριση του πολυδιάστατου ρόλου του εκπαιδευτικού και ενίσχυση της επαγγελματικής του ταυτότητας. Η επόμενη ενότητα εστιάζει στις πρακτικές εκείνες που υιοθετούν οι εκπαιδευτικοί, ως απόρροια των στάσεών τους, για την ενίσχυση της συμπερίληψης και την καλλιέργεια θετικών στάσεων απέναντι στην αναπηρία στο σχολικό περιβάλλον.

2.3 Πρακτικές εκπαιδευτικών για την καλλιέργεια θετικών στάσεων των μαθητών αναφορικά με την αναπηρία

Η στάση των μαθητών απέναντι στη διαφορετικότητα επηρεάζεται σημαντικά από το σχολικό περιβάλλον, το οποίο διαμορφώνεται από τις αξίες, τις πρακτικές και τις αντιλήψεις των ίδιων των εκπαιδευτικών. Καθώς οι στάσεις είναι αποτέλεσμα γνωστικών, συναισθηματικών και συμπεριφορικών παραγόντων (Kunz et al., 2021), η σκόπιμη και συνειδητή παρέμβαση των εκπαιδευτικών είναι καθοριστική για την ενίσχυση της αποδοχής και της συμπερίληψης. Οι εκπαιδευτικοί, ανάλογα με τις πεποιθήσεις και τη φιλοσοφία τους, αναλαμβάνουν ποικίλες παιδαγωγικές πρωτοβουλίες για την καλλιέργεια θετικών στάσεων στο σύνολο του μαθητικού πληθυσμού.

Μία από τις πιο διαδεδομένες προσεγγίσεις είναι η ενίσχυση της άμεσης επαφής των μαθητών με άτομα με αναπηρίες, στο πλαίσιο κοινών δραστηριοτήτων. Σύμφωνα με τη θεωρία της επαφής (Maras & Brown, 2000· Schwab, 2017), η διαπροσωπική επαφή μειώνει τα στερεότυπα, ενισχύει την ενσυναίσθηση και προάγει τη συνεργασία. Οι Kunz et al. (2021) επιβεβαιώνουν ότι η θετική αλληλεπίδραση με άτομα με αναπηρίες οδηγεί σε αλλαγή στάσεων, ιδιαίτερα όταν συνοδεύεται από παιδαγωγική καθοδήγηση.

Στο πλαίσιο της τάξης, οι εκπαιδευτικοί χρησιμοποιούν συχνά διδακτικές παρεμβάσεις, όπως η αξιοποίηση παιδικής και εφηβικής λογοτεχνίας με ήρωες με αναπηρίες, η οποία επιτρέπει την έμμεση ταύτιση και ενισχύει τη συναισθηματική κατανόηση (Andrews, 1998). Επιπλέον, η ενσωμάτωση θεμάτων αναπηρίας σε διαθεματικές ενότητες ή σε μαθήματα όπως η Κοινωνική και Πολιτική Αγωγή, επιτρέπει τη σύνδεση με τις αξίες των ανθρωπίνων δικαιωμάτων και της ισότητας.

Πολύτιμα εργαλεία αποτελούν επίσης οι παρεμβάσεις μέσω παιχνιδιών ρόλων, βιωματικών δραστηριοτήτων και οπτικοακουστικών μέσων, που επιτρέπουν στους μαθητές να αντιληφθούν τις δυσκολίες που βιώνουν άτομα με αναπηρία και να αναπτύξουν ενσυναίσθηση (Chae et al., 2019· Leigers & Myers, 2015). Οι εκπαιδευτικοί μπορούν να ενσωματώσουν δραστηριότητες όπως η χρήση αναπηρικού αμαξιδίου, η γραφή με το στόμα ή το πόδι, η εμπειρία ηχητικής απομόνωσης ή τύφλωσης, για να κατανοήσουν οι μαθητές τις προκλήσεις που αντιμετωπίζουν οι συνομήλικοί τους. Σημαντική θεωρείται και η εμπλοκή των μαθητών σε δράσεις εκτός σχολείου, όπως επισκέψεις σε κέντρα ημερήσιας φροντίδας, συμμετοχή σε κοινές αθλητικές ή πολιτιστικές εκδηλώσεις με άτομα με αναπηρίες ή εθελοντική συμμετοχή σε κοινοτικές δράσεις (Lawson et al., 2017). Αυτές οι δραστηριότητες ενισχύουν την προσωπική επαφή και διευρύνουν την κοινωνική εμπειρία των παιδιών, καθιστώντας την αποδοχή πιο βιωματική και ουσιαστική.

Η συστηματική ενημέρωση των μαθητών για την έννοια της προσβασιμότητας και η κριτική εξέταση του δημόσιου χώρου (πεζοδρόμια, συγκοινωνίες, σχολικές υποδομές) τους βοηθά να αναπτύξουν κοινωνική συνείδηση και να αντιληφθούν την αναπηρία όχι ως αδυναμία του ατόμου, αλλά ως εμπόδιο που δημιουργείται από το περιβάλλον. Παράλληλα, οι ομαδικές εργασίες, οι συζητήσεις στην τάξη και ο κριτικός διάλογος με τους μαθητές συμβάλλουν στην αποδόμηση προκαταλήψεων και στην ενίσχυση της κριτικής σκέψης (Chu, 2014). Επιπλέον, η συνεργασία με τις οικογένειες των μαθητών και η δημιουργία κλίματος εμπιστοσύνης συμβάλλουν στην ενίσχυση της συνεκτικής σχολικής κουλτούρας. Οι εκπαιδευτικοί λειτουργούν ως διαμεσολαβητές μεταξύ μαθητών, γονέων και σχολείου, ενισχύοντας την ανοιχτή επικοινωνία και την ενεργή συμμετοχή όλων.

Οι πρακτικές αυτές, αν και συχνά σχεδιάζονται ως δράσεις ευαισθητοποίησης του γενικού μαθητικού πληθυσμού, αποτελούν ουσιαστικό μέρος της παιδαγωγικής της συμπερίληψης, καθώς επηρεάζουν το σύνολο της σχολικής κουλτούρας και διευκολύνουν τη δημιουργία ενός σχολείου χωρίς αποκλεισμούς. Η επιλογή και εφαρμογή αυτών των πρακτικών δεν είναι ουδέτερη· αντανακλά τις βαθύτερες στάσεις και αξίες των ίδιων των εκπαιδευτικών απέναντι στη διαφορετικότητα, την ισότητα και τη συλλογική ευθύνη για την εκπαίδευση όλων των παιδιών. Η ενίσχυση τέτοιων παρεμβάσεων απαιτεί τη συνεχή επαγγελματική ενδυνάμωση των εκπαιδευτικών, καθώς και την παροχή χώρου, χρόνου και υποστήριξης για την υλοποίησή τους. Σε αυτό το πλαίσιο, η συμπερίληψη δεν αποτελεί μόνο διδακτικό ζητούμενο, αλλά πολιτισμική επιλογή του σχολείου, που διαμορφώνεται μέσα από τη συνειδητή δράση και το παράδειγμα των εκπαιδευτικών.

3. Συμπεράσματα

Η παρούσα εργασία εστίασε στη μελέτη των σύγχρονων αντιλήψεων των εκπαιδευτικών για την ενιαία/συμπεριληπτική εκπαίδευση και ανέδειξε τη σημασία τους για την επιτυχία της ένταξης όλων των μαθητών στο σχολικό περιβάλλον. Μέσα από την ανασκόπηση της σχετικής βιβλιογραφίας, διαπιστώθηκε ότι οι στάσεις των εκπαιδευτικών απέναντι στη συμπερίληψη είναι κρίσιμος παράγοντας που επηρεάζει τη διδακτική πράξη, τη συνεργασία με συναδέλφους, την εμπλοκή των οικογενειών και το συνολικό κλίμα του σχολείου.

Οι έρευνες καταδεικνύουν ότι, ενώ αρκετοί εκπαιδευτικοί εμφανίζουν θετική διάθεση προς τη συμπερίληψη, η εφαρμογή της συναντά εμπόδια που σχετίζονται με την έλλειψη επιμόρφωσης, την απουσία θεσμικής υποστήριξης, την περιορισμένη συνεργασία με την ειδική αγωγή και τις αυξημένες απαιτήσεις της τάξης. Παράγοντες όπως η ηλικία, τα έτη διδακτικής εμπειρίας, το επίπεδο εξειδίκευσης, οι διαθέσιμοι πόροι και το είδος της αναπηρίας φαίνεται να επηρεάζουν την ποιότητα των στάσεων των εκπαιδευτικών. Σε ορισμένες περιπτώσεις, πολιτισμικές και κοινωνικές πεποιθήσεις λειτουργούν επίσης ως εμπόδια.

Ιδιαίτερο ενδιαφέρον παρουσιάζουν οι πρακτικές που υιοθετούν οι εκπαιδευτικοί με στόχο την καλλιέργεια θετικών στάσεων των μαθητών απέναντι στην αναπηρία. Οι δράσεις αυτές δεν αποτελούν απλές εξωδιδακτικές δραστηριότητες, αλλά ουσιαστικό μέρος μιας παιδαγωγικής προσέγγισης που πηγάζει από τις στάσεις και τις αξίες των ίδιων των εκπαιδευτικών. Η αξιοποίηση μεθόδων όπως η επαφή, η χρήση παιδικής λογοτεχνίας, οι βιωματικές δραστηριότητες, οι ομαδικές εργασίες και η προβολή οπτικοακουστικού υλικού ενισχύει τη συμπεριληπτική κουλτούρα της τάξης και του σχολείου.

Συνολικά, η βιβλιογραφική επισκόπηση αναδεικνύει την ανάγκη για συστηματική επιμόρφωση των εκπαιδευτικών τόσο στην αρχική όσο και στη συνεχιζόμενη εκπαίδευσή τους, με έμφαση στην παιδαγωγική της διαφοροποίησης, τη διαχείριση της ετερότητας και τη συνεργατική πρακτική. Επιπλέον, απαιτείται η ενίσχυση των θεσμικών και οργανωτικών πλαισίων που στηρίζουν τους εκπαιδευτικούς στην προσπάθειά τους να εφαρμόσουν ουσιαστικά τη συμπερίληψη. Η ανάπτυξη μιας σχολικής κουλτούρας αποδοχής, ενσυναίσθησης και δικαιοσύνης δεν είναι αποκλειστικά θέμα πολιτικής ή υποδομής, αλλά και αποτέλεσμα των αντιλήψεων και των καθημερινών επιλογών των ίδιων των εκπαιδευτικών. Η καλλιέργεια θετικών στάσεων απέναντι στην αναπηρία τόσο στους εκπαιδευτικούς όσο και στους μαθητές αποτελεί αναγκαία συνθήκη για τη διαμόρφωση ενός πραγματικά συμπεριληπτικού σχολείου.

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ΔΙΔΑΚΤΙΚΟ ΣΕΝΑΡΙΟ ΣΧΕΤΙΚΑ ΜΕ ΤΗ ΛΕΙΤΟΥΡΓΙΑ ΤΟΥ ΔΙΑΚΟΠΤΗ ΣΕ ΕΝΑ ΗΛΕΚΤΡΙΚΟ ΚΥΚΛΩΜΑ ΓΙΑ ΤΟ ΜΑΘΗΜΑ ΤΩΝ ΦΥΣΙΚΩΝ Ε ΚΑΙ ΣΤ ΔΗΜΟΤΙΚΟΥ

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Περίληψη

Η παρούσα εργασία αποτελεί ένα διδακτικό σενάριο σχετικά με τη λειτουργία του διακόπτη σε ένα ηλεκτρικό κύκλωμα και εντάσσεται στη θεματική του ηλεκτρισμού των Φυσικών της Ε' και ΣΤ' Δημοτικού. Βασικός στόχος είναι να αποσαφηνίσουν οι μαθητές και οι μαθήτριες τη χρησιμότητα του διακόπτη σε ένα ηλεκτρικό κύκλωμα και τον τρόπο που αυτός λειτουργεί. Η διδακτική διαδικασία εκκινεί από τις πιθανές αντιλήψεις των παιδιών και είναι οργανωμένη με βάση την ομαδοσυνεργατική διδασκαλία και τη διερευνητική μέθοδο. Οι μαθητές και οι μαθήτριες δουλεύουν ομαδικά, διατυπώνουν υποθέσεις και ελέγχουν τις υποθέσεις τους. Στη διδακτική διαδικασία αξιοποιούνται φύλλα εργασίας και εποπτικό υλικό (καλώδια, μπαταρία, λαμπτήρας, διακόπτης), ενώ κατά την αξιολόγηση της διδακτικής διαδικασίας χρησιμοποιείται η διαδικτυακή πύλη Phet Colorado.

Λέξεις κλειδιά: διακόπτης, ηλεκτρισμός, ηλεκτρικό κύκλωμα, διδακτικό σενάριο

1. Εισαγωγή – Θεωρητικό πλαίσιο

Η διδασκαλία των φυσικών επιστημών στην πρωτοβάθμια εκπαίδευση πραγματοποιείται με το μάθημα των Φυσικών στην Ε' και ΣΤ' τάξη του δημοτικού σχολείου. Ένα από τα θεματικά πεδία του μαθήματος είναι ο *Ηλεκτρομαγνητισμός, Ηλεκτρισμός και Μαγνητισμός*, που εστιάζει σε βασικές έννοιες όπως το ηλεκτρικό ρεύμα, το απλό ηλεκτρικό κύκλωμα, η σύνδεση σε σειρά και η παράλληλη σύνδεση και ο διακόπτης. Με βάση το ισχύον αναλυτικό πρόγραμμα του μαθήματος η έννοια του διακόπτη διδάσκεται στην Ε' δημοτικού, αλλά στο νέο αναλυτικό πρόγραμμα όπως αυτό έχει δημοσιευθεί στο ΦΕΚ 5928, Τεύχος Β', με ημερομηνία δημοσίευσης 16/12/2021, η έννοια του διακόπτη θα διδάσκεται πλέον στη ΣΤ' δημοτικού.

Όσον αφορά στη μεθοδολογία διδασκαλίας των φυσικών επιστημών, έχουν διαμορφωθεί διαφορετικές προσεγγίσεις, καθεμία από τις οποίες διέπεται από διαφορετικές αρχές. Η πιο σύγχρονη προσέγγιση στην οποία στηρίζεται το παρόν διδακτικό σενάριο είναι η *διερευνητική μέθοδος (inquiry-based learning)*, η οποία αποτελεί μια πρόταση στη διδασκαλία των φυσικών επιστημών που θέτει στο επίκεντρο τον μαθητή και τη μαθήτρια. Με τη συγκεκριμένη προσέγγιση οι μαθητές και οι μαθήτριες λειτουργούν όπως οι επιστήμονες όταν ερευνούν ένα θέμα, δηλαδή προβληματίζονται, διατυπώνουν υποθέσεις, πειραματίζονται και ελέγχουν τις υποθέσεις τους (Πυργάκη, 2022 · Στυλιανίδου κ.ά., 2023). Στη διερευνητική προσέγγιση τα παιδιά εμπλέκονται σε μαθησιακές δραστηριότητες που προωθούν την οικοδόμηση της γνώσης από τα ίδια τα παιδιά, όπου ο/η εκπαιδευτικός αναλαμβάνει καθοδηγητικό και υποστηρικτικό ρόλο και συμβάλλει στην προώθηση της μαθησιακής διαδικασίας (Furtak et.al., 2012 · Loesing, 2014). Βασικό χαρακτηριστικό της διερευνητικής μεθόδου είναι ότι σχετίζεται με ζητήματα της καθημερινής ζωής και παρέχει στα παιδιά κίνητρα να απαντήσουν σε ερωτήματα που προκύπτουν στην καθημερινή τους ζωή και τα ενδιαφέρουν. Τα παιδιά μέσω της διερευνητικής μεθόδου μαθαίνουν πώς να συλλέγουν δεδομένα, αναπτύσσουν δεξιότητες επίλυσης προβλημάτων, κριτική σκέψη, αποκτούν επιστημονικές δεξιότητες και κατανοούν καλύτερα τον κόσμο γύρω τους (Harlen, 2012). Επιπλέον, η διερευνητική προσέγγιση προωθεί τη συνεργασία μεταξύ των μαθητών και των μαθητριών, τη συζήτηση, την ανταλλαγή απόψεων, προκειμένου να καταλήξουν σε συμπεράσματα και να ελέγξουν την ορθότητα των υποθέσεων και των προβλέψεών τους (Σκορδούλης, Στεφανίδου, 2021).

Θα πρέπει να σημειωθεί ότι υπάρχουν διαφορετικές εκδοχές της διερευνητικής προσέγγισης, σε καθεμία από τις οποίες διαφοροποιείται ο ρόλος του/της εκπαιδευτικού και των παιδιών. Στην *επιβεβαιωτική διερεύνηση* ο/η εκπαιδευτικός έχει έναν πιο κεντρικό ρόλο στη διδακτική διαδικασία, στην *καθοδηγούμενη διερεύνηση* και την *προσανατολισμένη διερεύνηση* ο/η εκπαιδευτικός λειτουργεί περισσότερο υποστηρικτικά στη μαθησιακή διαδικασία, ενώ στην *ανοιχτή διερεύνηση* τα παιδιά αναλαμβάνουν κεντρικό ρόλο σε όλα τα στάδια της μαθησιακής διαδικασίας (Σκορδούλης, Στεφανίδου, 2021 · Πυργάκη, 2022).

2. Κυρίως μέρος

2.1. Ταυτότητα του σεναρίου διδασκαλίας

Ο τίτλος του παρόντος διδακτικού σεναρίου είναι "*Ο διακόπτης"* και αφορά στην πρωτοβάθμια εκπαίδευση. Ειδικότερα, εντάσσεται στο θεματικό πεδίο *Ηλεκτρομαγνητισμός: Ηλεκτρισμός και Μαγνητισμός* , όπως αυτό αναπτύσσεται στο μάθημα των Φυσικών της Ε' και Στ' τάξης του δημοτικού σχολείου. Επιπλέον, σχετίζεται με άλλες θεματικές ενότητες του ίδιου πεδίου που διδάσκονται στην Ε' και ΣΤ' τάξη του δημοτικού σχολείου (*Απλό Ηλεκτρικό Κύκλωμα, Τα στοιχεία ενός απλού ηλεκτρικού κυκλώματος, Αγωγοί και Μονωτές, Σύνδεση σε Σειρά – Παράλληλα*).

Η χρονική διάρκεια του σεναρίου είναι 1 έως 2 διδακτικές ώρες και βασικός *στόχος* του είναι οι μαθητές και οι μαθήτριες να αναγνωρίζουν τη χρησιμότητα του διακόπτη σε ένα ηλεκτρικό κύκλωμα και να κατανοούν τον τρόπο που αυτός λειτουργεί. Αφού τα παιδιά θα έχουν γνωρίσει τα βασικά στοιχεία ενός απλού ηλεκτρικού κυκλώματος και τον ρόλο που διαδραματίζει καθένα από αυτά σε προηγούμενες διδακτικές ενότητες, στόχος είναι να κατανοήσουν τον ρόλο και τον τρόπο λειτουργίας ενός διακόπτη σε ένα ηλεκτρικό κύκλωμα και να καταλάβουν ότι αυτό που κάνει είναι να *διακόπτει* τη ροή των ηλεκτρονίων, τη ροή του ηλεκτρικού ρεύματος στο κύκλωμα. Παρακάτω ακολουθεί μια ταξινόμηση των διδακτικών στόχων του παρόντος σεναρίου:

- *Γνωστικοί στόχοι:* Οι μαθητές και οι μαθήτριες να γνωρίζουν τον τρόπο που λειτουργεί ένας διακόπτης σε ένα απλό ηλεκτρικό κύκλωμα. Επιπλέον, να μπορούν να χρησιμοποιούν διακόπτη σε κυκλώματα και να παρατηρούν τις μεταβολές που προκαλεί.
- *Καλλιέργεια δεξιοτήτων:* Οι μαθητές και οι μαθήτριες να κατασκευάζουν ένα απλό ηλεκτρικό κύκλωμα και να τοποθετούν έναν διακόπτη σε αυτό.
- *Στάσεις:* Οι μαθητές και οι μαθήτριες να συνεργάζονται και να επικοινωνούν ως μέλη μιας ομάδας για την επίτευξη ενός κοινού στόχου.

Σημείο εκκίνησης του σεναρίου θα αποτελέσουν οι πιθανές αντιλήψεις των παιδιών για το υπό μελέτη θέμα. Με βάση φράσεις που ακούμε στην καθημερινή ζωή όπως «*άναψε το φως - άνοιξε τον διακόπτη», «κλείσε το φως - κλείσε τον διακόπτη»,* θα διερευνηθούν οι αντιλήψεις των παιδιών σχετικά με το τι γίνεται όταν θέλουμε να ανάψουμε το φως, ανοίγουμε όντως τον διακόπτη ή τον κλείνουμε; Το πιθανότερο είναι ότι τα παιδιά θεωρούν ότι όταν ανάβουμε το φως, ο διακόπτης είναι ανοιχτός, αφού συνήθως λέμε «άνοιξε τον διακόπτη». Με βάση αυτή την αντίληψη, θα εργαστούμε στη συνέχεια του σεναρίου για να δούμε πώς τελικά λειτουργεί ο διακόπτης και αν είναι όντως ανοιχτός όταν ανάβουμε το φως.

Οι προαπαιτούμενες γνώσεις των παιδιών για την υλοποίηση του παρόντος διδακτικού σεναρίου αφορούν στις προηγούμενες θεματικές ενότητες που εντάσσονται στο συγκεκριμένο πεδίο. Ειδικότερα, οι μαθητές και οι μαθήτριες θα πρέπει να γνωρίζουν τα μέρη από τα οποία αποτελείται ένα απλό ηλεκτρικό κύκλωμα, τις λειτουργίες τους και να μπορούν να σχεδιάζουν ένα απλό ηλεκτρικό κύκλωμα. Επιπλέον, καλό θα ήταν να γνωρίζουν τη διάκριση αγωγών και μονωτών, καθώς στο παρόν διδακτικό σενάριο θα μελετήσουμε την έννοια του διακόπτη και θα διακρίνουμε σε ποια μέρη του αξιοποιούνται αγωγοί και σε ποια μέρη του αξιοποιούνται μονωτές. Ως προς τις επιθυμητές δεξιότητες, τα παιδιά καλό θα ήταν να μπορούν να κατασκευάζουν ένα απλό ηλεκτρικό κύκλωμα, δεξιότητα που θεωρείται ότι θα έχει κατακτηθεί σε προηγούμενη θεματική ενότητα.

Ως προς το εκπαιδευτικό υλικό, θα μοιραστούν στις ομάδες φύλλα εργασίας τα οποία παρατίθενται στο παράρτημα του παρόντος διδακτικού σεναρίου. Τα εποπτικά μέσα που απαιτούνται

για την υλοποίηση του παρόντος διδακτικού σεναρίου είναι καλώδια, μπαταρίες, λαμπτήρες και διακόπτες. Καλό θα ήταν κάθε ομάδα να διαθέτει επαρκή υλικά για να πραγματοποιούνται τα πειράματα ταυτόχρονα από όλες τις ομάδες. Σε περίπτωση που αυτό δεν είναι εφικτό μπορούν να κατασκευαστούν αυτοσχέδια καλώδια με φύλλα αλουμινίου και αυτοσχέδιοι διακόπτες με συνδετήρες που θα εφαρμόζουν στις άκρες των καλωδίων, εκεί όπου θα τοποθετείται ο διακόπτης. Τέλος, για την υλοποίηση του παρόντος διδακτικού σεναρίου απαιτείται η παρουσία ενός τουλάχιστον ηλεκτρονικού υπολογιστή στην τάξη και η σύνδεσή του στο διαδίκτυο, καθώς θα αξιοποιηθεί η διαδικτυακή πύλη *Phet Colorado* και ειδικότερα το *Εργαστήριο* με τίτλο *Εργαλειοθήκη δημιουργίας κυκλωμάτων*, το οποίο περιλαμβάνει τα απαραίτητα στοιχεία για την υλοποίηση των πειραμάτων του παρόντος διδακτικού σεναρίου (καλώδια, μπαταρία, λαμπτήρα και διακόπτη), αλλά και κάποια πρόσθετα.

2.2. Μέθοδος – Διδακτική προσέγγιση

Η διδακτική προσέγγιση που θα ακολουθηθεί στο παρόν διδακτικό σενάριο είναι η διερευνητική μέθοδος. Στόχος είναι τα παιδιά αρχικά να ενδιαφερθούν για το υπό μελέτη θέμα και έπειτα να προβληματιστούν, να διατυπώσουν υποθέσεις, να διερευνήσουν την ορθότητα των υποθέσεών τους μέσα από πειραματικές διαδικασίες, να καταλήξουν σε συμπεράσματα σχετικά με τη χρησιμότητα του διακόπτη σε ένα ηλεκτρικό κύκλωμα και να μπορούν να εφαρμόζουν τις γνώσεις τους (Σκορδούλης, Στεφανίδους 2021 · Πυργάκη, 2022).

Για την υλοποίηση του παρόντος διδακτικού σεναρίου θα αξιοποιηθεί η ομαδοσυνεργατική διδασκαλία, καθώς τα παιδιά θα συζητούν, θα εργάζονται και θα αποφασίζουν ομαδικά σε όλα τα βήματα της διαδικασίας. Έτσι, η οργάνωση της τάξης συστήνεται να είναι σε ομάδες των 4 έως 5 ατόμων (Χατζηδήμου, 2007).

Ως προς τις τεχνικές αξιολόγησης που θα αξιοποιηθούν, στα περισσότερα στάδια τα παιδιά θα εργάζονται ομαδικά και κυρίως η αξιολόγηση θα αφορά στον τρόπο λειτουργίας της ομάδας και στην αποτελεσματικότητά της. Στο τέλος του διδακτικού σεναρίου θα δοθεί ένα ατομικό φύλλο αξιολόγησης για να διαπιστωθεί κατά πόσο τα παιδιά έχουν κατανοήσει όσα προέκυψαν κατά τη διάρκεια της υλοποίησης του διδακτικού σεναρίου.

2.3 Πορεία υλοποίησης

2.3.1 Έναυσμα του ενδιαφέροντος, Προβληματισμός/ Διατύπωση υποθέσεων

Η έναρξη του διδακτικού σεναρίου έχει ως στόχο να προκαλέσει το ενδιαφέρον των παιδιών για το θέμα του. Για το έναυσμα του ενδιαφέροντος, λοιπόν, ο/η εκπαιδευτικός θέτει ένα ερώτημα που σχετίζεται με την καθημερινή ζωή των παιδιών: *Τι είναι ο διακόπτης; Τι κάνουμε όταν λέμε «άναψε το φως - άνοιξε τον διακόπτη» ή «κλείσε το φως - κλείσε τον διακόπτη»;* Μοιράζεται στις ομάδες της τάξης το Φύλλο Εργασίας 1 (παρατίθεται στο Παράρτημα της παρούσας εργασίας), το οποίο περιλαμβάνει εικόνες από διάφορους διακόπτες που συναντούμε στο σπίτι μας και σε ηλεκτρικές συσκευές και θέτει τα ακόλουθα ερωτήματα: *Στην καθημερινή μας ζωή χρησιμοποιούμε συχνά τις φράσεις «άναψε το φως - άνοιξε τον διακόπτη», «κλείσε το φως - κλείσε τον διακόπτη». Τι πιστεύετε ότι κάνει ο διακόπτης σε ένα ηλεκτρικό κύκλωμα; Πώς μπορούμε να ανάβουμε και να σβήνουμε το φως χρησιμοποιώντας έναν διακόπτη σε ένα ηλεκτρικό κύκλωμα;*

Τα παιδιά ξεκινούν να εργάζονται με το Φύλλο Εργασίας 1 προβληματίζονται και διατυπώνουν υποθέσεις σχετικά με τη λειτουργία του διακόπτη και τον ρόλο του σε ένα ηλεκτρικό κύκλωμα. Οι ομάδες καταγράφουν τις απαντήσεις τους στο σχετικό σημείο του φύλλου εργασίας και έπειτα τις ανακοινώνουν στην ολομέλεια της τάξης.

Ακολουθεί συζήτηση σχετικά με τις απαντήσεις των ομάδων για να δούμε τι τελικά πιστεύουν τα παιδιά. Πιθανότατα οι ομάδες θα αναφέρουν ότι ο διακόπτης μας βοηθάει να ανάβουμε και να σβήνουμε το φως και ότι το φως ανάβει όταν ο διακόπτης είναι ανοικτός, όπως ακριβώς το αναφέρουμε στην καθημερινή μας ζωή.

Η συγκεκριμένη διαδικασία υπολογίζεται ότι θα διαρκέσει περίπου 10 με 15 λεπτά.

2.3.2 Πειραματισμός

Στην επόμενη φάση, θα ακολουθήσει ο πειραματισμός. Ο/Η εκπαιδευτικός προτρέπει τα παιδιά να πειραματιστούν για να δούμε τι τελικά συμβαίνει και πώς λειτουργεί ο διακόπτης σε ένα ηλεκτρικό κύκλωμα. Μοιράζεται στις ομάδες το Φύλλο Εργασίας 2 (παρατίθεται στο Παράρτημα της παρούσας εργασίας) και υλικά για να γίνουν τα πειράματα. Κάθε ομάδα θα πρέπει να διαθέτει τουλάχιστον 3 καλώδια, 1 λαμπτήρα, 1 μπαταρία και 1 διακόπτη.

Στην αρχή, τα παιδιά ασχολούνται με την δραστηριότητα 1 στην οποία καλούνται να κατασκευάσουν και να σχεδιάσουν ένα απλό ηλεκτρικό κύκλωμα για να διαπιστωθεί κατά πόσο έχουν κατακτήσει τη συγκεκριμένη δεξιότητα που είχαν διδαχθεί σε προηγούμενη διδακτική ενότητα. Για τη συγκεκριμένη δραστηριότητα μπορούν να χρησιμοποιήσουν τα 2 καλώδια, την μπαταρία και τον λαμπτήρα. Η συγκεκριμένη δραστηριότητα αναμένεται να μη δυσκολέψει ιδιαίτερα τα παιδιά.

Προχωρώντας στη δραστηριότητα 2, ο/η εκπαιδευτικός θα παρακινήσει τα παιδιά να προσθέσουν τον διακόπτη στο κύκλωμά τους. Στο συγκεκριμένο σημείο θα γίνει μια συζήτηση στην ολομέλεια της τάξης σε σχέση με τον διακόπτη. Θα παρατηρήσουν τα παιδιά τη μορφή του διακόπτη που έχουν στα διαθέσιμα υλικά για το πείραμα, θα δουν τα υλικά από τα οποία είναι φτιαγμένος. Κάποιες ομάδες μπορεί να έχουν έναν διακόπτη του εμπορίου και άλλες ομάδες μπορεί να έχουν αυτοσχέδιους διακόπτες (π.χ. με συνδετήρες ή με ξύλο και καρφιά). Θα προχωρήσουμε στην παρατήρηση ότι όλοι οι διακόπτες που έχουν οι ομάδες στη διάθεσή τους έχουν παρόμοια χαρακτηριστικά (έχουν μεταλλικά στοιχεία, έχουν πλαστικά στοιχεία ή ξύλινα στις λαβές, έχουν ένα άνοιγμα, μπορούν να ανοίγουν και να κλείνουν). Θα ακολουθήσει ο πειραματισμός με τον διακόπτη. Τα παιδιά θα προσπαθήσουν να βάλουν τον διακόπτη στο ηλεκτρικό τους κύκλωμα, σε όποιο σημείο επιθυμούν, αξιοποιώντας και το τρίτο καλώδιο που έχουν στη διάθεσή τους. Κάποιες ομάδες ενδεχομένως αντιμετωπίσουν δυσκολίες. Ο/Η εκπαιδευτικός μπορεί να έχει αφήσει κάποιους διακόπτες ανοιχτούς και κάποιους άλλους κλειστούς. Οι ομάδες που θα έχουν τους κλειστούς διακόπτες θα δουν ότι ο λαμπτήρας θα ανάψει όταν συνδέσουν τον διακόπτη στο κύκλωμα. Οι ομάδες που θα έχουν τους ανοικτούς διακόπτες ενδεχομένως θα προβληματιστούν γιατί δε θα ανάβει ο λαμπτήρας. Τότε, ο/η εκπαιδευτικός μπορεί να προτρέψει όλες τις ομάδες να πειραματιστούν με τον διακόπτη, να τον ανοίγουν και να τον κλείνουν, και να παρατηρούν τις μεταβολές κάθε φορά. Τα παιδιά, αφού πειραματιστούν με τον διακόπτη, θα κληθούν να σχεδιάσουν το κύκλωμα με τον διακόπτη στο Φύλλο Εργασίας 2, καθώς τους δίνεται το σύμβολο του διακόπτη στο τέλος της σελίδας χωρίς να αναφέρεται ξεκάθαρα ποιο είναι το σύμβολο του ανοιχτού και ποιο είναι το σύμβολο του κλειστού διακόπτη.

Μόλις ολοκληρώσουν οι ομάδες τη δραστηριότητα 2 θα συζητήσουμε τι έγινε τελικά στα πειράματα που έκαναν. Πότε άναβε η λάμπα, όταν ήταν ανοικτός ο διακόπτης ή όταν ήταν κλειστός; Τα παιδιά αναμένεται να έχουν παρατηρήσει ότι η λάμπα άναβε όταν ο διακόπτης ήταν κλειστός, δηλαδή όταν ήταν κλειστό το ηλεκτρικό κύκλωμα. Ο/Η εκπαιδευτικός στο συγκεκριμένο σημείο βοηθάει τα παιδιά χρησιμοποιώντας την έννοια του κλειστού ηλεκτρικού κυκλώματος, το οποίο συναντάται όταν ο διακόπτης είναι κλειστός *(κλειστός διακόπτης -> κλειστό ηλεκτρικό κύκλωμα -> αναμμένη λαμπα*).

Με βάση τα όσα προηγήθηκαν, τα παιδιά προχωρούν στη δραστηριότητα 3, η οποία περιλαμβάνει ξανά την εικόνα με το σύμβολο του διακόπτη (ανοικτό και κλειστό) και θα ζητάει από τα παιδιά να γράψουν ποιο είναι το σύμβολο του ανοικτού και ποιο είναι το σύμβολο του κλειστού διακόπτη. Τα παιδιά σημειώνουν κάτω από την εικόνα ποιος είναι ο ανοικτός και ποιος ο κλειστός διακόπτης. Έπειτα, η δραστηριότητα 3 ζητάει από τα παιδιά να απαντήσουν πότε ο λαμπτήρας ανάβει, όταν είναι ανοικτός ο διακόπτης ή όταν είναι κλειστός. Τα παιδιά, με βάση τα όσα παρατήρησαν στο πείραμα, αναμένεται να αναφέρουν ότι η λάμπα ανάβει όταν ο διακόπτης είναι κλειστός.

Ο πειραματισμός, η συζήτηση και η συμπλήρωση των παρατηρήσεων αναμένεται να διαρκέσουν περίπου 20 με 25 λεπτά.

2.3.3 Διατύπωση Συμπερασμάτων, Εφαρμογές/ Γενίκευση/ Ερμηνείες

Η δραστηριότητα 4 του Φύλλου Εργασίας 2 έχει ως στόχο τη διατύπωση των συμπερασμάτων, με βάση όσα προηγήθηκαν. Τα παιδιά θα κληθούν να περιγράψουν τη λειτουργία του διακόπτη σε ένα απλό ηλεκτρικό κύκλωμα, με βάση τις παρατηρήσεις τους στα πειράματα που προηγήθηκαν. *Τι κάνει ένας διακόπτης στο ηλεκτρικό κύκλωμα; Πώς λειτουργεί ο διακόπτης; Πότε ανάβει ο λαμπτήρας;* Η συγκεκριμένη δραστηριότητα αναμένεται να διαρκέσει περίπου 5 έως 10 λεπτά.

Στη συνέχεια, θα ασχοληθούμε με τη δραστηριότητα 5 του Φύλλου Εργασίας 2 κατά την οποία θα εστιάσουμε στα χαρακτηριστικά του διακόπτη για να εμβαθύνουμε στη λογική με την οποία είναι φτιαγμένοι οι διακόπτες. Θα ξεκινήσουμε με μια συζήτηση στην τάξη παρατηρώντας και πάλι τα υλικά από τα οποία είναι φτιαγμένοι και οι διακόπτες των πειραμάτων και οι διακόπτες που ξέρουμε από τα σπίτιας μας και τις ηλεκτρικές συσκευές. Στους διακόπτες των πειραμάτων (είτε είναι του εμπορίου, είτε είναι αυτοσχέδιοι) είναι αρκετά εμφανή τα μεταλλικά στοιχεία τους, αλλά και τα πλαστικά ή ξύλινα στοιχεία τους, ενώ στους διακόπτες των ηλεκτρικών συσκευών είναι εμφανή μόνο τα πλαστικά τους στοιχεία. Τότε, λοιπόν, θα γίνει μια συζήτηση σχετικά με τα υλικά από τα οποία θα πρέπει να αποτελείται ένας διακόπτης, για να ερμηνεύσουμε τους λόγους που έχουν γίνει αυτές οι επιλογές στα υλικά. Είναι δυνατόν ένας διακόπτης να είναι αποκλειστικά πλαστικός; Εφόσον το πλαστικό είναι μονωτής, δεν είναι δυνατόν να συμβαίνει αυτό. Είναι δυνατόν ένας διακόπτης να αποτελείται αποκλειστικά από μεταλλικά στοιχεία; Τα μέταλλα ανήκουν στους αγωγούς του ηλεκτρικού ρεύματος, οπότε χρειάζονται σίγουρα στα σημεία του διακόπτη που έρχονται σε επαφή με το ηλεκτρικό κύκλωμα. Είναι όμως ασφαλές να χρησιμοποιούνται αποκλειστικά μεταλλικά στοιχεία στους διακόπτες; Για ποιο λόγο χρησιμοποιούμε πλαστικό στους διακόπτες όλων των ηλεκτρικών συσκευών; Με τη συζήτηση στην τάξη προσπαθούμε να προσανατολίσουμε τα παιδιά ως προς τους λόγους που είναι φτιαγμένοι οι διακόπτες και από αγωγούς και από μονωτές. Από αγωγούς φτιάχνονται τα σημεία που έρχονται σε επαφή με το ηλεκτρικό κύκλωμα και τα καλώδιά του. Από μονωτές φτιάχνονται τα σημεία που έρχονται σε επαφή με το ανθρώπινο σώμα για λόγους ασφαλείας, καθώς το ανθρώπινο σώμα είναι αγωγός του ηλεκτρικού ρεύματος. Με βάση τη συζήτηση στην τάξη, οι ομάδες συμπληρώνουν τη δραστηριότητα 5 του Φύλλου Εργασίας 2. Η παρούσα δραστηριότητα αναμένεται να διαρκέσει περίπου 10 με 15 λεπτά.

2.3.4 Αξιολόγηση

Στο τέλος του διδακτικού σεναρίου και πριν την αρχή της επόμενης θεματικής ενότητας, θα δοθεί ένα ατομικό φύλλο αξιολόγησης στα παιδιά, για να διαπιστωθεί κατά πόσο κατανόησαν τη σημασία της χρήσης του διακόπτη σε ένα ηλεκτρικό κύκλωμα. Το Φύλλο Αξιολόγησης παρατίθεται στο Παράρτημα της παρούσας εργασίας. Οι δύο πρώτες ασκήσεις του Φύλλου Αξιολόγησης συμπληρώνονται γραπτά από τα παιδιά και αφορούν σε μία δραστηριότητα Σωστού/Λάθους και σε μία δραστηριότητα σχεδιασμού ενός ηλεκτρικού κυκλώματος με ανοικτό αλλά και με κλειστό διακόπτη, για να δούμε κατά πόσο μπορούν τα παιδιά να εφαρμόσουν όσα έμαθαν στο παρόν διδακτικό σενάριο. Η τρίτη δραστηριότητα για να υλοποιηθεί απαιτεί σύνδεση στην ιστοσελίδα *Phet Colorado*, στην *Εργαλειοθήκη δημιουργίας κυκλωμάτων*. Ανάλογα με τον διαθέσιμο εξοπλισμό στην τάξη, η συγκεκριμένη δραστηριότητα μπορεί να γίνει από τα παιδιά ατομικά, με βάση τον ρυθμό που έχει το καθένα. Για παράδειγμα ένα παιδί που θα τελειώσει γρήγορα με τις δραστηριότητες του Φύλλου Αξιολόγησης θα ασχοληθεί πρώτο με τη διαδικτυακή κατασκευή ηλεκτρικού κυκλώματος με διακόπτη και έτσι θα συνεχιστεί η διαδικασία με το δεύτερο παιδί κ.ο.κ. μέχρι να συμμετάσχουν όλα τα παιδιά σε αυτή.

Η διάρκεια της παραπάνω διαδικασίας εξαρτάται από τα διαθέσιμα τεχνολογικά μέσα. Αν υπάρχουν διαθέσιμα αρκετά tablets ώστε να μπορούν αρκετά παιδιά να ασχολούνται παράλληλα με τη δραστηριότητα, η διάρκειά της μπορεί να είναι γύρω στα 10 με 15 λεπτά. Αν υπάρχει ένας διαθέσιμος ηλεκτρονικός υπολογιστής στην τάξη, θα παίξει σημαντικό ρόλο ο αριθμός των παιδιών και ο ρυθμός εργασίας τους και η διαδικασία μπορεί να διαρκέσει γύρω στα 15 με 20 λεπτά, ανάλογα και με τις ψηφιακές δεξιότητες των παιδιών και την ικανότητα χειρισμού του ηλεκτρονικού υπολογιστή.

2.4 Συζήτηση – Επέκταση

Το παρόν διδακτικό σενάριο θα μπορούσε να υλοποιηθεί και αποκλειστικά μέσω της διαδικτυακής πύλης *Phet Colorado,* με προϋπόθεση την ύπαρξη επαρκούς τεχνολογικού εξοπλισμού στο σχολείο, ώστε τα παιδιά να μπορούν να δουλεύουν και να πειραματίζονται ανά ομάδες. Στην ιστοσελίδα *Phet Colorado,* στο πεδίο *Εργαλειοθήκη δημιουργίας κυκλωμάτων,* τα παιδιά μπορούν να επιλέγουν από την αριστερή στήλη τα υλικά που χρειάζονται για να πραγματοποιηθεί ο πειραματισμός. Τα Φύλλα Εργασίας, επίσης, μπορούν να συμπληρωθούν ηλεκτρονικά από τις ομάδες εργασίας των παιδιών.

3. Συμπεράσματα

Η αξιοποίηση της διερευνητικής μεθόδου στη διδασκαλία των φυσικών επιστημών δίνει την ευκαιρία στους μαθητές και τις μαθήτριες να αναπτύξουν επιστημονικές δεξιότητες. Τα παιδιά μπαίνουν στη διαδικασία να σκεφτούν σε σχέση με ζητήματα της καθημερινής τους ζωής, να ελέγξουν την ορθότητα των αρχικών τους απόψεων, να προβληματιστούν, να πειραματιστούν, να αναδιαμορφώσουν τις αρχικές τους ιδέες. Η συγκεκριμένη προσέγγιση προωθεί την μαθητοκεντρική διδασκαλία, την οργάνωση της μαθησιακής διαδικασίας ανά ομάδες και μπορεί να συμβάλλει όχι μόνο στην απόκτηση γνώσεων, αλλά και στην απόκτηση κοινωνικών δεξιοτήτων εκ μέρους των παιδιών. Για την αποτελεσματική εφαρμογή της χρειάζεται ο/η εκπαιδευτικός να αναλάβει έναν καθοδηγητικό και υποστηρικτικό ρόλο στη μαθησιακή διαδικασία όπου θα προωθεί τη μάθηση των παιδιών και την αυτενέργειά τους.

Θα πρέπει να σημειωθεί ότι η αξιοποίηση της διερευνητικής μεθόδου προϋποθέτει την καλή οργάνωση της μαθησιακής διαδικασίας εκ μέρους του/της εκπαιδευτικού, την ικανότητά του/της να καθοδηγεί τα παιδιά λειτουργώντας επικουρικά και υποστηρικτικά, αλλά και την καλή κατανομή του διδακτικού χρόνου ώστε να δίνεται ο απαραίτητος χρόνος στα παιδιά για προβληματισμό, πειραματισμό και εξαγωγή συμπερασμάτων.

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Παράρτημα

Σημείωση: Η μορφοποίηση των Φύλλων Εργασίας και του Φύλλου Αξιολόγησης είναι ίδια με τη μορφοποίηση της υπόλοιπης εργασίας και έχει διαφοροποιηθεί από τη μορφή που δίνεται στα παιδιά.

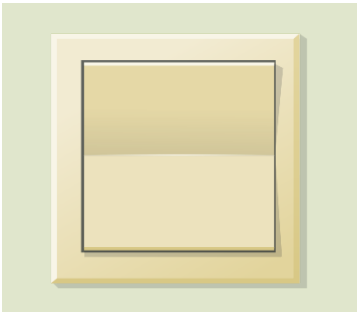
Φύλλο Εργασίας 1

Ηλεκτρισμός - Ο διακόπτης

Τι είναι ο διακόπτης;

Δραστηριότητα:

Στις παρακάτω εικόνες βλέπετε μερικούς διακόπτες που μπορεί να έχετε συναντήσει στο σπίτι σας ή σε κάποιες ηλεκτρικές συσκευές.



Εικόνα 1. Διακόπτης 1

Εικόνα 2. Διακόπτης 2

Εικόνα 3. Διακόπτης 3

Εικόνα 4. Διακόπτης 4

Εικόνα 5. Διακόπτης 5

Στην καθημερινή μας ζωή χρησιμοποιούμε συχνά τις φράσεις «***άναψε το φως - άνοιξε τον διακόπτη», «κλείσε το φως - κλείσε τον διακόπτη».***

Τι πιστεύετε ότι κάνει ο διακόπτης σε ένα ηλεκτρικό κύκλωμα; Πώς μπορούμε να ανάβουμε και να σβήνουμε το φως χρησιμοποιώντας έναν διακόπτη σε ένα ηλεκτρικό κύκλωμα;

……
……
……
……
……

Φύλλο Εργασίας 2
Ηλεκτρισμός - Ο διακόπτης
Πώς λειτουργεί ο διακόπτης σε ένα ηλεκτρικό κύκλωμα;

Δραστηριότητα 1. Φτιάξτε ένα απλό ηλεκτρικό κύκλωμα με τα υλικά που σας δίνονται: *καλώδια, μπαταρία, λαμπτήρας.*

Σχεδιάστε το ηλεκτρικό κύκλωμα που φτιάξατε στο παρακάτω πλαίσιο.

Υλικά

καλώδια
μπαταρία
λαμπτήρας

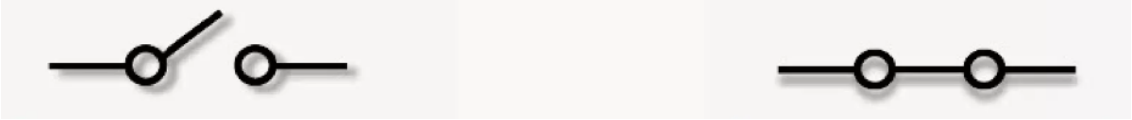
Δραστηριότητα 2. Στο ηλεκτρικό κύκλωμα που φτιάξατε προσθέστε τον διακόπτη που υπάρχει στα υλικά σας. Μπορείτε να βάλετε τον διακόπτη σε όποιο σημείο θέλετε, αρκεί να μπορεί να σβήνει και να ανάβει ο λαμπτήρας με τη χρήση του.

Σχεδιάστε το ηλεκτρικό κύκλωμα που φτιάξατε στο παρακάτω πλαίσιο.

Υλικά

καλώδια
μπαταρία
λαμπτήρας
διακόπτης

Για να σχεδιάσετε το ηλεκτρικό κύκλωμα θα χρειαστείτε και το σύμβολο του διακόπτη, το οποίο βλέπετε στην παρακάτω εικόνα. Η μία δείχνει τον ανοιχτό διακόπτη και η άλλη δείχνει τον κλειστό διακόπτη.



Εικόνα 6. Ανοιχτός και κλειστός διακόπτης 1

Δραστηριότητα 3. *Ποια από τις δύο παρακάτω εικόνες δείχνει τον κλειστό διακόπτη και ποια δείχνει τον ανοιχτό διακόπτη;*

Εικόνα 7. Ανοιχτός και κλειστός διακόπτης 2

…… .....……

Πότε ο λαμπτήρας είναι αναμμένος, όταν ο διακόπτης είναι ανοιχτός ή όταν είναι κλειστός;

……
……
……

Δραστηριότητα 4. Περιγράψτε τη λειτουργία του διακόπτη σε ένα ηλεκτρικό κύκλωμα.

Τι κάνει ένας διακόπτης στο ηλεκτρικό κύκλωμα; Πώς λειτουργεί ο διακόπτης; Πότε ανάβει ο λαμπτήρας;

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……
……

Δραστηριότητα 5. Παρατηρήστε τον διακόπτη που χρησιμοποιήσατε στο ηλεκτρικό κύκλωμα που φτιάξατε. *Από τι υλικά είναι φτιαγμένος;*

Οι διακόπτες στο σπίτι μας και σε ηλεκτρικές συσκευές από τι υλικά είναι φτιαγμένοι; Σε ποια σημεία ενός διακόπτη χρησιμοποιείται μέταλλο και σε ποια πλαστικό; Γιατί πιστεύετε ότι συμβαίνει αυτό;

……
……
……
……
……

Φύλλο Αξιολόγησης
Ηλεκτρισμός - Ο διακόπτης
Η σημασία του διακόπτη σε ένα ηλεκτρικό κύκλωμα

Άσκηση 1. Διάβασε προσεκτικά τις παρακάτω προτάσεις. Σημείωσε **Σ** δίπλα σε κάθε **Σωστή** πρόταση και **Λ** δίπλα σε κάθε **Λανθασμένη** πρόταση.

- Ο διακόπτης χρησιμοποιείται στα ηλεκτρικά κυκλώματα για να διακόπτει τη ροή των ηλεκτρονίων. ……
- Όταν ο διακόπτης είναι ανοικτός, ο λαμπτήρας ανάβει. ……
- Με τον διακόπτη ανοίγουμε και κλείνουμε το ηλεκτρικό κύκλωμα. ……
- Ο διακόπτης είναι συνήθως φτιαγμένος από πλαστικό, γιατί το πλαστικό είναι αγωγός του ηλεκτρικού ρεύματος. ……
- Τα μέρη του διακόπτη που έρχονται σε επαφή με το ανθρώπινο σώμα όταν τον χρησιμοποιούμε είναι φτιαγμένα από πλαστικό, ενώ τα μέρη του διακόπτη που έρχονται σε επαφή με τα καλώδια του ηλεκτρικού κυκλώματος είναι φτιαγμένα από μέταλλο. ……

Άσκηση 2. Στο παρακάτω πλαίσιο *σχεδίασε* ένα απλό ηλεκτρικό κύκλωμα με διακόπτη. Στα αριστερά σχεδίασε το ηλεκτρικό κύκλωμα με τον διακόπτη ανοιχτό και δεξιά με τον διακόπτη κλειστό.

Ηλεκτρικό κύκλωμα με ανοιχτό διακόπτη	**Ηλεκτρικό κύκλωμα με κλειστό διακόπτη**

Άσκηση 3. Μπες στη σελίδα **Phet Colorado**, στο πεδίο **Εργαλειοθήκη δημιουργίας κυκλωμάτων: Συνεχές ρεύμα** και κατασκεύασε ένα απλό ηλεκτρικό κύκλωμα με διακόπτη. Τα υλικά που θα χρειαστείς υπάρχουν στην αριστερή στήλη της σελίδας (*μπαταρία, καλώδια, λαμπτήρας, διακόπτης*). https://phet.colorado.edu/sims/html/circuit-construction-kit-dc/latest/circuit-construction-kit-dc_el.html

ΠΡΟΤΑΣΗ ΓΙΑ ΤΗΝ ΑΝΑΠΤΥΞΗ ΨΗΦΙΑΚΩΝ ΔΕΞΙΟΤΗΤΩΝ ΣΤΗΝ ΤΡΙΤΗ ΗΛΙΚΙΑ: ΣΧΕΔΙΑΣΜΟΣ ΚΑΙ ΕΚΤΙΜΗΣΗ ΤΩΝ ΕΚΠΑΙΔΕΥΤΙΚΩΝ ΑΝΑΓΚΩΝ

Σκλείδα Σοφία
Φιλόλογος ΠΕ02, MA, Ph.D, Postdoc

1. Εισαγωγή

Η οργάνωση και υλοποίηση προγραμμάτων εκπαίδευσης ενηλίκων, και ειδικότερα για άτομα τρίτης ηλικίας, αποτελεί ένα πολυσύνθετο και απαιτητικό εγχείρημα, που προϋποθέτει συστηματικό σχεδιασμό, εμπεριστατωμένη ανάλυση των αναγκών και διεπιστημονική συνεργασία. Η δια βίου μάθηση, στην οποία εντάσσεται η εκπαίδευση των ηλικιωμένων, αναγνωρίζεται σήμερα ως βασικό θεμέλιο της κοινωνικής συνοχής και της ενεργού γήρανσης (Cope & Kalantzis, 2022). Ταυτόχρονα, η τεχνολογική εξέλιξη και η ψηφιοποίηση των υπηρεσιών έχουν αναδείξει τις ψηφιακές δεξιότητες ως αναγκαία προϋπόθεση κοινωνικής συμμετοχής, ανεξαρτησίας και αυτονομίας.

Ωστόσο, η τρίτη ηλικία αποτελεί συχνά έναν παραγκωνισμένο πληθυσμό-στόχο, καθώς θεωρείται, εσφαλμένα, ως λιγότερο ικανός ή πρόθυμος να ενταχθεί σε προγράμματα μάθησης. Η πραγματικότητα καταδεικνύει ότι τα άτομα αυτής της ηλικιακής ομάδας, εφόσον υποστηριχθούν με κατάλληλες μεθοδολογίες και εξατομικευμένες στρατηγικές διδασκαλίας, μπορούν να επωφεληθούν πολλαπλά από την εκπαιδευτική διαδικασία – ψυχολογικά, κοινωνικά και γνωστικά (Κόκκος, 2005· Rogers, 1999).

Στην παρούσα μελέτη, διερευνάται η εφαρμογή ενός υποθετικού προγράμματος εκπαίδευσης ατόμων τρίτης ηλικίας στις ψηφιακές δεξιότητες, υπό τον τίτλο «Ποτέ δεν είναι αργά! Ψηφιακές δεξιότητες στην τρίτη ηλικία». Η μελέτη επικεντρώνεται αφενός στον εντοπισμό και την ανάλυση των εκπαιδευτικών αναγκών του πληθυσμού-στόχου και αφετέρου στον σχεδιασμό του προγράμματος, δίνοντας έμφαση στις παραμέτρους που διασφαλίζουν την επιτυχή του υλοποίηση. Παράλληλα, αναλύεται ο ρόλος των εμπλεκομένων φορέων, των εκπαιδευτών και του υποστηρικτικού προσωπικού, καθώς και η αναγκαιότητα επιμόρφωσής τους βάσει των αρχών της εκπαίδευσης ενηλίκων.

Η σύνθεση θεωρητικών εργαλείων με την πρακτική εφαρμογή δημιουργεί ένα πρότυπο σχεδιασμού εκπαιδευτικής παρέμβασης, το οποίο μπορεί να αξιοποιηθεί και σε πραγματικές συνθήκες, προκειμένου να αναβαθμιστεί η ποιότητα ζωής των ηλικιωμένων, να ενισχυθεί η κοινωνική τους ένταξη και να αντιμετωπιστεί το φαινόμενο του ψηφιακού αναλφαβητισμού με σεβασμό στις ιδιαιτερότητες αυτής της ευάλωτης, αλλά ιδιαίτερα σημαντικής, πληθυσμιακής ομάδας.

Λέξεις κλειδιά: Ψηφιακές δεξιότητες, Τρίτη ηλικία, Εκπαιδευτικές ανάγκες, Υλοποίηση προγράμματος, Επιμόρφωση

2. Κύριο μέρος

2.1. Ανάλυση εκπαιδευτικών αναγκών

Ο όρος ανάγκη είναι σύνθετος και πολυδιάστατος και δεν υπάρχει ένας κοινά αποδεκτός ορισμός από τους θεωρητικούς της εκπαίδευσης, αφού η σημασία της σχετίζεται με το κατά περίπτωση κοινωνικο-οικονομικό, παιδαγωγικό και πολιτιστικό περιβάλλον στο οποίο ενσωματώνεται και αναλύεται (Χατζηπαναγιώτου, 2001).

Στα προγράμματα εκπαίδευσης ενηλίκων η μελέτη και ανάλυση των αναγκών θεωρείται θεμελιακό χαρακτηριστικό της οργάνωσης και της υλοποίησης, γιατί από την εκπλήρωσή τους, εξαρτάται τόσο η ουσιαστική συμμετοχή των συμμετεχόντων, όσο και η επιτυχή πραγματοποίηση του προγράμματος. Με άλλα λόγια, βασική προϋπόθεση για την επιτυχή εφαρμογή του προγράμματος είναι ο εντοπισμός των εκπαιδευτικών αναγκών των συμμετεχόντων με την συλλογή,

καταγραφή και ανάλυση των στοιχείων που τους αφορούν. Επιπρόσθετα, όταν ο πληθυσμός- στόχος αφορά άτομα τρίτης ηλικίας η διερεύνηση των αναγκών τους αποκτά ιδιαίτερη βαρύτητα, αφού τα τελευταία χρόνια υπάρχει έντονος προβληματισμός σε σχέση με τον κοινωνικό τους ρόλο, ο οποίος έχει μειωθεί και υποβαθμιστεί, αλλά και την αντιμετώπιση των προβλημάτων των ίδιων και των οικογένειών τους (Cope & Kalantzis, 2022).

Κατά τον Rogers (1999), η ανάγκη για απόκτηση νέων γνώσεων και ικανοτήτων δημιουργείται όταν γίνονται αλλαγές στη ζωή του ατόμου, στις υποχρεώσεις που αναλαμβάνει, στους ρόλους που υιοθετεί, στην εσώτερη ανάγκη του για αυτοπραγμάτωση. Ο Βεργίδης (2003), χαρακτηριστικά αναφέρει ότι οι εκπαιδευτικές ανάγκες μπορούν να κατηγοριοποιηθούν σε συνειδητές και ρητές, συνειδητές και μη ρητές, λανθάνουσες και μη ρητές. Παράλληλα, είναι αξιοσημείωτο ότι η διεργασία μελέτης των αναγκών σχετίζεται με δύο κύριους παράγοντες, το πλαίσιο αναφοράς και τον πληθυσμό- στόχο (Καραλής, 2005).

Σύμφωνα με τα προηγούμενα, τα στοιχεία που πρέπει να συλλεχτούν για τον πληθυσμό-στόχο του προγράμματος μελέτης μας, με τίτλο « Ποτέ δεν είναι αργά! Ψηφιακές δεξιότητες στην τρίτη ηλικία», αφορούν τα δημογραφικά, οικογενειακά και κοινωνικά χαρακτηριστικά του, το εκπαιδευτικό επίπεδο, την προηγούμενη εκπαίδευση και εμπειρία των ατόμων της τρίτης ηλικίας, την κοινωνικοοικονομική προέλευση, το πολιτιστικό πλαίσιο αναφοράς κ.ά. (Χασάπης, 2005).

Τέλος, θεωρείται επιτακτική η ανάγκη να ληφθούν υπόψη και τα ιδιαίτερα χαρακτηριστικά των εκπαιδευομένων της τρίτης ηλικίας, όπως ότι συμμετέχουν στο πρόγραμμα με καθορισμένους στόχους, απόψεις, προσδοκίες, έχουν διαφορετικές εμπειρίες και παγιωμένο τρόπο οικειοποίησης της γνώσης, υπάρχουν εμπόδια στην μάθηση, έχουν τάση ενεργητικής συμμετοχής στην εκπαιδευτική διαδικασία (Κόκκος, 2005).

Κατά τη γνώμη μας, μία από τις πιο σημαντικές συνεργασίες στη διερεύνηση των εκπαιδευτικών αναγκών είναι με τους ίδιους τους εκπαιδευόμενους, με τα άτομα της τρίτης ηλικίας, η συμβολή των οποίων θεωρείται καθοριστική για την αποτελεσματική μάθηση, την οργάνωση και επιτυχία του προγράμματος, αφού ο σχεδιασμός του τους επηρεάζει άμεσα. Αρκετές φορές όμως, η προσέγγιση αυτή καθίσταται δύσκολη, γι΄αυτό απαιτείται η μεσολάβηση ατόμων με ισχύ, τα οποία είναι σε θέση να προσεγγίσουν την ομάδα, επίσημα ή ανεπίσημα εντός η εκτός αυτής.

Στη συγκεκριμένη περίπτωση που εξετάζουμε, θα μπορούσαν να αναπτυχθούν συνεργασίες και συνέργειες με βασικούς συντελεστές του προγράμματος, όπως τον επιστημονικό υπεύθυνο, τον συντονιστή, το προσωπικό του «Λαϊκού Πανεπιστημίου Πολιτών» (επιστημονικό ή διοικητικό), τους εκπαιδευτές, με μέλη της οικογένειας στην οποία ανήκει το ηλικιωμένο άτομο, με τοπικούς δημοτικούς φορείς, με κοινωνικούς φορείς που ασχολούνται με την Τρίτη ηλικία, με ενδεχόμενες ομάδες ψυχοκοινωνικής υποστήριξης, βιωματικής και εμψύχωσης, ελεύθερης συζήτησης και έκφρασης, με Κέντρα Ανοιχτής Προστασίας Ηλικιωμένων (ΚΑΠΗ), με ομάδες εθελοντικής δράσης κ.ά.

Ως εκ τούτου, κατά τη διερεύνηση των εκπαιδευτικών αναγκών τους και τη διαπραγμάτευσή τους, τη μελέτη και την ανάλυση των δεδομένων, σχετικά με την επικρατούσα και την ποθητή μαθησιακή τους κατάσταση, προκύπτουν οι ουσιαστικές ανάγκες του πληθυσμού-στόχου (των δημοτών τρίτης ηλικίας), οι οποίες θα πρέπει σε πρώτη φάση να ληφθούν σοβαρά υπόψη από τους σχεδιαστές για να προσδιοριστούν στη συνέχεια οι στόχοι και το περιεχόμενο του προγράμματος (Παυλή & Λευθεριώτου, 2020).

Ποια όμως, είναι η σημασία της διαπραγμάτευσης εκπαιδευτικών αναγκών των ατόμων τρίτης ηλικίας για τον αποτελεσματικό σχεδιασμό και την υλοποίηση του προγράμματος;

Η διεργασία ανίχνευσης των εκπαιδευτικών αναγκών αποτελεί μια πολύπλοκη, δομημένη και συνεχή διαδικασία η οποία κινείται ανάμεσα στις προσωπικές ανάγκες των εκπαιδευομένων και τις ανάγκες του οργανισμού και ολοκληρώνεται όταν οι εκπαιδευτές συναντηθούν με τους εκπαιδευομένους και οριστούν οι κανόνες και το πλαίσιο συνεργασίας τους (Καραλής, 2005).

Είναι γεγονός ότι οι ηλικιωμένοι αποτελούν ένα βασικό τμήμα του πληθυσμού, του οποίου οι ανάγκες, κυρίως οι εκπαιδευτικές, και όχι μόνο αγνοούνται. Αγνοούνται επίσης, και οι βασικές πρωτογενείς τους ανάγκες, η ασφάλειά τους, οι ανάγκες κοινωνικής τους αποδοχής, της αυτοεκτίμησης, της αυτοπραγμάτωσης κ.ά. Οι έντονες και ραγδαίες αλλαγές σε όλους τους τομείς

της ζωής μας, οδηγούν αυτά τα άτομα στο περιθώριο και στην αδυναμία προσαρμογής στα δεδομένα της εποχής τους (Pervin & John 2001). Η ενίσχυση, η ενθάρρυνση, η ψυχική ενδυνάμωσή τους, μέσω της διαγενεακής συνεργασίας, της ενημέρωσης, της δημιουργικής απασχόλησης, της ενεργούς δράσης στην Κοινότητα, της εμπλοκής τους σε ποικίλες δραστηριότητες και εκπαιδευτικά προγράμματα, της κοινωνικοποίησης και της αντιμετώπισης της μοναξιάς και της απραξίας, θα βοηθήσει πολύ την παραγωγικότητά τους και την θετική τους στάση και προσαρμογή στην κοινωνία (Ιωακειμίδου,1995).

Στο πλαίσιο αυτό, και κατανοώντας τις ιδιαιτερότητες και τις ανάγκες αυτής της ηλικιακής ομάδας, θεωρείται επιβεβλημένο να ληφθούν σοβαρά υπόψη οι εσώτερες επιθυμίες τους, η εγγενής ανάγκη τους για μάθηση και επικοινωνία, η τάση τους προς τον αυτοκαθορισμό και την αυτονομία, οι πρότερες εμπειρίες ζωής και μάθησης, καθώς και οι πιθανές ελλείψεις και αποκλεισμοί που έχουν βιώσει. Ο εντοπισμός και η ενσωμάτωση αυτών των παραμέτρων στον σχεδιασμό του προγράμματος δεν αποτελεί μόνο εκπαιδευτική επιλογή, αλλά βασική ηθική και κοινωνική υποχρέωση, που σχετίζεται με την αρχή της ισότητας στην πρόσβαση στη γνώση και την ενίσχυση της κοινωνικής ένταξης (Freire, 1970· Κόκκος, 2005).

Η ενίσχυση της ενεργητικής συμμετοχής των ηλικιωμένων στη μαθησιακή διαδικασία, η καλλιέργεια εσωτερικών κινήτρων, η παροχή ευκαιριών δημιουργικής έκφρασης και κοινωνικής εμπλοκής, καθώς και η προσαρμογή του προγράμματος στον δικό τους ρυθμό μάθησης και στα ενδιαφέροντά τους, ενισχύει την αυτοεκτίμηση, την αίσθηση σκοπού και τη διατήρηση της πνευματικής τους εγρήγορσης (Jenny, 1989).

Εξίσου καθοριστική είναι η εξατομίκευση των στρατηγικών διδασκαλίας και μάθησης, με την υιοθέτηση ποικίλων παιδαγωγικών εργαλείων, όπως η βιωματική μάθηση, οι ομαδοσυνεργατικές δραστηριότητες, η ενσυναίσθηση και η μη κατευθυντική προσέγγιση. Τέτοιες στρατηγικές ενδυναμώνουν τους εκπαιδευομένους να επεξεργαστούν τη γνώση με βάση το προσωπικό τους υπόβαθρο και να οικοδομήσουν νοήματα μέσα από εμπειρίες, μεταγνώση και ανταλλαγή με συνομηλίκους. Επιπλέον, ενισχύουν την κοινωνική αλληλεπίδραση, μειώνουν τα αισθήματα απομόνωσης και αναδεικνύουν τη συλλογική διάσταση της μάθησης, η οποία για τα άτομα τρίτης ηλικίας αποτελεί συχνά και θεραπευτική εμπειρία (Rogers, 1999).

Η προσέγγιση αυτή ανταποκρίνεται πλήρως στις αρχές της εκπαίδευσης ενηλίκων, όπως η αναγνώριση του εκπαιδευόμενου ως φορέα γνώσης, η εθελοντική συμμετοχή, ο σεβασμός στην προσωπικότητα και το βίωμα, καθώς και η σύνδεση της μάθησης με την καθημερινότητα (Brookfield, 1986· Knowles, 1984). Ειδικά στη συγκεκριμένη ηλικιακή ομάδα, οι αξίες της αξιοπρέπειας, της συνέχειας της προσωπικής ταυτότητας και της αίσθησης χρησιμότητας μέσα στο κοινωνικό σύνολο αποκτούν αναβαθμισμένη σημασία.

Συνεπώς, η δημιουργία ενός μαθησιακού περιβάλλοντος ασφαλούς, ενισχυτικού και συμπεριληπτικού, όπου οι εκπαιδευόμενοι νιώθουν ότι ακούγονται, ότι οι εμπειρίες τους γίνονται σεβαστές και αξιοποιούνται και ότι η εκπαιδευτική διαδικασία έχει νόημα για τη ζωή τους, αποτελεί ακρογωνιαίο λίθο για την επιτυχία του προγράμματος. Μόνον έτσι μπορεί να επιτευχθεί ουσιαστική μάθηση, ενδυνάμωση και κοινωνική επανένταξη των ηλικιωμένων σε έναν κόσμο που αλλάζει ραγδαία και απαιτεί συνεχή προσαρμογή.

2.2. Βασικές παράμετροι σχεδιασμού και οργάνωσης ενός εκπαιδευτικού προγράμματος

Μία από τις βασικότερες αρμοδιότητες των σχεδιαστών ενός εκπαιδευτικού προγράμματος είναι ο καθορισμός των ρόλων και των καθηκόντων των ανθρώπινων πόρων, που θεωρούνται απαραίτητοι για την επιτυχή υλοποίησή του, προκειμένου να επιλεγούν τα άτομα που θα απασχοληθούν και θα συμβάλλουν στην εφαρμογή του, ώστε να είναι σε θέση να ανταποκριθούν στις υποχρεώσεις τους. Ταυτόχρονα, με αυτόν τον τρόπο, προσδιορίζονται εύκολα τα επιμέρους αντικείμενα στα οποία θα πρέπει να επιμορφωθούν και έτσι μπορούν να αποφευχθούν τυχόν επικαλύψεις αρμοδιοτήτων (Καραλής, 2005).

Παράλληλα, η συνεισφορά των εκπαιδευτών είναι ιδιαίτερα σημαντική, αφού ο ρόλος τους είναι πολλαπλός και πολυδιάστατος, συντονιστικός, διαμεσολαβητικός, διευκολυντικός,

συνεργατικός και εμψυχωτικός των εκπαιδευομένων και γι΄αυτό, η θέση τους απαιτεί την κατοχή ιδιαίτερων γνώσεων, δεξιοτήτων και ικανοτήτων. Τα κριτήρια δε επιλογής τόσο των ίδιων όσο και των εκπαιδευομένων θα πρέπει να τίθενται με βάση αυστηρές προδιαγραφές και σύμφωνα με τα προσόντα τους (Παυλή & Λευθεριώτου, 2020).

Ειδικότερα, τα κριτήρια επιλογής των εκπαιδευτών/ τριών για το πρόγραμμα « Ποτέ δεν είναι αργά! Ψηφιακές δεξιότητες στην τρίτη ηλικία», θα πρέπει να καθοριστούν πρωτίστως, με βάση τα επιστημονικά δεδομένα του πεδίου της εκπαίδευσης ενηλίκων, αλλά και τις απαιτούμενες παιδαγωγικές, κοινωνικές, διαπροσωπικές και διαπραγματευτικές ικανότητες που θα πρέπει να κατέχουν. Σ΄αυτά συγκαταλέγονται η επιμόρφωση, η διδακτική εμπειρία στο συγκεκριμένο αντικείμενο και η πλήρης κατοχή του, η προηγούμενη σχέση και επαφή με την Τρίτη ηλικία, η ενσυναίσθηση, η πλήρης αποδοχή των εκπαιδευομένων, η έμπρακτη εκδήλωση ενδιαφέροντος, κατανόησης, σεβασμού των ιδιαιτεροτήτων, των προσδοκιών και των προσωπικών στάσεων και επιδιώξεών τους (Moore, 1973).

Μέσα σ΄αυτό το πλαίσιο, η ανακοίνωση για τη συμμετοχή υποψηφίων στο συγκεκριμένο πρόγραμμα απαιτεί την αναφορά όλων των τυπικών και ουσιαστικών προσόντων, που θα πρέπει να διαθέτουν οι εκπαιδευόμενοι και με βάση αυτά θα γίνει και η αποδοχή τους ή μη στο πρόγραμμα. Σ΄αυτά θα πρέπει να περιλαμβάνονται οι προηγούμενες γνώσεις σε σχέση με τις ψηφιακές δεξιότητες, το ενδιαφέρον, ο διαθέσιμος χρόνος και η δυνατότητα δέσμευσης και συμμετοχής, η ιδιότητα και η κοινωνικοοικονομική κατάσταση των συμμετεχόντων κ.ά. Γι΄αυτό, βασικός σκοπός της επιλογής θα πρέπει να είναι η έγκυρη και αντικειμενική αξιολόγηση των αιτήσεων των ενδιαφερομένων, που συγκεντρώνουν τα καλύτερα προσόντα και τις προϋποθέσεις για τη συμμετοχή τους και αξιοποίησή τους στο πρόγραμμα αυτό (Rogers, 1999 & Χασάπης, 2005).

Αξιοσημείωτο είναι το γεγονός, ότι για να υλοποιηθεί με επιτυχία και να αποδώσει τα μέγιστα το πρόγραμμα μελέτης μας, θα πρέπει να οργανωθεί η επιμόρφωση του ανθρώπινου δυναμικού, αρχής γενομένης από τους εκπαιδευτές, οι οποίοι θα πρέπει να υιοθετήσουν στάσεις και να αποκτήσουν δεξιότητες που να συμφωνούν με τις αρχές εκπαίδευσης ενηλίκων (Holmberg, 1995).

Η ανάγκη αυτή έχει επιφέρει γενικότερα την κινητοποίηση των φορέων εκπαίδευσης και κατάρτισης ενηλίκων στο να επιμορφώνουν τους εκπαιδευτές ανά τακτά χρονικά διαστήματα, πριν την έναρξη ή και κατά τη διάρκεια ενός προγράμματος. Στη διαδικασία αυτή προΐσταται συνήθως ο επιστημονικός υπεύθυνος του προγράμματος και αναλύονται θέματα που αφορούν τους σκοπούς και τους στόχους, την μελέτη των επιμέρους στοιχείων της ομάδας-στόχου, τα επιμορφωτικά μεθοδολογικά εργαλεία, τα ειδικότερα προβλήματα της ομάδας και τους τρόπους αντιμετώπισης, το αναλυτικό πρόγραμμα και τις διδακτικές ενότητες, τις γνώσεις, στάσεις και δεξιότητες που θα πρέπει να αποκτήσουν οι εκπαιδευόμενοι κ.ά.(Καραλής, 2005).

Παράλληλα, επιβάλλεται όλοι οι συντελεστές του προγράμματος να επιμορφωθούν για να συνειδητοποιήσουν το δικό τους ρόλο σε σχέση με τους άλλους συναδέλφους, αλλά και τα ιδιαίτερα χαρακτηριστικά της τρίτης ηλικίας στην οποία απευθύνονται. Με αυτόν τον τρόπο ενισχύεται η σύγκλιση απόψεων και προωθείται η απρόσκοπτη συνεργασία.

Έτσι, εκτός από την εκπαίδευση των εκπαιδευτών, επιβάλλεται η ενημέρωση και επιμόρφωση όλων των φορέων υλοποίησης του προγράμματος, σύμφωνα με τις ανάγκες τους, τόσο σε τεχνικά όσο και σε μεθοδολογικά και χαρακτηριολογικά στοιχεία του πληθυσμού αναφοράς (Holmberg,1995). Θα πρέπει να τονιστεί ότι η εκπαίδευση αφορά επίσης, και το διοικητικό προσωπικό του «Λαϊκού Πανεπιστημίου Πολιτών» του Δήμου, εφόσον πολλά από αυτά τα άτομα θα έχουν άμεση επαφή με τους συμμετέχοντες στο πρόγραμμα.

Καταλήγοντας, η μελέτη και εφαρμογή των προγραμμάτων εκπαίδευσης δεν είναι μια γραμμική αλλά μια κυκλική διαδικασία και ένα πολυδιάστατο φαινόμενο, γεγονός που πρέπει να ληφθεί σοβαρά υπόψη από τους σχεδιαστές και όλους τους συντελεστές, προκειμένου να καθοριστεί το πλέγμα των σχέσεων και της οργάνωσης με τον καλύτερο δυνατό τρόπο (Canton, 2000).

3. Συμπεράσματα

Η ανάλυση της εφαρμογής ενός εκπαιδευτικού προγράμματος ψηφιακών δεξιοτήτων για άτομα τρίτης ηλικίας, όπως αποτυπώνεται στην παρούσα εργασία, ανέδειξε σημαντικά πορίσματα με πρακτικές και επιστημονικές προεκτάσεις. Πρώτιστα, κατέστη σαφές ότι η εκπαιδευτική παρέμβαση σε άτομα μεγαλύτερης ηλικίας δεν μπορεί να είναι αποκομμένη από τη μελέτη του κοινωνικού, πολιτισμικού και ψυχολογικού τους πλαισίου. Οι εκπαιδευτικές ανάγκες τους οφείλουν να αναγνωρίζονται ως ουσιώδεις και όχι περιφερειακές, ενώ η προσέγγισή τους πρέπει να είναι ανθρωποκεντρική και εξατομικευμένη.

Η χαρτογράφηση του πληθυσμού-στόχου, η ενεργή εμπλοκή των συμμετεχόντων στον προσδιορισμό των στόχων και του περιεχομένου του προγράμματος, καθώς και οι διαγενεακές συνέργειες με την κοινότητα, ενισχύουν τη βιωσιμότητα και την αποτελεσματικότητα του εγχειρήματος. Ιδιαίτερη σημασία αποδίδεται στην επιλογή και επιμόρφωση των εκπαιδευτών, οι οποίοι οφείλουν να διαθέτουν τόσο παιδαγωγική επάρκεια όσο και ευαισθησία στις ανάγκες και τις προσδοκίες των εκπαιδευομένων.

Επιπλέον, η μελέτη υπογραμμίζει τον ουσιαστικό ρόλο του Λαϊκού Πανεπιστημίου Πολιτών του Δήμου, όχι μόνο ως διοικητική δομή, αλλά και ως σημείο αναφοράς για την κοινωνική ενσωμάτωση και ενεργοποίηση των ηλικιωμένων δημοτών, προσφέροντας ένα πλαίσιο όπου η μάθηση συνδέεται με την αξιοπρέπεια, την αυτοπραγμάτωση και την κοινωνική συμμετοχή.

Συμπερασματικά, το πρόγραμμα «Ποτέ δεν είναι αργά!» αποτελεί πρότυπο εκπαιδευτικής πρακτικής που δύναται να συμβάλει ουσιαστικά στη γεφύρωση του ψηφιακού χάσματος, στην καταπολέμηση του κοινωνικού αποκλεισμού και στην ενίσχυση της αυτοεκτίμησης των συμμετεχόντων. Η επιτυχής του εφαρμογή εξαρτάται σε μεγάλο βαθμό από τη συνεχή αξιολόγηση, τον αναστοχασμό και τη διάχυση καλών πρακτικών στον τομέα της μη τυπικής εκπαίδευσης.

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ΜΙΑ ΔΙΔΑΚΤΙΚΗ ΠΡΟΤΑΣΗ ΓΙΑ ΤΗ ΔΙΔΑΣΚΑΛΙΑ ΤΟΥ ΒΟΛΕΪ ΣΤΟ ΛΥΚΕΙΟ

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Περίληψη

Η εισήγηση παρουσιάζει μία καινοτόμο διδακτική προσέγγιση στο μάθημα της Φυσικής Αγωγής, η οποία βασίζεται στην εφαρμογή της μεθόδου της ανεστραμμένης τάξης σε συνδυασμό με την εφαρμογή μαθητοκεντρικών στιλ διδασκαλίας. Η προσέγγιση αυτή ευθυγραμμίζεται με τις κατευθυντήριες γραμμές του Νέου Αναλυτικού Προγράμματος Σπουδών Φυσικής Αγωγής στο Λύκειο και υιοθετεί σύγχρονες πρακτικές διδασκαλίας. Αρχικά οι μαθητές/τριες έρχονται σε επαφή με το θεωρητικό υπόβαθρο του μαθήματος πριν την πρακτική διδασκαλία στην τάξη. Αυτό επιτυγχάνεται μέσω της αξιοποίησης ψηφιακών εκπαιδευτικών πόρων, όπως βίντεο, παρουσιάσεις, διαδραστικά μαθήματα και ασκήσεις, τα οποία είναι διαθέσιμα στους/στις μαθητές/τριες μέσω της ηλεκτρονικής σχολικής τάξης (e-class). Η διδασκαλία εστιάζει στην ενεργή συμμετοχή των μαθητών/τριών, οι οποίοι/ες έχουν ήδη προετοιμαστεί θεωρητικά και είναι έτοιμοι/ες να εξασκηθούν στις βασικές τεχνικές δεξιότητες του βόλεϊ και στην αξιολόγηση όλων των σταδίων της διδασκαλίας. Η ενεργή συμμετοχή εξασφαλίζεται με την εφαρμογή μαθητοκεντρικών μεθόδων διδασκαλίας, όπως η αμοιβαία διδασκαλία και η διαφοροποιημένη διδασκαλία.

Λέξεις κλειδιά: Φυσική αγωγή, στιλ διδασκαλίας, ανεστραμμένη τάξη, αξιολόγηση, ΤΠΕ.

1. Εισαγωγή

Ως κεντρικός σκοπός της Φυσικής Αγωγής στο Λύκειο ορίζεται η «δια βίου άσκηση για υγεία και ποιότητα ζωής». Οι θετικές εμπειρίες που θα βιώσουν οι μαθητές/τριες από τη συμμετοχή τους στις κινητικές, αθλητικές και άλλες δραστηριότητες του μαθήματος της Φυσικής Αγωγής μπορούν να επηρεάσουν θετικά τις στάσεις τους για την άσκηση και τη φυσική δραστηριότητα και να τους παρακινήσουν να υιοθετήσουν έναν αθλητικό και υγιεινό τρόπο ζωής ως ενήλικες (Διγγελίδης κ.ά., 2021).

Είναι αλήθεια πως, ενώ η σωματική δραστηριότητα και η συμμετοχή στο μάθημα της Φυσικής Αγωγής φέρνουν πολλαπλά οφέλη στην υγεία, δεν βιώνουν όλοι οι μαθητές/τριες θετικές εμπειρίες από τη συμμετοχή τους στο μάθημα. Μαθητές/τριες που δεν τα καταφέρνουν καλά σε παιχνίδια, αθλήματα και άλλες κινητικές δραστηριότητες αποφεύγουν τη συμμετοχή τους σε ένα τέτοιο μάθημα, γιατί δεν τους προσφέρει καμία χαρά. Το πώς θα βιώσουν τη διδασκαλία εξαρτάται από τη φιλοσοφία που υιοθετεί ο εκπαιδευτικός στο μάθημα. Διδάσκει π.χ. βόλεϊ και κύριος στόχος είναι η επίδειξη υψηλής ικανότητας στο άθλημα και πόσο καλά τα καταφέρνουν οι μαθητές ή διδάσκει στους μαθητές πώς μπορούν να αποκτήσουν ένα υγιεινό και δραστήριο τρόπο ζωής παίζοντας βόλεϊ (Διγγελίδης κ.ά., 2014);

Επίσης, ένα σημαντικό και συχνό πρόβλημα που παρατηρείται στο Λύκειο είναι η μειωμένη παρακίνηση των μαθητών/τριών στο μάθημα της Φυσικής Αγωγής. Η ενίσχυση της εσωτερικής παρακίνησης, η οποία πηγάζει από την εγγενή επιθυμία του ατόμου να συμμετέχει σε μια δραστηριότητα, θεωρείται ως η ιδανική λύση. Η ανάπτυξη της εσωτερικής παρακίνησης των μαθητών/τριών, στο πλαίσιο του μαθήματος Φυσικής Αγωγής στο Λύκειο, οφείλει να εστιάζει στην καλλιέργεια της προσωπικής βελτίωσης και μάθησης, λαμβάνοντας υπόψη τις τρεις βασικές ψυχολογικές τους ανάγκες: *α) την ανάγκη να νιώθουν πως είναι αυτόνομοι,* λαμβάνοντας αποφάσεις για τους στόχους που θα επιδιώξουν σύμφωνα με τις ανάγκες και τα ενδιαφέροντά τους. *β) Την ανάγκη να νιώθουν πως είναι ικανοί, καθώς* κάθε μαθητής μπορεί να πετύχει υψηλούς μαθησιακούς στόχους, αν του προσφερθούν κατάλληλες εμπειρίες και πηγές για να τον υποστηρίξουν. Αν στόχος σε κάθε δραστηριότητα είναι η προσωπική βελτίωση και η μάθηση και όχι το ξεπέρασμα των

συμμαθητών, ο μαθητής θα νιώθει συνεχώς επιτυχημένος και ικανός σ' αυτό που κάνει, *γ) την ανάγκη να έχουν καλές κοινωνικές σχέσεις με τους γύρω τους*. Η κοινωνική αλληλεπίδραση έχει θεμελιώδη σημασία στη μάθηση, όταν δίνονται ευκαιρίες στους μαθητές να συνεργάζονται με άλλους, να λειτουργούν σωστά στο πλαίσιο της ομάδας, να επιλύουν προβλήματα και να επιδιώκουν από κοινού στόχους (Παπαϊωάννου κ.ά., 2003).

Είναι σημαντικό οι εκπαιδευτικοί Φυσικής Αγωγής να λαμβάνουν υπόψη τις ατομικές διαφορές, να προσαρμόζουν τις διδακτικές τους πρακτικές, να δημιουργούν ένα περιβάλλον ενθάρρυνσης και αποδοχής, να ενισχύουν την αυτοπεποίθηση των μαθητών και να προωθούν την ευχάριστη συμμετοχή όλων στην άσκηση. Μόνο με αυτόν τον τρόπο η Φυσική Αγωγή μπορεί να εκπληρώσει τον ρόλο της ως θεμέλιος λίθος για την υιοθέτηση ενός υγιεινού και δραστήριου τρόπου ζωής, προσφέροντας ισότιμες ευκαιρίες σε όλους/ες τους/τις μαθητές/τριες.

2. Κυρίως μέρος

2.1 Περιγραφή της διδακτικής πρότασης

Η διδακτική πρόταση αποτελείται από τρεις φάσεις. Στην πρώτη φάση αναρτάται υλικό στην ηλεκτρονική τάξη (e-class) σχετικό με τη διδασκαλία που θα ακολουθήσει, το οποίο οι μαθητές μελετούν από μόνοι τους. Στη δεύτερη φάση πραγματοποιείται η διδασκαλία στο χώρο του σχολείου και στην τρίτη φάση ακολουθεί η αξιολόγηση.

Η παρούσα διδακτική πρόταση βασίζεται σε μαθητοκεντρικές προσεγγίσεις με την αξιοποίηση των ΤΠΕ και απευθύνεται στην Α΄ τάξη Γενικού Λυκείου. Σε πρώτη φάση οι μαθητές/τριες λαμβάνουν υλικό, το οποίο έχει αναρτηθεί στην εκπαιδευτική πλατφόρμα e class, και με την αξιοποίησή του προετοιμάζονται για τη διδασκαλία. Το εκπαιδευτικό υλικό περιλαμβάνει βίντεο, διαδραστικά μαθήματα, κείμενα και άλλα ψηφιακά μέσα (Παράρτημα ΙΙ: φύλλο προετοιμασίας για την εξ αποστάσεως διδασκαλία). Αυτό σημαίνει ότι οι μαθητές/τριες μπορούν να το μελετήσουν με τον δικό τους ρυθμό και σε χρόνο που τους βολεύει, εντός ενός προκαθορισμένου χρονικού διαστήματος που ορίζει ο εκπαιδευτικός (Strayer, 2007). Η υιοθέτηση της μεθόδου της ανεστραμμένης τάξης στο μάθημα της φυσικής αγωγής φέρνει μια καινοτόμα προσέγγιση στη διδασκαλία προωθώντας την αυτονομία, την ενεργή συμμετοχή, την κατανόηση και την αποτελεσματική αξιολόγηση, συμβάλλοντας στην ουσιαστική μάθηση και στην ανάπτυξη δεξιοτήτων των μαθητών/τριών πριν από το μάθημα.

Σε δεύτερη φάση οι μαθητές/τριες εξασκούνται στις βασικές τεχνικές δεξιότητες του βόλεϊ: της πάσας με δάκτυλα, της μανσέτας και του σερβίς (από κάτω ή από πάνω). Μέσα από τις δραστηριότητες, που στοχεύουν στην εκμάθηση και την επανάληψη αυτών των τεχνικών, αναπτύσσουν την ικανότητά τους να εκτελούν τις κινήσεις με ακρίβεια και αποτελεσματικότητα ενισχύοντας την αυτοπεποίθησή τους. Μέσω της πρακτικής εξάσκησης, της αμοιβαίας διδασκαλίας και της διαφοροποιημένης διδασκαλίας οι μαθητές βελτιώνουν την απόδοσή τους και ενδυναμώνουν το αίσθημα της επιτυχίας και της επικοινωνίας.

Κατά τη διάρκεια της διδακτικής παρέμβασης, ανάλογα με τους στόχους που επιδιώκονται, εφαρμόζεται το κατάλληλο στιλ διδασκαλίας (Mosston, Ashworth, 1997). Στην αρχή υιοθετείται το στιλ της πρακτικής εξάσκησης για τη βελτίωση της πάσας με δάκτυλα και της μανσέτας. Οι μαθητές/τριες εξασκούνται σε ζευγάρια και εκτελούν τις ασκήσεις, αφού πρώτα διαβάσουν τις οδηγίες του φύλλου κριτηρίων που ετοίμασε ο εκπαιδευτικός (Παράρτημα ΙΙ: Κάρτες διδασκαλίας 1 και 2). Με την εφαρμογή αυτής της μεθόδου επιδιώκεται η μεγιστοποίηση του χρόνου εξάσκησης και η πλήρης εκμετάλλευση του διαθέσιμου χώρου γύμνασης (Παπαϊωάννου κ.ά., 2006). Παράλληλα δίνεται η δυνατότητα στους μαθητές/τριες να τροποποιήσουν τον βαθμό δυσκολίας των ασκήσεων, ώστε να ανταποκρίνεται στα χαρακτηριστικά τους. Η διαφοροποίηση του βαθμού δυσκολίας επιτυγχάνεται με την τεχνική καθορισμού στόχων (Διγγελίδης, 2007). Η ανάπτυξη της υπευθυνότητας και της αυτονομίας για άσκηση σε οποιεσδήποτε συνθήκες αλλά και η συνεργασία με άτομα διαφορετικών ικανοτήτων είναι οι βασικοί στόχοι αυτής της μεθόδου, γι' αυτό και ονομάζεται και στιλ μη αποκλεισμού, επειδή δεν αποκλείει κανέναν από τη διαδικασία του

μαθήματος (Παπαϊωάννου κ.ά., 2006). Οι παραλλαγές των ασκήσεων δίνονται στις καρτέλες διδασκαλίας.

Στη συνέχεια εφαρμόζεται το στιλ της αμοιβαίας διδασκαλίας για τη βελτίωση του σερβίς από κάτω και της υποδοχής. Οι μαθητές χωρίζονται σε τριάδες, δύο εκτελούν και ο τρίτος παρατηρεί και δίνει ανατροφοδότηση με βάση την καρτέλα διδασκαλίας (Παράρτημα ΙΙ: Κάρτα διδασκαλίας 3). Αλλαγή ρόλων γίνεται μετά από 10 προσπάθειες. Κατά τη διάρκεια της εξάσκησης έχουν τη δυνατότητα να επιλέξουν οποιαδήποτε παραλλαγή της άσκησης διαφοροποιώντας τον βαθμό δυσκολίας και βρίσκοντας από μόνοι τους το ιδανικό επίπεδο πρόκλησης. Η αμοιβαία διδασκαλία αυξάνει την επικοινωνία και συνεργασία των μαθητών/τριών, την ποσότητα της ανατροφοδότησης και την κριτική τους ικανότητα, την επίδοση, ιδιαίτερα ατόμων χαμηλών ικανοτήτων, την ευχαρίστηση και την εσωτερική παρακίνηση. Επιπλέον η αμοιβαία διδασκαλία μειώνει τις ανεπιθύμητες συμπεριφορές των μαθητών (Διγγελίδης, 2007).

Η αξιολόγηση αποτελεί αναπόσπαστο κομμάτι της διδασκαλίας, προσφέροντας πολύτιμες πληροφορίες για την πρόοδο των μαθητών, την αποτελεσματικότητα της διδασκαλίας και την υλοποίηση των εκπαιδευτικών στόχων (Πετροπούλου, 2015). Το φύλλο αξιολόγησης συμπληρώνεται και υποβάλλεται ηλεκτρονικά (Google Forms) από τους μαθητές στο τέλος της διδασκαλίας με τη σάρωση του QR Code (Παράρτημα ΙΙ: Σχήμα 1). Οι ψηφιακές εφαρμογές μπορούν να βοηθήσουν τον εκπαιδευτικό Φυσικής Αγωγής με διάφορους τρόπους στην αξιολόγηση του μαθητικού δυναμικού με την αξιοποίηση έτοιμων ή την δημιουργία δικών του φύλλων κριτηρίων προσαρμοσμένα στους μαθησιακούς στόχους που έχει θέσει για κάθε μάθημα. Μ' αυτόν τον τρόπο οι εφαρμογές μπορούν να καταγράψουν τα αποτελέσματα των μαθητών σε κάθε κριτήριο, επιτρέποντας στους εκπαιδευτικούς Φυσικής Αγωγής να παρακολουθούν την πρόοδό τους, να εντοπίζουν τυχόν δυσκολίες και να μπορούν να αξιοποιούν τα δεδομένα για τη βελτίωση της διδασκαλίας και την εξατομικευμένη υποστήριξη των μαθητών (Αντωνίου κ.ά., 2020).

Η αξιολόγηση της διδακτικής προσέγγισης εστιάζει σε τρεις βασικούς άξονες: *1. Στην κατανόηση και εφαρμογή των κινητικών δεξιοτήτων*. Η αξιολόγηση του επιπέδου κατανόησης και εφαρμογής των κινητικών δεξιοτήτων που διδάχθηκαν οι μαθητές αποτελεί κύριο στόχο στη Φυσική Αγωγή. Μέσω συστηματικής παρατήρησης, κατά την εκτέλεση των ασκήσεων και του παιχνιδιού, ο εκπαιδευτικός μπορεί να σχηματίσει ολοκληρωμένη εικόνα για την πρόοδο και τις τυχόν δυσκολίες που αντιμετωπίζουν οι μαθητές/τριες (Παράρτημα ΙΙ: Σχήμα 2). *2. Στην ικανοποίηση των μαθητών/τριών από τις δραστηριότητες και τη διδασκαλία*. Η γνώμη των μαθητών για το μάθημα είναι απαραίτητη για τη βελτίωση της διδασκαλίας. 3. *Στη συνεργασία και ομαδικότητα*. Η αξιολόγηση της συνεργασίας και της ομαδικότητας που επιδεικνύουν τα παιδιά κατά τη διάρκεια των δραστηριοτήτων αποτελεί σημαντικό δείκτη για την κοινωνική και συναισθηματική τους ανάπτυξη.

Παράλληλα ο αναστοχασμός και η αυτοαξιολόγηση της διδασκαλίας από τον εκπαιδευτικό αποτελούν κρίσιμες διαδικασίες για την επαγγελματική του ανάπτυξη και τη βελτίωση της διδακτικής πρακτικής. Η επεξεργασία των απαντήσεων του ερωτηματολογίου που συμπλήρωσαν οι μαθητές, σε συνδυασμό με την αυτοκριτική ματιά του εκπαιδευτικού, μπορεί να οδηγήσει σε σημαντικές αλλαγές και βελτιώσεις στη διδασκαλία (Πετροπούλου, 2015).

3. Συμπεράσματα

Η αξιοποίηση της μαθητοκεντρικής διδασκαλίας και της εξ αποστάσεως εκπαίδευσης φέρνει στο προσκήνιο αυτήν την καινοτόμα και ενθαρρυντική προσέγγιση στη διδασκαλία της Φυσικής Αγωγής. Η παροχή αυτονομίας στους μαθητές/τριες να προσαρμόσουν τις ασκήσεις στις δικές τους δυνατότητες και ανάγκες ενισχύει το αίσθημα αυτοπεποίθησης. Καλλιεργεί την ευθύνη για τη μάθηση και τους ωθεί να αναλάβουν ενεργό ρόλο στην εκπαιδευτική διαδικασία. Η συνεργασία και η αλληλεπίδραση αποτελούν τα κύρια στοιχεία της μαθητοκεντρικής προσέγγισης. Μέσα από τις ομαδικές δραστηριότητες, οι μαθητές/τριες μαθαίνουν να συνεργάζονται, να επικοινωνούν αποτελεσματικά και να αντιμετωπίζουν κοινά προβλήματα. Παράλληλα, καλλιεργούνται αξίες όπως η αλληλοβοήθεια, η αποδοχή της διαφορετικότητας και ο σεβασμός προς τους συμμαθητές. Η μετατόπιση του ρόλου του εκπαιδευτικού από διδάσκοντα σε συντονιστή και εμψυχωτή ευνοεί την

ενεργή συμμετοχή στη μαθησιακή διαδικασία. Ο εκπαιδευτικός λειτουργεί ως οδηγός και υποστηρικτής, παρέχοντας καθοδήγηση και ενθάρρυνση (Γούδας κ.ά., 2015).

Η διδακτική πρόταση ανταποκρίνεται στους στόχους του νέου προγράμματος σπουδών της Φυσικής Αγωγής στο Λύκειο, προωθώντας τη βελτίωση των τεχνικών δεξιοτήτων των μαθητών/τριών, την κοινωνική και συναισθηματική τους ανάπτυξη και την υιοθέτηση ενός δια βίου υγιεινού και δραστήριου τρόπου ζωής. Η μικρής κλίμακας ανατροφοδότηση που έλαβε η πρόταση δείχνει ενθαρρυντικά αποτελέσματα, αφήνοντας θετικές εντυπώσεις στους μαθητές. Αναφορικά με τον αναστοχασμό, μέσα από την κριτική ματιά του εκπαιδευτικού μπορούν να αναγνωριστούν τυχόν αδυναμίες και στη συνέχεια, αυτές οι αδυναμίες να τροποποιηθούν και να διορθωθούν, με στόχο την βελτίωση της μαθησιακής εμπειρίας των μαθητών/τριών, διασφαλίζοντας μια ολοκληρωμένη και αποτελεσματική μάθηση.

Βιβλιογραφικές αναφορές

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Παράρτημα Ι

Τίτλος εκπαιδευτικού σεναρίου: Μια διδακτική πρόταση για τη διδασκαλία του βόλεϊ στο Λύκειο

Εμπλεκόμενο γνωστικό αντικείμενο: Διαθεματικό.

Κύριο: Φυσική Αγωγή.

Επιμέρους: Τ.Π.Ε.

Προαπαιτούμενες γνώσεις και προϋπάρχουσες αντιλήψεις

Οι μαθητές να έχουν σχετική ικανότητα στον χειρισμό των νέων τεχνολογιών. Πλοήγηση στο διαδίκτυο, χρήση λογισμικών όπως, επεξεργαστή κειμένου - word, λογιστικών φύλλων - excel, παρουσίασης - power point, google drive.

Τάξη στην οποία απευθύνεται: Α΄ Λυκείου.

Σκοπός: Οι μαθητές να μπορούν να επιδεικνύουν ικανότητα σε ένα εύρος αθλητικών και κινητικών δεξιοτήτων που είναι χρήσιμες για τη δια βίου άσκηση για υγεία και ποιότητα ζωής.

Επιμέρους προσδοκώμενα μαθησιακά αποτελέσματα: Γνώσεις – δεξιότητες - στάσεις

Α. Γνώσεις

- A_1. Οι μαθητές θα είναι σε θέση να γνωρίζουν τις βασικές τεχνικές δεξιότητες της πετοσφαίρισης (πάσα δάκτυλα, μανσέτα, σερβίς από πάνω ή από κάτω και υποδοχή).

Β. Δεξιότητες

Οι μαθητές θα είναι σε θέση:

- B_1. Να εξασκούνται και να βελτιώνουν την ατομική τους τεχνική στις βασικές κινητικές δεξιότητες της πετοσφαίρισης (πάσα δάκτυλα, μανσέτα, σερβίς από πάνω ή από κάτω και υποδοχή)
- B_2. Να εφαρμόζουν στο παιχνίδι τους κανονισμούς και τις προαναφερόμενες τεχνικές δεξιότητες
- B_3. Να επικοινωνούν αποτελεσματικά, να συνεργάζονται και να χτίζουν ισχυρές και υποστηρικτικές σχέσεις
- B_4. Να αξιολογούν τον εαυτό τους (αυτοαξιολόγηση) και τους συμμαθητές τους (ετεροαξιολόγηση).

Γ. Στάσεις

- Γ1. Οι μαθητές να υιοθετήσουν τις γνώσεις και τις κινητικές δεξιότητες της πετοσφαίρισης στην καθημερινότητά τους για δια βίου άσκηση και ποιότητα ζωής.

Εκτιμώμενη διάρκεια: Μία (1) διδακτική ώρα δια ζώσης και ασύγχρονα ανάλογα με το πόσο επιθυμεί να εμβαθύνει κάθε μαθητής/τρια.

Υλικοτεχνική υποδομή

Εξ αποστάσεως ασύγχρονη διδασκαλία.

Προαπαιτούμενα στοιχεία για την εγκατάσταση & χρήση της εφαρμογής e-class:

- Προσωπικός υπολογιστής με ηχεία.
- Σύνδεση στο διαδίκτυο.
- Λογαριασμοί e-mail διδάσκοντα και μαθητών/τριών.

Δια ζώσης διδασκαλία.

- Γήπεδο βόλεϊ, κώνοι, 12 μπάλες βόλεϊ (1 μπάλα ανά 3 μαθητές ή 1 μπάλα ανά δύο μαθητές, ανάλογα την άσκηση).
- Κάρτες διδασκαλίας με τα κριτήρια που έχει ετοιμάσει ο εκπαιδευτικός.

- Κινητά τηλέφωνα, μετά την εξασφάλιση της άδειας από την Διεύθυνση του σχολείου, προκειμένου να χρησιμοποιηθούν για διδακτικούς σκοπούς.

Συνοπτική περιγραφή

Προετοιμασία της διδασκαλίας

Η διδασκαλία θα γίνει δια ζώσης και εξ αποστάσεως (ασύγχρονα) με τη χρήση της εκπαιδευτικής πλατφόρμας e-class του Πανελλήνιου Σχολικού Δικτύου.

Εξ αποστάσεως: ο εκπαιδευτικός θα πρέπει να έχει συγκεντρώσει τα e-mail των μαθητών/τριών και να τους έχει αποστείλει το φύλλο προετοιμασίας με τις οδηγίες της εξ αποστάσεως ασύγχρονης διδασκαλίας. Δια ζώσης: έλεγχος του αθλητικού υλικού και του γηπέδου.

Διδακτική μέθοδος

Εξ αποστάσεως: ανεστραμμένη τάξη. Οι μαθητές λαμβάνουν υλικό, το οποίο αναρτάται στην e class και τους προετοιμάζει για τη διδασκαλία που θα ακολουθήσει. Το φύλλο προετοιμασίας (Παράρτημα ΙΙ) περιλαμβάνει βίντεο, εικόνες, πληροφορίες και τεστ γνώσεων για την κατανόηση των βασικών τεχνικών δεξιοτήτων του βόλεϊ που θα καλλιεργηθούν στο επόμενο μάθημα.

Δια ζώσης: ομαδοσυνεργατική, βιωματική προσέγγιση, με την οποία οι μαθητές ασκούνται χωρισμένοι σε ζευγάρια στην πάσα με δάκτυλα και μανσέτα, με έμφαση στην ενεργή συμμετοχή όλων και στην εκτέλεση όσο το δυνατόν περισσότερων επαναλήψεων σε κάθε άσκηση (πρακτικό στιλ διδασκαλίας). Στη συνέχεια εφαρμόζοντας το στιλ της αμοιβαίας διδασκαλίας δουλεύουν σε τριάδες το σέρβις από κάτω. Κατά την εκτέλεση των παραπάνω κινητικών δεξιοτήτων εφαρμόζεται και η διαφοροποιημένη διδασκαλία ή το στιλ μη αποκλεισμού καθώς οι μαθητές/τριες έχουν τη δυνατότητα να επιλέξουν την απόσταση και τον τρόπο εκτέλεσης.

Οργάνωση της τάξης

Ο αριθμός των μαθητών/τριών του τμήματος είναι είκοσι τέσσερις (24) και δουλεύουν χωρισμένοι σε ζευγάρια ή τριάδες ανάλογα την άσκηση.

Κάρτες διδασκαλίας για εξάσκηση και αξιολόγηση των κινητικών δεξιοτήτων. Πάσα με δάκτυλα και μανσέτα με το στιλ πρακτικής διδασκαλίας και το στιλ του μη αποκλεισμού (αυτοαξιολόγηση) και σερβίς από πάνω ή από κάτω με το στιλ της αμοιβαίας διδασκαλίας (ετεροαξιολόγηση).

Προστιθέμενη αξία των ΤΠΕ

Η εξ αποστάσεως εκπαίδευση ενεργοποιεί δημιουργικά τους μαθητές, συμβάλλει στην αύξηση του ενθουσιασμού και της αυτονομίας, στην ενίσχυση της συνεργασίας, της κριτικής σκέψης και της δημιουργικότητας.

Δραστηριότητες της διδασκαλίας

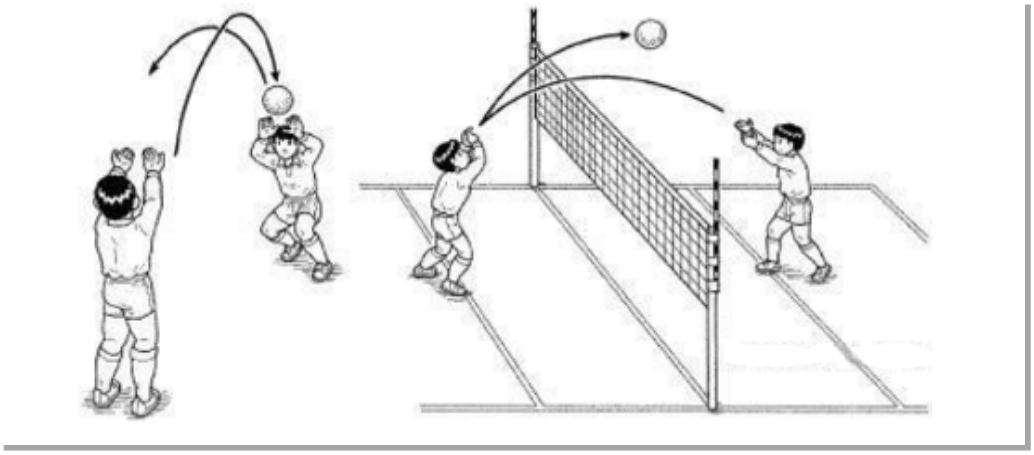
Συγκέντρωση μαθητών - λήψη απουσιών - μεταφορά αθλητικού υλικού - ανακοίνωση των στόχων και του περιεχομένου διδασκαλίας (2΄).

Προθέρμανση χωρίς μπάλες. Χαλαρό τρέξιμο, δρομικές ασκήσεις, διατάσεις (5΄).

Κύριο μέρος (35΄)

Δραστηριότητα 1η: Εξάσκηση στην πάσα με δάκτυλα. Στόχοι: Α1, Β1, Β3, Β4 (5΄).

Οργάνωση άσκησης: Πρακτικό στιλ διδασκαλίας και στιλ μη αποκλεισμού. Οι μαθητές σε ζευγάρια, ο ένας απέναντι στον άλλο, σε απόσταση 4 μέτρα. Κάθε ζευγάρι από μία μπάλα (Εικόνα 1). Εκτελούν πάσα με δάκτυλα με βάση τα κριτήρια της κάρτας διδασκαλίας 1 (Παράρτημα ΙΙ). Μπορούν να επιλέξουν οποιαδήποτε παραλλαγή της άσκησης διαφοροποιώντας το βαθμό δυσκολίας.



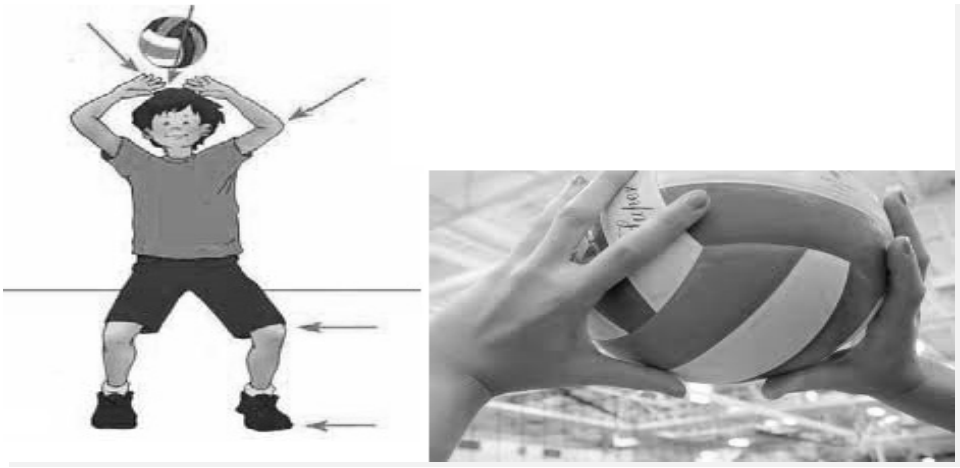
Εικόνα 1: Πάσα με δάκτυλα

Παραλλαγές άσκησης

- Μία πάσα στον εαυτό τους και μετά πάσα απέναντι στον/στην συμπαίκτη/τρια.
- Μία πάσα στον εαυτό τους, πάσα λίγο πιο μπροστά, μετακίνηση μπροστά ένα-δύο βήματα και πάσα απέναντι στον/στην συμπαίκτη/τρια.
- Δυνατότητα επιλογής της μεταξύ τους απόστασης και της ταχύτητας εκτέλεσης.
- Καθορίζουν συγκεκριμένο στόχο: π.χ. να εκτελέσουν 10 ή 20 συνεχόμενες πάσες.

Σημεία έμφασης (Εικόνα 2)

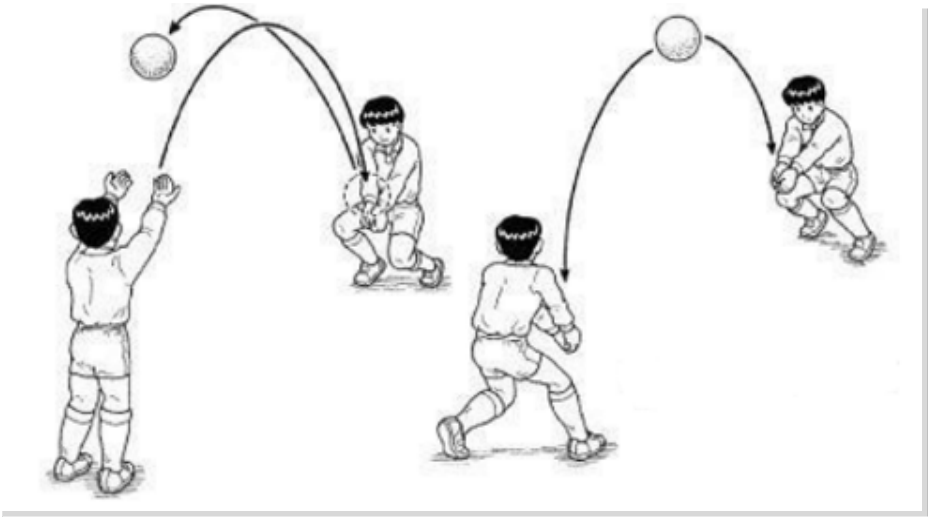
- Τα γόνατα λυγισμένα, το ένα πόδι πιο μπροστά.
- Να συναντούν την μπάλα μπροστά από το μέτωπο με τους αγκώνες λυγισμένους.
- Να σχηματίζουν τρίγωνο οι δείκτες με τους αντίχειρες.
- Να τεντώνουν τους αγκώνες και τα γόνατα κατά το χτύπημα.



Εικόνα 2: Σημεία έμφασης στην πάσα με δάκτυλα

<u>Δραστηριότητα 2η:</u> Εξάσκηση στη μανσέτα. Στόχοι: A_1, B_1, B_3, B_4 (5΄).

Οργάνωση της άσκησης: Πρακτικό στιλ διδασκαλίας και στιλ μη αποκλεισμού. Οι μαθητές/τριες σε ζευγάρια, ο ένας απέναντι στον άλλο, σε απόσταση 4 μέτρα. Κάθε ζευγάρι από μία μπάλα (Εικόνα 2). Εκτελούν μανσέτα με βάση τα κριτήρια της κάρτας διδασκαλίας 2 (Παράρτημα ΙΙ). Μπορούν να επιλέξουν οποιαδήποτε παραλλαγή της άσκησης διαφοροποιώντας το βαθμό δυσκολίας.



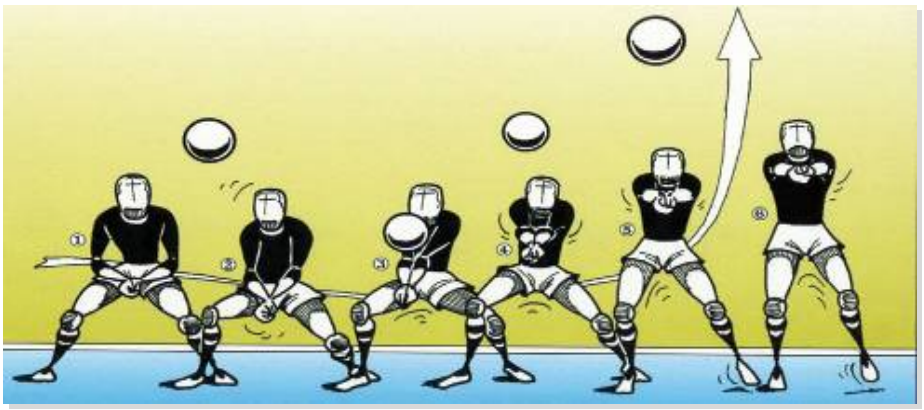
Εικόνα 3: Πάσα από κάτω (μανσέτα)

Παραλλαγές άσκησης

- Δύο μανσέτες στον εαυτό τους και πάσα απέναντι.
- Η μπάλα μετά από τη μανσέτα να κατευθύνεται στον απέναντι συμπαίκτη τους.
- Δυνατότητα επιλογής της μεταξύ τους απόστασης και της ταχύτητας εκτέλεσης.
- Καθορίζουν συγκεκριμένο στόχο: π.χ να εκτελέσουν 10 ή 20 συνεχόμενες μανσέτες.

Σημεία έμφασης (Εικόνα 4)

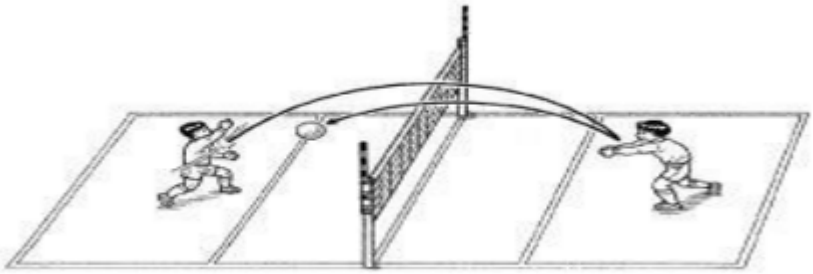
- Λυγισμένα γόνατα κατά το χτύπημα.
- Επαφή της μπάλας στους πήχεις.
- Τεντωμένοι αγκώνες.



Εικόνα 4: Σημεία έμφασης στην πάσα από κάτω (μανσέτα)

<u>Δραστηριότητα 3η:</u> Εξάσκηση στο σερβίς από κάτω. Στόχοι: A_1, B_1, B_3, B_4 (5΄).

Οργάνωση άσκησης: Στιλ αμοιβαίας διδασκαλίας. Σε τριάδες, δύο εκτελούν και ο τρίτος παρατηρεί και δίνει ανατροφοδότηση με βάση την κάρτα διδασκαλίας 3 (Παράρτημα ΙΙ). Αλλαγή ρόλων μετά από 10 προσπάθειες. Ο ένας απέναντι στον άλλο, σε απόσταση 6 μ. Κάθε ζευγάρι από μία μπάλα (Εικόνα 5). Εκτελούν την τεχνική του σερβίς από κάτω απέναντι στον συμπαίκτη τους. Μπορούν να επιλέξουν οποιαδήποτε παραλλαγή της άσκησης διαφοροποιώντας το βαθμό δυσκολίας (στιλ μη αποκλεισμού).



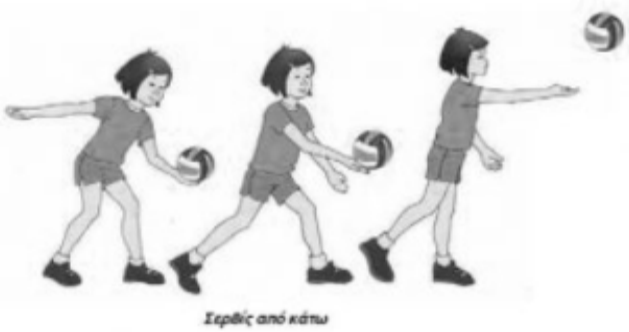
Εικόνα 5: Σερβίς από κάτω και υποδοχή

Παραλλαγές άσκησης

- Δυνατότητα επιλογής της μεταξύ τους απόστασης.
- Η μπάλα μετά από την υποδοχή να κατευθύνεται στον απέναντι συμπαίκτη τους.
- Κάνουν υποδοχή στον εαυτό τους και πάσα απέναντι.
- Εναλλακτικά εκτελούν σερβίς από πάνω.

Σημεία έμφασης (Εικόνα 6)

- Αντίθετο πόδι μπροστά από το χέρι που εκτελεί.
- Πέταγμα της μπάλας μπροστά από το κεφάλι, πίσω αιώρηση του χεριού που χτυπά, χτύπημα.
- Κατά τη στιγμή του χτυπήματος να γίνεται μεταφορά του βάρους από το πίσω στο μπροστινό πόδι.



Εικόνα 6: Σημεία έμφασης στο σερβίς από κάτω

<u>Δραστηριότητα 4η:</u> Εξάσκηση στο σερβίς από κάτω ή από πάνω. Στόχοι: B_1, B_3 (5΄).

Οργάνωση άσκησης: Πρακτικό στιλ διδασκαλίας. Το γήπεδο είναι χωρισμένο με κώνους κάθετα σε δύο ζώνες. Τέσσερις υποομάδες. Οι μισοί μαθητές εκτελούν σερβίς και οι υπόλοιποι κάνουν υποδοχή. Μετά από 10 προσπάθειες αλλάζουν ρόλους.

<u>Δραστηριότητα 5η:</u> Παιχνίδι. Στόχοι: B_2, B_3 (15΄)

Οργάνωση άσκησης: Παιχνίδι 6Χ6. Εφαρμογή των κινητικών δεξιοτήτων που διδάχθηκαν σε αγωνιστικές συνθήκες. Οι υπόλοιποι μαθητές ασκούνται σε ζευγάρια στις κινητικές δεξιότητες που διδάχθηκαν και μετά αλλάζουν ρόλους.

Αποθεραπεία: (3΄). Σύνοψη των κύριων τεχνικών σημείων που διδάχθηκαν. Εστίαση σε απορίες και στις βασικότερες δυσκολίες που αντιμετώπισαν οι μαθητές, συγκέντρωση του αθλητικού υλικού και συμπλήρωση της φόρμας αξιολόγησης.

Αξιολόγηση - Αναστοχασμός

Το φύλλο αξιολόγησης συμπληρώνεται ηλεκτρονικά στο τέλος της διδασκαλίας από τους μαθητές/τριες σαρώνοντας το QR Code με το κινητό τους τηλέφωνο, το οποίο εκτυπώνεται και αναρτάται στον πίνακα ανακοινώσεων του γυμναστηρίου (Παράρτημα ΙΙ: Σχήμα 1). Εναλλακτικά αποστέλλεται στο ηλεκτρονικό τους ταχυδρομείο ο παρακάτω σύνδεσμος: https://bit.ly/4mS638x

Η αξιολόγηση των μαθητών/τριών, μέσω της συστηματικής παρατήρησης από τον εκπαιδευτικό (Παράρτημα ΙΙ: Σχήμα 2) και της διδασκαλίας στοχεύουν στην ανίχνευση: α) του επιπέδου κατανόησης των κινητικών δεξιοτήτων που διδάχθηκαν και της εφαρμογής τους κατά τη διάρκεια εκτέλεσης των ασκήσεων και του παιχνιδιού β) της ικανοποίησής τους από το μάθημα γ) της συνεργασίας και ομαδικότητας που ανέπτυξαν και δ) της συμμετοχής τους στις δραστηριότητες του βόλεϊ. Ο αναστοχασμός /αυτοαξιολόγηση της διδασκαλίας θα γίνει μετά την επεξεργασία των απαντήσεων των μαθητών και της κάρτας συστηματικής παρατήρησης που συμπλήρωσε ο εκπαιδευτικός.

Φύλλα κριτηρίων

Το φύλλο προετοιμασίας για την εξ αποστάσεως διδασκαλία, οι κάρτες διδασκαλίας και το φύλλο αξιολόγησης βρίσκονται στο Παράρτημα ΙΙ.

Παράρτημα ΙΙ

Φύλλο προετοιμασίας για την εξ αποστάσεως διδασκαλία

Στο επόμενο μάθημα θα εξασκηθείτε στις βασικές δεξιότητες του βόλεϊ. Στην πάσα με δάκτυλα, στην μανσέτα και στο σερβίς από κάτω ή από πάνω. Επισκεφτείτε τους παρακάτω συνδέσμους και ενημερωθείτε για τα βασικά σημεία – κλειδιά των παραπάνω τεχνικών δεξιοτήτων προκειμένου να διευκολυνθείτε κατά τη διάρκεια της εξάσκησης.

Εναλλακτικά μπορείτε να αναζητήσετε επιπλέον υλικό κάνοντας τη δική σας έρευνα με λέξεις – κλειδιά σχετικές με το θέμα μας.

Οι βασικές τεχνικές δεξιότητες στο βόλεϊ

- https://bit.ly/4kymEwE
- https://www.youtube.com/watch?v=TWz83GgdzHY

Πάσα με δάκτυλα

- http://photodentro.edu.gr/aggregator/lo/photodentro-lor-8521-11086
- https://www.youtube.com/watch?app=desktop&v=3bWtoOgki_Q

Μανσέτα

- https://www.youtube.com/watch?v=LzQTjmJF8gc
- https://bit.ly/4dUfUqk

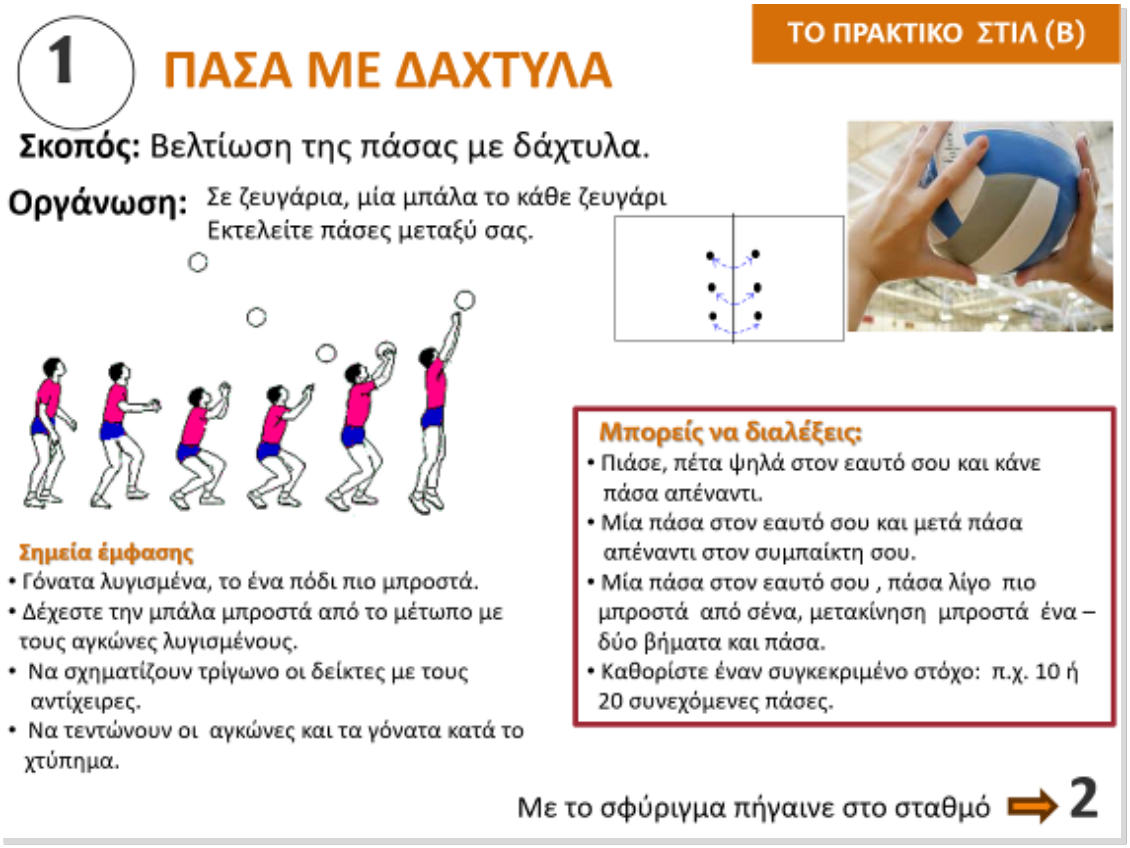
Σερβίς από κάτω

- https://www.youtube.com/watch?v=M5HEtylBKYQ
- https://www.youtube.com/watch?v=A0epDjKO6wg

Σερβίς από πάνω

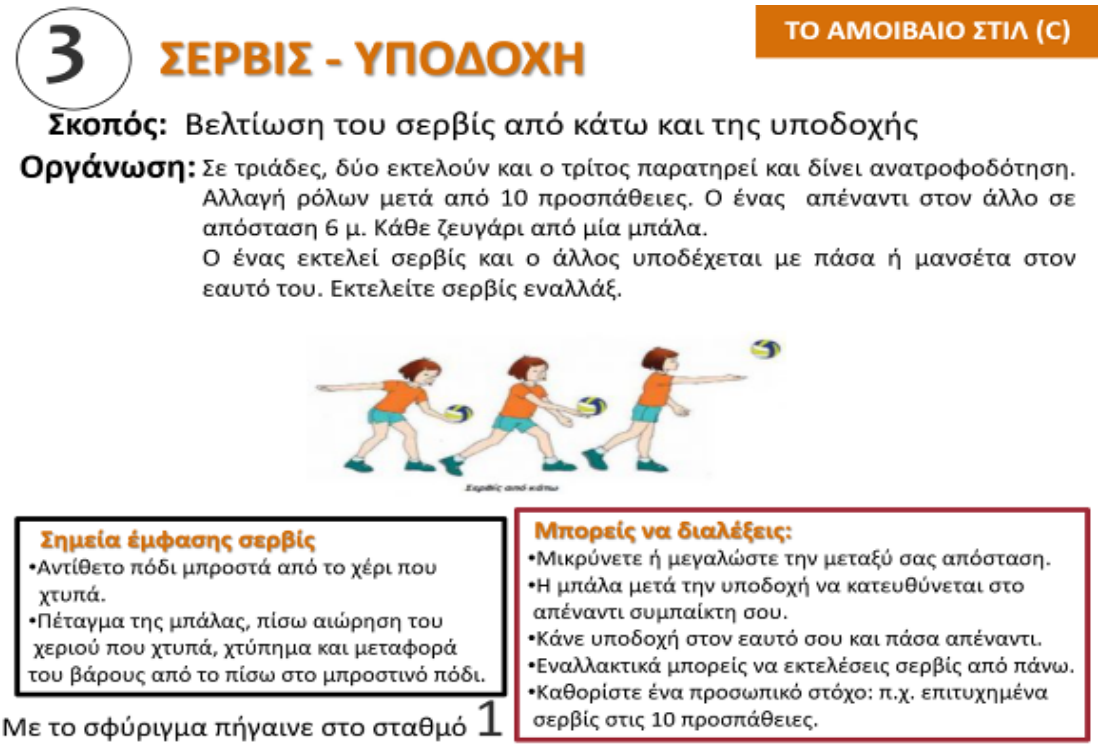
- https://www.youtube.com/watch?v=9Xd-nuj54As
- https://www.youtube.com/shorts/AxmlgbkZqb4

Κάρτες διδασκαλίας



Κάρτα διδασκαλίας 1: Πάσα με δάκτυλα

Κάρτα διδασκαλίας 2: Πάσα από κάτω (μανσέτα)



Κάρτα διδασκαλίας 3: Σερβίς από κάτω

Φύλλο Αξιολόγησης της διδασκαλίας και των δραστηριοτήτων από τους μαθητές/τριες

- https://docs.google.com/forms/d/1pLPC61JxEpzWr6caRBPU2Xjoa0D-q0mnvADjbjKdOWU/edit

Σχήμα 1: Αξιολόγηση διδασκαλίας από τους μαθητές/τριες

Αγαπητέ μαθητή/μαθήτρια,

Στο σύντομο ερωτηματολόγιο που ακολουθεί σου ζητώ να εκφράσεις τη γνώμη σου για τη σημερινό μάθημα Φυσικής Αγωγής. Το ερωτηματολόγιο είναι απόρρητο. Δεν υπάρχουν σωστές ή λανθασμένες απαντήσεις. Η γνώμη σου μετράει για μένα, αλλά, αν δεν θέλεις να απαντήσεις σε κάποια ερώτηση, μπορείς να την παραλείψεις. Οι απαντήσεις σου θα συνδυαστούν με αυτές των άλλων συμμαθητών/τριών σου και θα με βοηθήσουν να κάνω το μάθημα ακόμα καλύτερο.

Ερωτήσεις για την διδασκαλία

- Σου άρεσε η σημερινή διδασκαλία Φυσικής Αγωγής;

Α. Λίγο Β. Μέτρια Γ. Πολύ

- Συνεργάστηκες αποτελεσματικά με τους/τις συμμαθητές/τριες σου;
  Α. Λίγο Β. Μέτρια Γ. Πολύ

Ερωτήσεις για τις δραστηριότητες

- Οι ασκήσεις ήταν ενδιαφέρουσες;
  Α. Λίγο Β. Μέτρια Γ. Πολύ
- Μέσω των ασκήσεων απέκτησες γνώσεις για τις τεχνικές δεξιότητες του βόλεϊ (πάσα με δάκτυλα, μανσέτα, σερβίς);
  Α. Λίγο Β. Μέτρια Γ. Πολύ
- Δυσκολεύτηκες κατά τη διάρκεια εκτέλεσης των ασκήσεων;
  Α. Λίγο Β. Μέτρια Γ. Πολύ
- Θα σου είναι χρήσιμες οι τεχνικές δεξιότητες στις οποίες εξασκήθηκες σήμερα, ώστε να τις εφαρμόζεις σε παιχνίδια κατά τη διάρκεια του μαθήματος;
  Α. Λίγο Β. Μέτρια Γ. Πολύ
- Πιστεύεις ότι θα ασκηθείς, εκτός σχολείου, προκειμένου να βελτιωθείς ακόμη περισσότερο στις τεχνικές δεξιότητες του βόλεϊ που διδάχθηκες σήμερα;
  Α. Λίγο Β. Μέτρια Γ. Πολύ

Αξιολόγηση μαθητών/τριών από τον/την εκπαιδευτικό μέσω παρατήρησης

Αξιολόγηση 1: Από τις απαντήσεις των μαθητών στις ερωτήσεις της φόρμας αξιολόγησης.	1. Οι μαθητές έχουν κατανοήσει θεωρητικά τις τεχνικές δεξιότητες της πάσας με δάκτυλα, μανσέτας και του σερβίς; ΝΑΙ ☐ ΜΕΤΡΙΑ ☐ ΟΧΙ ☐
Αξιολόγηση 2: Με παρατήρηση της συμμετοχής και της προσπάθειας των μαθητών κατά τη διάρκεια εκτέλεσης των ασκήσεων και του παιχνιδιού.	2. Εκτελούν τις παραπάνω κινητικές δεξιότητες με τον δικό τους ρυθμό επιλέγοντας την κατάλληλη άσκηση; ΝΑΙ ☐ ΜΕΤΡΙΑ ☐ ΟΧΙ ☐
Αξιολόγηση 3: Με παρατήρηση της συμμετοχής και της προσπάθειας των μαθητών κατά τη διάρκεια εκτέλεσης των ασκήσεων και του παιχνιδιού.	3. Μπορούν να εφαρμόσουν τις διδαγμένες δεξιότητες στο παιχνίδι; ΝΑΙ ☐ ΜΕΤΡΙΑ ☐ ΟΧΙ ☐
Αξιολόγηση 4: Με παρατήρηση της συμμετοχής και της προσπάθειας των μαθητών κατά τη διάρκεια εκτέλεσης των ασκήσεων και του παιχνιδιού.	4. Έχουν αναπτύξει πνεύμα συνεργασίας και ομαδικότητας κατά τη διάρκεια των ασκήσεων και του παιχνιδιού; ΝΑΙ ☐ ΜΕΤΡΙΑ ☐ ΟΧΙ ☐
Αξιολόγηση 5: Με παρατήρηση της συμμετοχής και της προσπάθειας των μαθητών κατά τη διάρκεια εκτέλεσης των ασκήσεων και του παιχνιδιού.	5. Έχουν κατανοήσει τη διαδικασία της αυτοαξιολόγησης και της ετεροαξιολόγησης; ΝΑΙ ☐ ΜΕΤΡΙΑ ☐ ΟΧΙ ☐

Σχήμα 2: Κάρτα συστηματικής παρατήρησης

ΤΑ ΕΜΦΥΛΑ ΣΤΕΡΕΟΤΥΠΑ ΣΤΗΝ ΠΡΟΣΧΟΛΙΚΗ ΗΛΙΚΙΑ: ΜΙΑ ΒΙΒΛΙΟΓΡΑΦΙΚΗ ΕΡΕΥΝΑ

Μέλλιος Βασίλειος
Εκπαιδευτικός Φυσικής Αγωγής ΠΕ 11

Περίληψη

Η παρούσα έρευνα αποσκοπεί στην ανάλυση του τρόπου με τον οποίο τα στερεότυπα φύλου επηρεάζουν αρνητικά την ανάπτυξη των μικρών παιδιών και πώς το νηπιαγωγείο μπορεί να συμβάλλει στην παροχή εκπαίδευσης απαλλαγμένης από έμφυλα στερεότυπα. Μελετώντας σύγχρονες εμπειρικές έρευνες αναδείξαμε τις αντιλήψεις των μικρών παιδιών σχετικά με τα φύλα, παρατηρώντας τις συμπεριφορές τους κατά το παιχνίδι και ανιχνεύοντας τις απόψεις τους για τα επαγγέλματα. Επιπλέον, εξετάστηκαν οι πρακτικές του νηπιαγωγείου και ο ρόλος των εκπαιδευτικών στη διαμόρφωση των αντιλήψεων των παιδιών. Τα αποτελέσματα έδειξαν ότι τα μικρά παιδιά αναπτύσσουν άκαμπτες στερεοτυπικές αντιλήψεις για τα φύλα από πολύ μικρή ηλικία. Αυτές οι αντιλήψεις, στις οποίες συμβάλλουν πολλοί παράγοντες, με κυριότερους τους γονείς, αντικατοπτρίζονται στις επιλογές τους κατά το παιχνίδι και στις προσδοκίες τους για τα επαγγέλματα. Ωστόσο, η έρευνα υπογραμμίζει ότι το νηπιαγωγείο μπορεί να διαδραματίσει καθοριστικό ρόλο στη διαμόρφωση των αντιλήψεων αυτών. Με κατάλληλες παρεμβάσεις στο πρόγραμμα σπουδών και με την αλλαγή των στάσεων των εκπαιδευτικών, είναι δυνατόν να συμβάλει στην ανατροπή τους. Η έρευνα αυτή προσφέρει σημαντικές ενδείξεις για την ύπαρξη και την επίδραση των στερεοτύπων φύλου στην πρώιμη παιδική ηλικία. Επιπλέον, προτείνει συγκεκριμένες πρακτικές που μπορούν να εφαρμοστούν στο νηπιαγωγείο για την προώθηση της ισότητας των φύλων και τα αποτελέσματά της μπορούν να αξιοποιηθούν από εκπαιδευτικούς, γονείς και πολιτικούς φορείς για τη σχεδίαση και υλοποίηση προγραμμάτων που στοχεύουν στην καταπολέμηση των έμφυλων στερεοτύπων.

Λέξεις κλειδιά: Έμφυλα στερεότυπα, πρώιμη παιδική ηλικία, παιχνίδια, επαγγέλματα, νηπιαγωγείο.

1. Εισαγωγή

Η ταυτότητα φύλου είναι η πρώτη κοινωνική κατηγορία που παρατηρούν τα παιδιά (Halim & Ruble, 2010). Τα στερεότυπα και οι ρόλοι των φύλων, ως κοινωνικές κατασκευές, συνιστούν απλουστευμένες και συχνά ανακριβείς γενικεύσεις σχετικά με τις ιδιότητες, τα χαρακτηριστικά και τις συμπεριφορές που αποδίδονται στα άτομα με βάση το φύλο τους. Η πρόσδοση συγκεκριμένων χαρακτηριστικών, όπως η ανδρική ανθεκτικότητα ή η γυναικεία ευαισθησία, αγνοεί την εγγενή ποικιλομορφία και μοναδικότητα κάθε ατόμου, οδηγώντας σε μια στρεβλή αντίληψη της πραγματικότητας. Η εδραίωση και αναπαραγωγή αυτών των στερεοτύπων, μέσω ποικίλων κοινωνικών μηχανισμών, επισκιάζει την ατομική ταυτότητα και δυναμική, προωθώντας διακρίσεις και περιορίζοντας την ανάπτυξη των ατόμων σύμφωνα με τις πραγματικές τους δυνατότητες και επιθυμίες (Κοτρωνίδου, 2012). Έτσι, από τη γέννησή τους τα παιδιά εκτίθενται σε έμφυλες συμπεριφορές και προσδοκίες (Tisak et al., 2012), οι οποίες θα επηρεάσουν πολλούς τομείς της ζωής τους (Halim & Ruble, 2010). Ταυτίζονται με το ένα ή το άλλο φύλο από πολύ μικρή ηλικία (Martin et al., 2002), κατηγοριοποιώντας και εσωτερικεύοντας τις στερεοτυπικές έμφυλες πληροφορίες, προσεγγίζουν δραστηριότητες, που θεωρούνται από την κοινωνία και τα ίδια τα παιδιά ως κατάλληλες για το φύλο τους και αποφεύγοντας αυτές που θεωρούν ακατάλληλες (Liben & Bigler, 2002). Επειδή τα έμφυλα στερεότυπα επιδρούν στη ζωή των παιδιών και μπορούν να επηρεάσουν την αναπτυξιακή τους πορεία (Halim et al., 2015), η μελέτη αυτών των θεμάτων κρίνεται σημαντική. Επιπλέον έχει τη δυνατότητα να συμβάλει στην αποσαφήνιση και αναστολή των έμφυλων στερεοτύπων (Baker et al., 2016) και να συνδράμει εκπαιδευτικούς αλλά και όσους χαράσσουν αντίστοιχες πολιτικές (Weisgram, 2016) να αντιμετωπίσουν αυτές τις βαθειά ριζωμένες αντιλήψεις.

Με βάση τα παραπάνω στόχος της έρευνας είναι να καταδείξει τα έμφυλα στερεότυπα ως αρνητικό παράγοντα στην ανάπτυξη των παιδιών και ειδικά αυτών της προσχολικής ηλικίας και να παρουσιάσει τις δυνατότητες του νηπιαγωγείου στην αντιμετώπιση των στερεοτυπικών αντιλήψεων φύλου. Στην εισαγωγή γίνεται γενική αναφορά στην τυποποίηση με βάση το φύλο και την επίδρασή της στα παιδιά. Στο κύριο μέρος αναλύεται ο ρόλος των στερεοτυπικών έμφυλων αντιλήψεων σε παιδιά προσχολικής ηλικίας, συγκεκριμένα στην επιλογή παιχνιδιών και επαγγελμάτων, και προτείνονται τρόποι, ώστε το νηπιαγωγείο να καταστεί ικανό να αντιμετωπίσει το φαινόμενο. Τέλος παρουσιάζονται τα συμπεράσματα της μελέτης.

2. Τα έμφυλα στερεότυπα και η επίδρασή τους στα παιδιά πρώτης παιδικής ηλικίας

Η ταυτότητα και τα στερεότυπα φύλου είναι κατασκευές που μπορούν να επηρεάσουν τα παιδιά, όχι μόνο σε νοητικές διεργασίες, αλλά και στον τρόπο που αισθάνονται για τον εαυτό τους, που αλληλεπιδρούν και αντιμετωπίζουν τους συνομηλίκους τους (Halim & Ruble, 2010). Στην ενότητα θα διερευνηθούν τα έμφυλα στερεοτύπα αναφορικά με τις φάσεις ανάπτυξης των παιδιών, την επίδρασή τους στην επιλογή παιχνιδιών και επαγγελμάτων και σε συσχέτιση με τη βασική βαθμίδα της προσχολικής αγωγής, το νηπιαγωγείο.

2.1. Η ανάπτυξη των παιδιών και η εμφάνιση των στερεοτύπων φύλου

Τα περισσότερα παιδιά χρησιμοποιούν στον λόγο τους ετικέτες φύλου στην ηλικία μεταξύ των 18 έως 24 μηνών (Martin & Ruble, 2009). Γύρω στους 32 μήνες δείχνουν επίγνωση των στερεοτύπων σχετικά π.χ. με τα παιδικά παιχνίδια (Ruble & Martin, 1998, όπ. αναφ. στο Halim & Ruble, 2010), ενώ μεταξύ 3 και 5 ετών οι έμφυλες ταυτότητες αναπτύσσονται περαιτέρω και η ακαμψία του φύλου γίνεται κανονιστική στις πεποιθήσεις, τις γνώσεις, τις στάσεις και συμπεριφορές μεταξύ των ομάδων φύλου (Halim et al., 2015). Για παράδειγμα, οι Miller κ. συν. (2009) έδειξαν ότι, στη σκέψη των παιδιών, τα κορίτσια συνδέονται με την εμφάνιση, ενώ τα αγόρια με τις δραστηριότητες και τη συμπεριφορά.

Στην προσχολική, λοιπόν, ηλικία εμφανίζεται η άκαμπτη διαφοροποίηση του φύλου. Αυτή περιορίζει τα αγόρια και τα κορίτσια σε ένα στενό πλαίσιο συμπεριφοράς: στο να μοντελοποιήσουν αυτά τα στοιχεία, να τα μιμηθούν αλλά και να τα χρησιμοποιήσουν ως πρότυπα βάσει των οποίων θα αναπτύξουν μελλοντικές συμπεριφορές (Golden & Jacoby, 2018). Αυτή η εσωτερίκευση των αρνητικών στερεοτύπων επηρεάζει την αυτοεκτίμηση και τελικά την ακαδημαϊκή επίδοση, κυρίως αργότερα στην εφηβεία (Aina & Cameron, 2011). Γίνεται λοιπόν αντιληπτό ότι η δημιουργία ταυτότητας και στερεοτύπων φύλου είναι μία σύνθετη διαδικασία (Weisgram, 2016), - η οποία είναι αντικείμενο μελέτης σχετικών θεωριών (Aina & Cameron, 2011· Coyle & Lieben, 2016), - αλλά και δυναμική ταυτόχρονα. Έρευνες παρουσιάζουν νέα μοντέλα, όπως π.χ. στο πλαίσιο των κοινωνικογνωστικών θεωριών, για τα οποία έχει βρεθεί ότι εργαλειοποιούνται από τα παιδιά στην κατασκευή έμφυλων στερεοτύπων (Weisgram, 2016). Ως προς την προσχολική ηλικία το πεδίο στο οποίο εμφανίζονται τα παραπάνω στεροεότυπα είναι τα παιχνίδια και τα επαγγέλματα που επιλέγονται από τα μικρής ηλικιας παιδιά.

2.2. Τα έμφυλα στερεότυπα ως παράγοντες επιλογής παιχνιδιών και επαγγελμάτων

Για τα παιδιά προσχολικής ηλικίας το παιχνίδι αποτελεί σημαντικό πεδίο ανάπτυξης και έκφρασης δεξιοτήτων και ενδιαφερόντων (Coyle & Lieben, 2016). Τα έμφυλα στερεότυπα εισχωρούν στην επιλογή παιχνιδιών και επαγγελμάτων, όπως πολύ εύστοχα θίγει το βίντεο με τίτλο “A Class That Turned Around Kids' Assumptions of Gender Roles” (Upworthy, 2016), φαινόμενο που οδηγεί στην ανάγκη για διερεύνηση του τρόπου με τον οποίο αυτές οι αντιλήψεις επιδρούν στα παιδιά αναφορικά με την επιλογή παιχνιδιών και επαγγέλματος.

Οι συμπεριφορές παιχνιδιού που συνδέονται με το φύλο και την ανάπτυξη των παιδιών επηρεάζονται από έναν συνδυασμό βιολογικών, κοινωνικών και γνωστικών παραγόντων (Weisgram, 2022). Από κοινωνική σκοπιά, έχει εξεταστεί ο τρόπος με τον οποίο γονείς, αδέλφια, συνομήλικοι,

μέσα ενημέρωσης και διαφήμιση επηρεάζουν το ενδιαφέρον των παιδιών (Brown & Stone, 2018, όπ. αναφ. στο Dinella & Weisgram, 2018). Σύμφωνα με την κοινωνικογνωστική αναπτυξιακή προσέγγιση, τα παιδιά επηρεάζονται στις επιλογές παιχνιδιών από έμφυλα μηνύματα του κοινωνικού περιβάλλοντος, όπως στερεότυπα, χρώματα και θέματα που συνδέονται με το φύλο (Weisgram et al., 2014). Για παράδειγμα οι γονείς οδηγούν τα παιδιά τους στη δημιουργία έμφυλων σχημάτων με την επιλογή συγκεκριμένων παιχνιδιών (Dinella & Weisgram, 2018). Προς επίρρωση της παραπάνω διαπίστωσης αναφέρουμε έρευνα, η οποία διενεργήθηκε σε παιδιά 3-6 ετών, και η οποία δείχνει ότι οι γονείς επιλέγουν για τα κορίτσια τους παιχνίδια που σχετίζονται με την περιποίηση, την ελκυστικότητα και την ομορφιά, ενώ για τους γιούς τους παιχνίδια που συνδέονται με τον ανταγωνισμό, την επιθετικότητα και τις κατασκευές (Freeman, 2007· Kollmayer, et al., 2018).

Επομένως δεν προκαλεί έκπληξη το γεγονός ότι έχουν παρατηρηθεί συστηματικά μεγάλες διαφορές στα ενδιαφέροντα των παιδιών για τα παιχνίδια, βάσει του φύλου τους (Davis & Hines, 2020). Όμως αυτές οι διαφορές εγείρουν ανησυχίες ότι το έμφυλο παιχνίδι οδηγεί σε διαφοροποίηση των μελλοντικών δεξιοτήτων και ικανοτήτων των παιδιών (Li & Wong, 2016). Για παράδειγμα στις ΗΠΑ επαγγελματικοί τομείς, π.χ. αυτοί που συνδέονται με τα STEM, υποεκπροσωπούνται από γυναίκες, γεγονός που αποδίδεται στο ότι τα κορίτσια στην παιδική ηλικία δεν ελκύονται από στερεοτυπικά χαρακτηρισμένα ανδρικά επαγγέλματα (Ceci & Williams, 2009· Coyle & Lieben, 2016). Συμπληρωματικά, έρευνα σε παιδιά προσχολικής ηλικίας έδειξε ότι τα κορίτσια επηρεάζονται περισσότερο από τα έμφυλα στερεότυπα ως προς την επιλογή επαγγέλματος σε σχέση με τα αγόρια (Baker et al., 2016).

Ωστόσο υπάρχουν και ενθαρρυντικά ευρήματα. Μελέτη καταδεικνύει ότι αγόρια και κορίτσια μπορούν να ευχαριστηθούν εξίσου παίζοντας με ουδέτερα παιχνίδια (Dinella et al., 2017). Ενώ στην έρευνα των Baker κ. συν. (2015) ενδιαφέρον παρουσιάζει η άποψη των αγοριών ότι τα επαγγέλματα μπορούν να ασκηθούν εξίσου και από τα δύο φύλα. Αυτά τα στοιχεία δείχνουν ότι το πλήθος των παραγόντων που επηρεάζουν τα παιδιά, ίσως, αλληλοεπιδρούν με τρόπους που δεν είναι ακόμη επαρκώς κατανοητοί (Weisgram & Bruun, 2018) και χρήζουν περισσότερης μελέτης. Στο σημείο αυτό διαφαίνεται αναγκαίος ο ρόλος του νηπιαγωγείου ως παράγοντα μείωσης των στερεοτυπικών αντιλήψεων στην επιλογή παιχνιδιών και επαγγελμάτων από τα παιδιά προσχολικής ηλικίας.

2.3. Το νηπιαγωγείο ως φορέας απαλλαγής από στερεοτυπικές έμφυλες αντιλήψεις

Η εκπαίδευση και οι εκπαιδευτικοί διαδραματίζουν κεντρικό ρόλο στην ανάπτυξη των παιδιών στην πρώιμη παιδική ηλικία και ασκούν άμεση επίδραση στο πώς τα παιδιά αντιλαμβάνονται και βιώνουν την έννοια του φύλου (Chapman, 2016). Η Freeman (2007) τονίζει τη σημασία της συνειδητής και προσεκτικής προσέγγισης των ενηλίκων, όταν αλληλεπιδρούν με παιδιά προσχολικής ηλικίας σε θέματα που αφορούν το φύλο, διότι οι εκπαιδευτικοί προβάλλουν στα παιδιά τις δικές τους έμφυλες στάσεις και πεποιθήσεις (Lynch, 2015) μέσω του σχεδιασμού του προγράμματος, των εκπαιδευτικών πόρων, της παρεχόμενης ανατροφοδότησης, των αλληλεπιδράσεών τους με άλλους εκπαιδευτικούς και με τα ίδια τα παιδιά (Chapman, 2016).

Είναι αναγκαίο, λοιπόν, να πρωτοστατήσουν τα νηπιαγωγεία στην εισαγωγή αλλαγών ενάντια στα στερεότυπα φύλου (Kollmayer, et. al., 2018). Βασική προϋπόθεση αποτελεί οι εκπαιδευτικοί της προσχολικής αγωγής να αναγνωρίζουν και να αποδομούν τα στερεότυπα φύλου που ενυπάρχουν στις δικές τους πρακτικές (Κωτσιοπούλου, 2022). Μέσω εξειδικευμένων προγραμμάτων (Kollmayer, et al., 2018) αλλά και με την ανταλλαγή εκπαιδευτικών εμπειριών (Μαραγκουδάκη, 2007) μπορούν να αποκτήσουν οι νηπιαγωγοί τα κατάλληλα εργαλεία για να αναγνωρίζουν και να αντιμετωπίζουν τα στερεότυπα φύλου (Kollmayer, et. al., 2018a).

Εκτός από τις στάσεις των εκπαιδευτικών και οι διδακτικές τους πρακτικές επηρεάζουν τις διαφορές των φύλων. Για παράδειγμα, αυτές οι διαφορές στις τάξεις μειώνονται, όταν οι εκπαιδευτικοί είναι σε θέση να εστιάσουν με παρεμβάσεις στις ομοιότητες των φύλων και όχι στον διαχωρισμό τους (Spinner, 2021), να καλλιεργήσουν πτυχές εξατομίκευσης, αυτονομίας και αυτορρύθμισης (Lüftenegger et al., 2012) ή να χρησιμοποιήσουν γλώσσα ουδέτερη απαλλαγμένη από στερεοτυπικές φράσεις και ιδέες (ΙΕΠ, 2018). Οι όποιες παρεμβάσεις, πάντως, χρειάζεται να

είναι συστηματικές και όχι αποσπασματικές και να στηρίζονται στη συνεργασία εκπαιδευτικών και ερευνητών (Spinner et al., 2021).

Οι νηπιαγωγοί οφείλουν να ενθαρρύνουν τα παιδιά να απασχολούνται και με δραστηριότητες που δεν είναι ταυτισμένες με το βιολογικό τους φύλο (Κογκίδου, 2016), να διαμορφώνουν και να σχεδιάζουν τον χώρο ως ένα περιβάλλον μάθησης και εξερεύνησης των αμέτρητων δυνατοτήτων του παιχνιδιού στις διάφορες «γωνιές», μέσω της επιλογής ποικίλων υλικών και παιχνιδιών που δεν περιορίζονται από παγιωμένες αντιλήψεις (Børve & Børve, 2017). Επιπλέον προτείνονται δραστηριότητες μίμησης ρόλων και ομαδικών εργασιών, στοχευμένες προς την κατάρριψη των έμφυλων στερεοτύπων, παρουσίαση ποικίλλων επαγγελμάτων και ρόλων σε βιβλία και ιστορίες, πρόσκληση επαγγελματιών σε μη παραδοσιακούς ρόλους (Μαραγκουδάκη, 2007) και συνεργασία με τους γονείς, ώστε να ενημερώνονται και να ενθαρρύνονται να παίζουν με τα παιδιά τους με ουδέτερα παιχνίδια (Κογκίδου, 2016).

Παρόμοιες παρεμβάσεις επιφέρουν θετικές επιδράσεις και μπορούν να δημιουργήσουν περιβάλλοντα που προωθούν την ισότητα, τον σεβασμό και την αυτοπεποίθηση όλων των παιδιών, ανεξαρτήτως φύλου (Μαραγκουδάκη, 2007). Τα αποτελέσματα είναι ενθαρρυντικά, καθώς έρευνες για παιδιά προσχολικής ηλικίας με εστίαση στην ουδέτερη ως προς το φύλο εκπαίδευση έδειξαν ότι παρουσιάζουν λιγότερα στερεότυπα για το φύλο από τα παιδιά τυπικών νηπιαγωγείων (Shutts et al., 2017· Spinner, 2021).

3. Συμπεράσματα

Στόχος της εργασίας ήταν να μελετηθεί ο τρόπος, με τον οποίο τα στερεότυπα φύλου επηρεάζουν αρνητικά την εξέλιξη των μικρών παιδιών και τις πρακτικές του νηπιαγωγείου, ώστε να παράσχει εκπαίδευση απαλλαγμένη από έμφυλα στερεότυπα. Η μελέτη έδειξε ότι τα μικρά παιδιά από νωρίς σχηματίζουν άκαμπτες στερεοτυπικές αντιλήψεις φύλου, οι οποίες φαίνονται στο παιχνίδι και στην άποψή τους για τα επαγγέλματα. Το νηπιαγωγείο με αλλαγές στο πρόγραμμα σπουδών και τις στάσεις των εκπαιδευτικών μπορεί να συμβάλλει στην ανατροπή αυτών των σχημάτων. Συμπερασματικά θα λέγαμε ότι, αν και το θέμα της έμφυλης ανάπτυξης των παιδιών είναι πολυσύνθετο, η εκπαίδευση με συστηματικές και στοχευμένες ενέργειες μπορεί να το αντιμετωπίσει.

Οι έρευνες που προσεγγίστηκαν στην παρούσα βιβλιογραφική ανασκόπηση έχουν περιορισμούς, καθώς απευθύνονται σε συγκεκριμένα κοινωνικά και πολιτισμικά πλαίσια. Κυρίως, διότι μελετούν το θέμα σε σχέση με τα παιχνίδια και τα επαγγέλματα και όχι και με τις υπόλοιπες εκφάνσεις της καθημερινής ζωής των παιδιών, επομένως δεν μπορούν να γενικευτούν τα αποτελέσματά τους. Μελλοντικές έρευνες θα μπορούσαν να στραφούν στους μηχανισμούς μετάδοσης των στερεοτύπων από τους νέους γονείς και σε τρόπους απεμπλοκής τους. Άλλη πρόταση θα μπορούσε να οδηγήσει την επιστημονική έρευνα στον προσδιορισμό των βέλτιστων μεθόδων προώθησης της ποικιλομορφίας στο παιδικό παιχνίδι. Μια τέτοια προσέγγιση θα επιτρέψει στα παιδιά να αναπτύξουν ένα ευρύτερο φάσμα δεξιοτήτων, ενώ παράλληλα θα τους παράσχει την ευκαιρία να βιώσουν τη χαρά και τα οφέλη του παιχνιδιού, απαλλαγμένα από έμφυλες στερεοτυπικές αντιλήψεις.

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Η ΕΠΙΡΡΟΗ ΤΩΝ ΕΛΛΗΝΩΝ ΛΟΓΙΩΝ ΣΤΗ ΦΛΩΡΕΝΤΙΝΗ ΑΝΑΓΕΝΝΗΣΗ

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Περίληψη

Η παρούσα εργασία εξετάζει την επιρροή των Ελλήνων λογίων στη Φλωρεντινή Αναγέννηση, με έμφαση στην αναβίωση της ελληνικής σκέψης και φιλοσοφίας στη Δύση. Σκοπός της είναι η ανάδειξη του καθοριστικού ρόλου που διαδραμάτισαν εξέχοντες Έλληνες λόγιοι, όπως οι Μανουήλ Χρυσολωράς, Ιανός Λάσκαρις και Δημήτριος Χαλκοκονδύλης, οι οποίοι μέσω της διδασκαλίας τους και της μετάφρασης αρχαίων ελληνικών κειμένων συνέβαλαν στην αναβίωση των ελληνικών κλασικών ιδεών στην Ιταλία και ευρύτερα στην Ευρώπη. Η εργασία διερευνά την επίδραση αυτών των λογίων στην επαναφορά της ελληνικής φιλοσοφίας και τη σύνδεσή της με τις τέχνες και τη μουσική της Αναγέννησης.

Επιπλέον, εξετάζεται η συμμετοχή μαθητών, οι οποίοι συνέγραψαν ποίημα εμπνευσμένο από τις κλασικές ελληνικές αξίες, το οποίο μελοποιήθηκε και ενορχηστρώθηκε, ενσωματώνοντας τις διαχρονικές ελληνικές παραδόσεις στη σύγχρονη τέχνη και μουσική. Αυτή η διαδικασία αναδεικνύει τη συνεχιζόμενη επιρροή της ελληνικής σκέψης και πολιτιστικής κληρονομιάς στην καλλιτεχνική δημιουργία της σύγχρονης εποχής.

Λέξεις κλειδιά: Αναγέννηση, Έλληνες λόγιοι, Φλωρεντία

1. Εισαγωγή

Η Αναγέννηση στη Φλωρεντία αποτέλεσε καθοριστική περίοδο για την τέχνη, τη φιλοσοφία και τις επιστήμες, με τη συνεισφορά των Ελλήνων λογίων να παίζει σημαντικό ρόλο. Μετά την πτώση της Βυζαντινής Αυτοκρατορίας το 1453, οι Έλληνες διανοούμενοι μετέφεραν στη Δύση την αρχαία ελληνική παιδεία, φιλοσοφία και κείμενα, επηρεάζοντας τη διαμόρφωση της Φλωρεντινής Αναγέννησης (Ανθουλιάς,2023). Ο Μανουήλ Χρυσολωράς και άλλοι λόγιοι συνέβαλαν στην αναβίωση των κλασικών αξιών, συνδέοντας την αρχαιοελληνική κληρονομιά με τη σύγχρονη σκέψη. Αυτή η επίδραση επεκτάθηκε και στην τέχνη (McManus,2011). Η εργασία εξετάζει τη συνεισφορά των Ελλήνων λογίων και τη διαρκή επιρροή τους στην καλλιτεχνική παραγωγή, με έμφαση στη μουσική, μέσω της σύνδεσης του αρχαίου ελληνικού πολιτισμού με τη σύγχρονη τέχνη.

2. Παρουσία των Ελλήνων Λογίων στη Φλωρεντία και η Επιρροή τους

Η άφιξη των Ελλήνων λογίων στην Ιταλία μετά την Άλωση της Κωνσταντινούπολης το 1453 υπήρξε καθοριστική για την ανάπτυξη της Φλωρεντινής Αναγέννησης και για την πνευματική αναγέννηση της Ευρώπης γενικότερα. Με την πτώση του Βυζαντίου, η διάχυση της ελληνικής παιδείας και φιλοσοφίας προς τη Δύση αποτέλεσε έναν από τους πιο σημαντικούς παράγοντες για την άνθηση του ουμανισμού, του κινήματος που επιδίωκε την επιστροφή στις κλασικές αξίες της αρχαιότητας και τη μελέτη των αρχαίων ελληνικών και λατινικών κειμένων.

Οι Έλληνες λόγιοι, οι οποίοι κατέφυγαν στη Δύση, μεταφέροντας μαζί τους τα σπουδαιότερα έργα της ελληνικής φιλοσοφίας, της ρητορικής και των επιστημών, έπαιξαν έναν καταλυτικό ρόλο στην ενίσχυση των ανθρωπιστικών σπουδών στην Ιταλία. Ανάμεσά τους, προσωπικότητες όπως ο Μανουήλ Χρυσολωράς, ο Ιανός Λάσκαρις και ο Δημήτριος Χαλκοκονδύλης, έφεραν στην Ιταλία μια πλούσια παράδοση γνώσεων που, λόγω της πολιτικής και κοινωνικής αστάθειας στο Βυζάντιο, είχε μείνει σε μεγάλο βαθμό αναξιοποίητη στη Δύση. Η ακαδημαϊκή τους δραστηριότητα και οι διαλέξεις

τους στις μεγάλες ιταλικές πόλεις, όπως η Φλωρεντία, είχαν τεράστιο αντίκτυπο στην ανάπτυξη του νέου φιλοσοφικού και πνευματικού κλίματος της εποχής (Cavallo,2005; Σταφυλάκης,2015)

Η άφιξη αυτών των λογίων συνέπεσε με την άνθιση του ουμανισμού, ο οποίος, παρόλο που είχε αρχίσει να διαμορφώνεται λίγο νωρίτερα στην Ιταλία, βρήκε στους Έλληνες λόγιους έναν ισχυρό σύμμαχο στην αποκατάσταση της κλασικής γνώσης. Οι Έλληνες διανοούμενοι παρουσίασαν στους Ιταλούς φιλοσόφους και επιστήμονες τις αρχαίες ελληνικές φιλοσοφικές σχολές, τις διδασκαλίες του Πλάτωνα, του Αριστοτέλη και άλλων σημαντικών φιλοσόφων, προσφέροντας έτσι έναν πλούτο νέας σκέψης και ιδεών που αναζωογόνησαν το φιλοσοφικό και επιστημονικό έργο της Δύσης (Miller,2009).

Ο ρόλος των Ελλήνων λογίων δεν περιορίστηκε στην εξάπλωση της ελληνικής φιλοσοφίας, αλλά επεκτάθηκε και στην ανανέωση του λόγου, της ρητορικής και της γραφής. Στην πραγματικότητα, η φιλοσοφία και η λογοτεχνία των Ελλήνων λογίων έκαναν την κλασική αρχαιότητα να φαίνεται προσβάσιμη και ενδιαφέρουσα για τους Δυτικούς διανοούμενους. Η ελληνική παιδεία, με τη μέθοδο της διδασκαλίας που συνδύαζε τη ρητορική και την ηθική φιλοσοφία, προσδιόρισε το νέο πρότυπο της επιστημονικής και καλλιτεχνικής γνώσης, που αποσκοπούσε στη δημιουργία του "ανθρώπου της αναγέννησης", ενός ανθρώπου που θα ήταν μορφωμένος σε κάθε τομέα του πολιτισμού (Burckhardt,1945; Ανθουλιάς,2023)

Αξιοσημείωτο είναι ότι οι Έλληνες λόγιοι επηρέασαν όχι μόνο τη θεωρητική σκέψη, αλλά και την πρακτική εφαρμογή της γνώσης στην τέχνη. Οι ανθρωπιστές της Φλωρεντίας στήριξαν τη διδασκαλία των αρχαίων ελληνικών κειμένων, ενσωματώνοντας τις κλασικές αξίες στην τέχνη και τη λογοτεχνία, επηρεάζοντας άμεσα τη δημιουργία νέων έργων που αναζητούσαν τη θεμελίωση της ανθρώπινης εμπειρίας στην ομορφιά, τη λογική και την ηθική.

Αυτή η σύνδεση των Ελλήνων λογίων με την Φλωρεντινή Αναγέννηση ήταν ιδιαίτερα ισχυρή στον τομέα των επιστημών. Η φιλοσοφία, η αστρονομία, τα μαθηματικά και η ιατρική αναπτύχθηκαν με νέες βάσεις, επηρεασμένες από τις κλασικές θεωρίες και μεθόδους των Ελλήνων. Στην πράξη, οι Έλληνες λόγιοι μετέδωσαν στους Δυτικούς επιστήμονες τις τεχνικές ανάλυσης των κλασικών κειμένων, καθώς και τις θεωρίες που άνοιξαν το δρόμο για την επιστημονική επανάσταση, η οποία θα ακολουθούσε τον 17ο αιώνα (Kristeller,1961; Miller,2009)

Η συμβολή των Ελλήνων λογίων στη Φλωρεντινή Αναγέννηση υπήρξε καίρια για τη διαμόρφωση του νέου ευρωπαϊκού πολιτισμού, ο οποίος θα επηρέαζε την τέχνη, τη φιλοσοφία, τις επιστήμες και την πολιτική σκέψη για αιώνες. Οι ιδέες τους, μέσα από τη σύνθεση της ελληνικής και λατινικής παράδοσης, αποτέλεσαν τη βάση για το σύγχρονο δυτικό πολιτισμό και για την αναγέννηση μιας ανθρώπινης προοπτικής που τιμά την ομορφιά, την ανθρώπινη λογική και την αναζήτηση της αλήθειας.

2.1. Γεώργιος Χρυσολωράς

Ο Μανουήλ Χρυσολωράς, σημαντική προσωπικότητα της Αναγέννησης, υπήρξε ο πρώτος μεγάλος δάσκαλος της ελληνικής γλώσσας στη Φλωρεντία. Γεννημένος στην Κωνσταντινούπολη, μετά την άλωση το 1453, εγκαταστάθηκε στην Ιταλία και συνέβαλε στην εξάπλωση της ελληνικής παιδείας στη Δύση. Δίδαξε την ελληνική γλώσσα και φιλοσοφία, επιτρέποντας στους Ευρωπαίους να μελετήσουν τα έργα των μεγάλων Ελλήνων φιλοσόφων στην πρωτότυπη γλώσσα τους, ενισχύοντας τον ουμανισμό στην Ιταλία.

Ο Χρυσολωράς επηρέασε σημαντικά τη σκέψη των Ιταλών διανοούμενων και καλλιτεχνών, μέσω των έργων του και της διδασκαλίας του. Συνέδεσε την ελληνική σκέψη με τις χριστιανικές αξίες και επηρέασε την επιστημονική και φιλοσοφική ανάπτυξη της εποχής. Η διδασκαλία του υπήρξε θεμέλιο για τις επιστημονικές επαναστάσεις, διατηρώντας τη σύνδεση της αρχαίας ελληνικής σκέψης με τη σύγχρονη δυτική φιλοσοφία και επιστήμη (Cammeli,2006).

2.2. Ιανός Λάσκαρις

Ο Ιανός Λάσκαρις, όπως και ο Μανουήλ Χρυσολωράς, υπήρξε σημαντική μορφή της Αναγέννησης και της αναβίωσης της ελληνικής γνώσης στην Ιταλία. Αν και λιγότερο γνωστός, η συμβολή του στην αναγέννηση των κλασικών ελληνικών κειμένων στη Δύση ήταν καθοριστική. Στην Ιταλία, δίδαξε την ελληνική γλώσσα και πραγματοποίησε σημαντικές μεταφράσεις έργων του Πλάτωνα και του Αριστοτέλη, επιτρέποντας στους Δυτικούς διανοούμενους να μελετήσουν τα έργα αυτών των φιλοσόφων στην αυθεντική τους μορφή.

Οι μεταφράσεις του Ιανού έθεσαν τις βάσεις για τη φιλοσοφική ανάπτυξη της Αναγέννησης και συνέβαλαν στην αναζωογόνηση της ελληνικής σκέψης στην Ευρώπη. Επηρέασαν το ανθρωπιστικό κίνημα και τη διαμόρφωση ευρωπαϊκών φιλοσοφικών και επιστημονικών θεωριών. Επίσης, οι διδασκαλίες του επηρέασαν την καλλιτεχνική παραγωγή της εποχής, με καλλιτέχνες όπως ο Λεονάρντο ντα Βίντσι και ο Μιχαήλ Άγγελος να αντλούν έμπνευση από την ελληνική φιλοσοφία και αξίες. Η επιρροή του Ιανού παραμένει αισθητή στη σύγχρονη σκέψη και τον πολιτισμό (Στάικος,2012).

2.3. Δημήτριος Χαλκοκονδύλης

Ο Δημήτριος Χαλκοκονδύλης υπήρξε μια σημαντική μορφή της ελληνικής διανόησης κατά την Αναγέννηση. Γεννημένος στην Κωνσταντινούπολη, εγκαταστάθηκε στην Ιταλία μετά την Άλωση το 1453, όπου συνέβαλε στην αναζωπύρωση του ενδιαφέροντος για την αρχαία ελληνική φιλοσοφία και επιστήμη μέσω των μεταφράσεών του. Μεταφράζοντας έργα του Αριστοτέλη και άλλων φιλοσόφων από τα ελληνικά στα λατινικά, έδωσε στους Δυτικούς διανοούμενους πρόσβαση στα αυθεντικά κείμενα, επιδρώντας στην ανάπτυξη των επιστημών και της φιλοσοφίας της Αναγέννησης.

Η επιρροή του Χαλκοκονδύλη εκτεινόταν και πέρα από τη φιλοσοφία, διαμορφώνοντας τη μεθοδολογία της επιστημονικής σκέψης. Οι μεταφράσεις του επηρέασαν την ανάπτυξη των φυσικών επιστημών στην Ευρώπη, συμβάλλοντας στη μετέπειτα επιστημονική επανάσταση. Επιπλέον, η δουλειά του βοήθησε στη σύνδεση του ελληνικού και του δυτικού κόσμου, προβάλλοντας τη διαχρονική αξία της ελληνικής σκέψης στην εξέλιξη του δυτικού πολιτισμού (Cammeli,2004).

Η επιρροή του Χαλκοκονδύλη συνεχίζει να είναι αισθητή σήμερα, καθώς οι μεταφράσεις του συνέβαλαν στην ανάπτυξη του ευρωπαϊκού ανθρωπισμού και στην οικοδόμηση των θεμελίων της σύγχρονης επιστήμης και φιλοσοφίας.

3. Η σύνδεση με τη μουσική και τη λογοτεχνία

Η μουσική και η λογοτεχνία της Φλωρεντινής Αναγέννησης υπήρξαν πεδία εξαιρετικής άνθησης, στις οποίες διαφαίνεται έντονα η επιρροή της αρχαίας ελληνικής παράδοσης. Τα χαρακτηριστικά της ελληνικής σκέψης, όπως η αρμονία, το μέτρο και η ισορροπία, ενσωματώθηκαν στην καλλιτεχνική παραγωγή της εποχής, προσδιορίζοντας τη μορφή και το περιεχόμενο τόσο στη μουσική όσο και στη λογοτεχνία. Η συνένωση των κλασικών αξιών της Ελλάδας με τις ανθρωπιστικές αναζητήσεις της Αναγέννησης δημιούργησε ένα μοναδικό πολιτιστικό ρεύμα, το οποίο χαρακτήρισε τη διανόηση, την τέχνη και τη μουσική της εποχής (McManus,2011).

3.1. Μουσική και αρμονία

Η μουσική της Φλωρεντινής Αναγέννησης, όπως και άλλες μορφές τέχνης της εποχής, αναζήτησε την αρμονία και τη συμμετρία, βασικές έννοιες της αρχαίας ελληνικής φιλοσοφίας και τέχνης. Η έννοια της "αρμονίας" στην ελληνική σκέψη σχετιζόταν όχι μόνο με τη μουσική αλλά και με τις φυσικές και ηθικές τάξεις του κόσμου. Αυτή η αναζήτηση της αρμονίας αντικατοπτρίζεται στην αναγέννηση των μουσικών θεωριών της αρχαιότητας και στην ανάπτυξη νέων μορφών μουσικής σύνθεσης. Οι συνθέτες της Αναγέννησης αντλούσαν έμπνευση από την ελληνική έννοια του μέτρου και της συμμετρίας, συνδυάζοντας αυτά τα στοιχεία με τις τεχνικές της εποχής τους, προκειμένου να δημιουργήσουν μουσικά έργα που εξέφραζαν τη διάνοια και τις αρετές του ανθρώπου.

Η σχέση μεταξύ μουσικής και μαθηματικών, που ήταν σημαντική στην ελληνική αρχαιότητα, διατηρήθηκε στην Αναγέννηση, με τους συνθέτες να επιδιώκουν μια βαθιά επιστημονική προσέγγιση στη σύνθεση και την εκτέλεση. Η μουσική για τους ανθρώπους της εποχής δεν ήταν απλώς μια μορφή διασκέδασης, αλλά μια μέθοδος καλλιέργειας της ανθρώπινης ψυχής και διάνοιας, που συνδεόταν με τις ηθικές και φιλοσοφικές αρχές της αρχαιότητας (Kristeller,1961; McManus,2011).

3.2. Λογοτεχνία και ελληνική παράδοση

Στη λογοτεχνία της Φλωρεντινής Αναγέννησης, η ελληνική παράδοση υπήρξε εξίσου θεμελιώδης. Η αναβίωση της κλασικής ελληνικής φιλοσοφίας και ποίησης υπήρξε βασικό στοιχείο του ανθρωπιστικού κινήματος, με τους ποιητές και συγγραφείς να αναζητούν νέα εκφραστικά μέσα και θεματικές που αντλούσαν από τα έργα των αρχαίων Ελλήνων. Ο έπαινος του κάλλους, της αρετής και της αθανασίας, κεντρικά θέματα της ελληνικής σκέψης, αποτέλεσαν πηγή έμπνευσης για τους λογοτέχνες της Αναγέννησης.

Η ερωτική ποίηση της Αναγέννησης επηρεάστηκε έντονα από τη Λυρική Ποίηση της αρχαίας Ελλάδας, με κύριο χαρακτηριστικό την έκφραση του πάθους, της επιθυμίας και της ιδανικής αγάπης. Στην ελληνική λυρική παράδοση, ποιητές όπως η Σαπφώ και ο Πίνδαρος είχαν αποδώσει την έννοια της αγάπης ως μια εξαιρετικά έντονη και υπερβατική δύναμη, η οποία διαπνέει το ανθρώπινο συναίσθημα και το μεταμορφώνει. Οι ποιητές της Αναγέννησης, ακολουθώντας αυτό το πρότυπο, δημιούργησαν έργα που διερευνούσαν τα όρια του ανθρώπινου πάθους και την αναζήτηση της τέλειας αρμονίας ανάμεσα στον άνθρωπο και τη φύση.

Εκτός από την ερωτική ποίηση, η αναγέννηση της κλασικής ελληνικής παράδοσης επηρέασε επίσης την ανάπτυξη φιλοσοφικών και ηθικών θεμάτων στην ποίηση. Η έννοια της αθανασίας, όπως αυτή εκφράζεται στα έργα του Πλάτωνα και του Αριστοτέλη, ενσωματώθηκε σε λογοτεχνικά έργα που ασχολούνταν με τις σχέσεις μεταξύ του θνητού και του αιώνιου, της γήινης και της θεϊκής αλήθειας (Σταφυλάκης,2015; Miller,2009).

3.3. Η σύνδεση μουσικής και ποίησης

Η σύνδεση μεταξύ μουσικής και ποίησης υπήρξε αναπόσπαστο στοιχείο της Φλωρεντινής Αναγέννησης, καθώς οι ποιητές και οι συνθέτες συνεργάζονταν στενά για την αναβίωση της αρχαίας ελληνικής παράδοσης. Η δημιουργία τραγουδιών και λυρικών ποιημάτων που συνοδεύονταν από μουσική, αντανακλούσε την αρχαία ελληνική πρακτική της συνένωσης της ποίησης με τη μουσική. Οι φλωρεντινοί ποιητές και συνθέτες, επηρεασμένοι από τις αρχαίες ελληνικές τραγωδίες και τον αρχαίο ελληνικό λυρισμό, επιδίωξαν να επαναφέρουν την έννοια της "μουσικής ποίησης" στην πολιτιστική ζωή της πόλης τους.

Η έννοια της "αρμονίας" που ενσωματώθηκε στην καλλιτεχνική παραγωγή της εποχής, δεν περιοριζόταν μόνο στη μουσική, αλλά επεκτεινόταν και στη λογοτεχνία. Οι ποιητές της Φλωρεντινής Αναγέννησης, επηρεασμένοι από την ελληνική αντίληψη της συμμετρίας και της ισορροπίας, αναζητούσαν την τέλεια μορφή του λόγου, την οποία εκφράζανε μέσω της εξαιρετικής δομής και του μελωδικού ρυθμού των ποιημάτων τους (McManus,2011).

4. Σύνδεση της εργασίας των μαθητών με τις ελληνικές αξίες

Η εργασία των μαθητών, οι οποίοι συνέγραψαν ποίημα εμπνευσμένο από την ελληνική κλασική παράδοση, αποδεικνύει τη διαχρονική σημασία των αρχαίων ελληνικών αξιών και της πολιτιστικής τους κληρονομιάς. Οι μαθητές αντλούν από τις ιδέες και τα διδάγματα της ελληνικής φιλοσοφίας, προσπαθώντας να συνδέσουν το παρελθόν με το παρόν, αναδεικνύοντας τη συνεχιζόμενη επικαιρότητα των αρχαίων αξιών στην σύγχρονη κοινωνία. Μέσω της ποιητικής τους δημιουργίας, οι μαθητές διαπραγματεύονται έννοιες όπως η αρετή, η σοφία, η δικαιοσύνη και η ηθική, έννοιες που αποτελούν τον πυρήνα της ελληνικής φιλοσοφίας και λογοτεχνίας, και οι οποίες παραμένουν σημαντικές και στη σύγχρονη εποχή.

4.1. Η αναζήτηση των ελληνικών αξιών: αρετή, σοφία και δικαιοσύνη

Το έργο των μαθητών αναφέρεται σε ζητήματα που ενσωματώνουν τις διαχρονικές αξίες της αρχαίας ελληνικής σκέψης. Στην ελληνική φιλοσοφία, οι έννοιες της αρετής, της σοφίας και της δικαιοσύνης αποτέλεσαν βασικούς άξονες της ηθικής διδασκαλίας. Οι μαθητές, επηρεασμένοι από τα κλασικά έργα φιλοσόφων όπως ο Σωκράτης, ο Πλάτων και ο Αριστοτέλης, εξετάζουν τη φύση του ανθρώπου, τις ηθικές του αξίες και τη σχέση του με την κοινωνία και τη δικαιοσύνη. Το ποίημά τους αναδεικνύει την ανάγκη για αυτογνωσία και προσωπική καλλιέργεια, που συνιστούν τα θεμέλια της αρετής, ενώ προβάλλεται η σημασία της σοφίας ως καθοδηγητικής δύναμης στη ζωή του ατόμου και της κοινωνίας.

Στη συνέχεια, οι μαθητές εμβαθύνουν στις έννοιες της δικαιοσύνης και της ηθικής, οι οποίες, όπως και η αρετή, είχαν κεντρικό ρόλο στην ελληνική σκέψη. Η ελληνική φιλοσοφία, με την ιδέα του καλού και της δικαιοσύνης, υπήρξε ο οδηγός για την αναζήτηση της κοινωνικής ευημερίας και της αρμονίας. Μέσα από τη δημιουργία τους, οι μαθητές έρχονται σε επαφή με αυτές τις έννοιες, προσπαθώντας να τις διαπραγματευτούν και να τις ενσωματώσουν στην καθημερινή ζωή του σύγχρονου κόσμου.

4.2. Η ενσωμάτωση της μουσικής: εξερεύνηση της ελληνικής παράδοσης στη σύγχρονη τέχνη

Η μουσική, ως μέσο έκφρασης, προσφέρει μια νέα διάσταση στην ποιητική δημιουργία των μαθητών και βοηθά στη μεταφορά των αρχαίων ελληνικών αξιών στο σύγχρονο πολιτιστικό τοπίο. Η μελοποίηση και η ενορχήστρωση του ποιήματός τους αναδεικνύει τη διαχρονικότητα των ελληνικών αξιών, επιτρέποντας στα σύγχρονα ακροατήρια να έρθουν σε επαφή με την ελληνική κλασική παράδοση μέσω της μουσικής.

Η μουσική, όπως και η ποίηση, αποτέλεσε για τους αρχαίους Έλληνες μέσο για την έκφραση θεμάτων που άπτονται της ανθρώπινης ύπαρξης και της ηθικής. Η συμμετρία, η αρμονία και η ισορροπία, που ήταν βασικές έννοιες στην ελληνική φιλοσοφία και τέχνη, ενσωματώνονται στα έργα των μαθητών μέσω των μουσικών συνθέσεων που τους συνοδεύουν. Η μουσική δεν λειτουργεί απλώς ως μέσο ενίσχυσης της συναισθηματικής φόρτισης των ποιημάτων, αλλά ως εργαλείο που ενσωματώνει και αναβιώνει τις ελληνικές αξίες στον σύγχρονο κόσμο. Οι ήχοι, οι ρυθμοί και οι μελωδίες που επιλέγονται για την ενορχήστρωση του ποιήματος συντελούν στην αποτύπωση της ελληνικής αισθητικής και φιλοσοφίας, φέρνοντας στο προσκήνιο τη σημασία της αρμονίας και της ισορροπίας, στοιχεία που εξακολουθούν να είναι επίκαιρα και καθοριστικά για τη σύγχρονη τέχνη.

4.3. Η διαχρονική επιρροή των ελληνικών αξιών στην καλλιτεχνική δημιουργία

Η εργασία των μαθητών συνδέει την αρχαία ελληνική κληρονομιά με τη σύγχρονη καλλιτεχνική παραγωγή, δείχνοντας πώς οι ελληνικές αξίες διαμορφώνουν το σύγχρονο πολιτιστικό τοπίο. Η ποιητική και μουσική δημιουργία τους αποδεικνύει ότι οι διαχρονικές αξίες της ελληνικής φιλοσοφίας και τέχνης παραμένουν ζωντανές και έχουν εφαρμογή και στην εποχή μας. Το έργο τους αναδεικνύει την αναγκαιότητα να διατηρούμε και να εξερευνούμε τις αρχαίες αξίες, ώστε να κατανοούμε καλύτερα τον κόσμο γύρω μας και να επιδιώκουμε τη συνεχιζόμενη αναζήτηση της αρετής, της σοφίας και της δικαιοσύνης στην καθημερινή μας ζωή.

Το ποίημα των μαθητών, καθώς και η μουσική συνθέση που το συνοδεύει, γίνονται μια γέφυρα ανάμεσα στην αρχαία και τη σύγχρονη εποχή, υπενθυμίζοντας τη διαχρονική σημασία των ελληνικών αξιών και τη συνεχιζόμενη ικανότητα της τέχνης να διαμορφώνει και να επηρεάζει την κοινωνία. Με αυτόν τον τρόπο, η δουλειά τους όχι μόνο τιμά την ελληνική πολιτιστική κληρονομιά, αλλά ταυτόχρονα αναδεικνύει τη σημασία της διατήρησης και της ανανέωσης των ιδεών που διαμορφώνουν την ηθική, τη δικαιοσύνη και την αρετή στον σύγχρονο κόσμο.

5. Συμπεράσματα

Η Φλωρεντινή Αναγέννηση υπήρξε μια περίοδος εξαιρετικής πολιτιστικής άνθησης, στην οποία η αναβίωση της ελληνικής σκέψης και φιλοσοφίας διαδραμάτισε καθοριστικό ρόλο στην

αναδιαμόρφωση της Ευρωπαϊκής πνευματικής ζωής. Καθώς η Αναγέννηση αναζητούσε τις ρίζες της στην αρχαιότητα, οι Έλληνες λόγιοι που διέφυγαν στη Δύση μετά την Άλωση της Κωνσταντινούπολης το 1453, όπως ο Μανουήλ Χρυσολωράς, ο Ιανός Λάσκαρις και ο Δημήτριος Χαλκοκονδύλης, επανέφεραν τη γνώση της ελληνικής γλώσσας και της ελληνικής φιλοσοφίας στην Ιταλία και πέρα από αυτήν. Όχι μόνο δίδαξαν την ελληνική γλώσσα, αλλά μετέφεραν και τις ιδέες της ελληνικής σκέψης, επηρεάζοντας σημαντικά τη διανόηση, τις τέχνες και την επιστήμη της εποχής.

Οι Έλληνες λόγιοι της Αναγέννησης αποτέλεσαν τον καταλύτη για τη σύνδεση της Δύσης με την αρχαία ελληνική σοφία. Μέσω των μεταφράσεων, των διδασκαλιών και των σχολίων τους, οι Ιταλοί και άλλοι Ευρωπαίοι διανοούμενοι είχαν την ευκαιρία να επανεξετάσουν και να αναθεωρήσουν τις βασικές αξίες της αρχαίας Ελλάδας, όπως η αρετή, η σοφία και η δικαιοσύνη, που διαπνέουν την ελληνική φιλοσοφία και λογοτεχνία. Η επιρροή τους διαρκεί μέχρι σήμερα, με τα έργα αυτών των φιλοσόφων να εξακολουθούν να αποτελούν θεμέλια της δυτικής σκέψης.

Η εργασία των μαθητών αποδεικνύει με εντυπωσιακό τρόπο τη συνεχιζόμενη επιρροή της ελληνικής παράδοσης. Μέσα από την ποιητική και μουσική τους δημιουργία, αναδεικνύεται η σημασία της ελληνικής φιλοσοφίας και τέχνης στη σύγχρονη εποχή. Το ποίημά τους, μελοποιημένο και ενορχηστρωμένο, μεταφέρει τις αρχές της αρχαίας ελληνικής σκέψης στο σύγχρονο πολιτιστικό τοπίο, αποδεικνύοντας ότι η ελληνική κληρονομιά παραμένει ζωντανή και συνεχώς επίκαιρη. Αυτό το έργο ενσωματώνει τη διαχρονική αξία των ελληνικών ιδεών και τις φέρνει στο προσκήνιο του σύγχρονου κόσμου, αναδεικνύοντας τη σύνδεση του παρελθόντος με το παρόν.

Η αναγνώριση και ενσωμάτωση των ελληνικών αξιών στη σύγχρονη καλλιτεχνική παραγωγή δεν περιορίζεται στην αναβίωση της ιστορίας, αλλά οδηγεί σε νέες ερμηνείες και καινοτομίες που επηρεάζουν και εμπλουτίζουν τη σύγχρονη τέχνη. Το ποίημα των μαθητών και η μουσική σύνθεσή τους αποτελούν μια σύγχρονη έκφραση των αξιών της ελληνικής κλασικής παράδοσης και δείχνουν την ικανότητα της τέχνης να αναδεικνύει και να ανανεώνει τη σοφία του αρχαίου πολιτισμού.

Για το μέλλον, είναι σημαντικό να συνεχιστεί η μελέτη και η έρευνα των διαπολιτισμικών ανταλλαγών που καθόρισαν την πορεία της δυτικής σκέψης και τέχνης, ιδίως σε σχέση με την ελληνική κληρονομιά. Η ενσωμάτωση των ελληνικών αξιών στην πολιτιστική και καλλιτεχνική παράδοση της Δύσης δεν πρέπει να περιορίζεται σε θεωρητική ανάλυση, αλλά να μεταμορφώνεται σε πράξη μέσω της εκπαίδευσης, της δημιουργίας και της καινοτομίας. Οι σύγχρονοι καλλιτέχνες και διανοούμενοι αποδεικνύουν ότι η ελληνική πολιτιστική κληρονομιά μπορεί να συνεχίσει να προσφέρει σημαντικά διδάγματα για την ηθική, την τέχνη και την κοινωνία μας σήμερα.

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ΠΟΛΛΑΠΛΗ ΝΟΗΜΟΣΥΝΗ ΕΦΑΡΜΟΓΗ ΣΕ ΦΙΛΟΛΟΓΙΚΟ ΜΑΘΗΜΑ

Γιαννούλη Σοφία
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Περίληψη

Η θεωρία της πολλαπλής νοημοσύνης, η οποία αναπτύχθηκε από τον Howard Gardner το 1983, υποστηρίζει ότι η νοημοσύνη δεν αποτελεί μια ενιαία ικανότητα, αλλά συνίσταται σε έναν συνδυασμό ανεξάρτητων και εξειδικευμένων ικανοτήτων, οι οποίες εκδηλώνονται με ποικίλους τρόπους. Στην παρούσα εργασία, εξετάζεται η εφαρμογή της εν λόγω θεωρίας στη διδασκαλία της Νεοελληνικής Γλώσσας, με σκοπό την ανάδειξη της δυνατότητας ενσωμάτωσής της στην εκπαιδευτική πράξη για την ενίσχυση της διδακτικής διαδικασίας και την κάλυψη των διαφορών στις μαθησιακές ανάγκες των μαθητών. Η μεθοδολογία που ακολουθήθηκε περιλαμβάνει βιβλιογραφική ανασκόπηση και προτάσεις για την προσαρμογή των διδακτικών στρατηγικών, με στόχο τη δημιουργία διαφοροποιημένων προσεγγίσεων που ενδυναμώνουν την κατανόηση, την έκφραση και τη συνεργασία. Τα συμπεράσματα της μελέτης αναδεικνύουν τη σημασία της διαφοροποιημένης διδασκαλίας για την ανάπτυξη των μαθητών και τη βελτίωση της μαθησιακής τους εμπειρίας.

Λέξεις κλειδιά: πολλαπλή νοημοσύνη, Νεοελληνική Γλώσσα,Gardner

1. Εισαγωγή

Η θεωρία της πολλαπλής νοημοσύνης, που αναπτύχθηκε από τον Howard Gardner το 1983, προτείνει ότι η νοημοσύνη δεν είναι μια ενιαία ικανότητα, αλλά μια σειρά από διαφορετικές, ανεξάρτητες και εξειδικευμένες ικανότητες που αναπτύσσονται και εκδηλώνονται με διάφορους τρόπους. Στην παραδοσιακή εκπαιδευτική θεωρία, η νοημοσύνη συχνά περιορίζεται στις γνωστικές ικανότητες, όπως η λογική σκέψη και η γλωσσική ευχέρεια, χωρίς να λαμβάνονται υπόψη άλλες μορφές νοημοσύνης. Η θεωρία του Gardner, αντίθετα, αναγνωρίζει ότι οι άνθρωποι είναι ικανοί να αναπτύξουν και να εκφράσουν ικανότητες σε ποικίλους τομείς, όπως η μουσική, η τέχνη, η κίνηση, οι διαπροσωπικές σχέσεις και η κατανόηση του φυσικού κόσμου. Η θεωρία αυτή έχει αναδείξει νέες προσεγγίσεις στην εκπαίδευση και την κοινωνία, προάγοντας την εξατομίκευση της μάθησης και την ενίσχυση των προσωπικών δυνατοτήτων των μαθητών.

Η θεωρία της πολλαπλής νοημοσύνης διαμορφώνει την κατανόησή μας για τη νοημοσύνη ως κάτι πιο πολύπλοκο και πολυδιάστατο από την παραδοσιακή προσέγγιση. Σύμφωνα με τον Gardner, η νοημοσύνη δεν είναι μία ενιαία οντότητα, αλλά αντίθετα αποτελείται από τουλάχιστον εννιά διαφορετικούς τύπους νοημοσύνης που συνδυάζονται και εκδηλώνονται ανάλογα με το άτομο και το περιβάλλον του (Gardner, 1983).

Αυτοί οι τύποι νοημοσύνης είναι:

- **Γλωσσική Νοημοσύνη**: Πρόκειται για την ικανότητα κατανόησης, παραγωγής και χρήσης της γλώσσας. Οι άνθρωποι με υψηλή γλωσσική νοημοσύνη είναι καλοί στο να εκφράζουν σκέψεις και συναισθήματα μέσω του λόγου, χρησιμοποιώντας λέξεις με επιδεξιότητα και σαφήνεια. Αυτή η νοημοσύνη είναι χαρακτηριστική συγγραφέων, δημοσιογράφων, δικηγόρων και πολιτικών.
- **Λογικομαθηματική Νοημοσύνη**: Αφορά στην ικανότητα να κατανοούμε αριθμούς, λογικές σχέσεις και τη σκέψη με βάση την ανάλυση και την κατηγοριοποίηση. Οι άνθρωποι με αυτή τη νοημοσύνη είναι καλοί στην επίλυση προβλημάτων, στη δημιουργία θεωριών και στην ανάλυση δεδομένων, όπως οι μαθηματικοί, οι επιστήμονες και οι μηχανικοί.
- **Οπτική-Χωρική Νοημοσύνη**: Αυτή η νοημοσύνη σχετίζεται με την ικανότητα αντίληψης του χώρου και της μορφολογίας του. Οι άνθρωποι με υψηλή χωρική νοημοσύνη είναι εξαιρετικοί στη διαχείριση των εικόνων και των αντιλήψεων του περιβάλλοντος, κάτι που τους καθιστά ικανούς σε τομείς όπως η αρχιτεκτονική, η ζωγραφική και η ναυτιλία.

- **Μουσική Νοημοσύνη**: Εδώ αναφερόμαστε στην ικανότητα κατανόησης και δημιουργίας μουσικής, είτε με την ικανότητα να αντιλαμβάνονται τους ρυθμούς και τις μελωδίες, είτε με την ικανότητα να παίζουν μουσικά όργανα ή να συνθέτουν μουσική. Αυτή η νοημοσύνη είναι κυρίαρχη στους μουσικούς και τους συνθέτες.
- **Σωματική-Κιναισθητική Νοημοσύνη**: Αυτή η νοημοσύνη σχετίζεται με την ικανότητα του σώματος να εκτελεί ακριβείς κινήσεις και να χρησιμοποιεί το σώμα για να εκφραστεί ή να επιλύσει προβλήματα. Οι αθλητές, οι χορευτές και οι χειρουργοί, για παράδειγμα, διαθέτουν υψηλή σωματική νοημοσύνη.
- **Διαπροσωπική Νοημοσύνη**: Αφορά την ικανότητα κατανόησης των άλλων και των συναισθημάτων τους, αναγνωρίζοντας τις κοινωνικές δυναμικές και τις ανάγκες των άλλων. Άτομα με αυτή τη νοημοσύνη είναι συχνά επιτυχημένα σε κοινωνικούς ρόλους, όπως οι δάσκαλοι, οι ψυχολόγοι και οι ηγέτες.
- **Ενδοπροσωπική Νοημοσύνη**: Σχετίζεται με την ικανότητα να κατανοούμε τα συναισθήματα, τις σκέψεις και τις ανάγκες μας και να διαχειριζόμαστε τις προσωπικές μας αντιφάσεις. Αυτή η νοημοσύνη είναι σημαντική για την αυτογνωσία και την προσωπική ανάπτυξη και σχετίζεται με επαγγελματίες όπως οι θεραπευτές ή οι άνθρωποι που ασχολούνται με προσωπική καθοδήγηση.
- **Φυσιογνωστική- Νατουραλιστική Νοημοσύνη**: Αυτή η νοημοσύνη περιλαμβάνει την ικανότητα να κατανοούμε τον φυσικό κόσμο και τα φαινόμενά του. Οι άνθρωποι με υψηλή φυσιογνωστική νοημοσύνη είναι εξαιρετικοί στο να αναλύουν και να κατανοούν τα οικοσυστήματα και τα φυσικά φαινόμενα, όπως οι βιολόγοι και οι γεωλόγοι.
- **Υπαρξιακή – Φιλοσοφική:** Η υπαρξιακή νοημοσύνη αναφέρεται στην ικανότητα να κατανοούμε τα βαθιά φιλοσοφικά ερωτήματα της ανθρώπινης ύπαρξης, όπως το νόημα της ζωής, ο θάνατος και η προσωπική ταυτότητα. Οι άνθρωποι με υψηλή υπαρξιακή νοημοσύνη είναι ικανοί να αναλογιστούν τα μεγάλα υπαρξιακά ζητήματα και να εξετάσουν την ηθική και φιλοσοφική διάσταση της ζωής, όπως οι φιλόσοφοι, οι ψυχολόγοι, οι θρησκευτικοί ηγέτες, οι σύμβουλοι ζωής και οι καθηγητές φιλοσοφίας ή ηθικής. Στην εκπαίδευση, αυτή η νοημοσύνη προάγει την ενδοσκόπηση, την προσωπική ανάπτυξη και την αναζήτηση νοήματος (Gardner,1983; Παπανελοπούλου,2002).

2. Σκοποί της Πολλαπλής Νοημοσύνης

Οι σκοποί της θεωρίας της πολλαπλής νοημοσύνης, όπως διατυπώνονται από τον Howard Gardner, επικεντρώνονται στην αναγνώριση και αξιοποίηση των ποικίλων τύπων νοημοσύνης που διαθέτει κάθε άτομο. Αυτή η προσέγγιση επιδιώκει να αναδείξει τη διαχρονική ποικιλία των ικανοτήτων των μαθητών, αναγνωρίζοντας ότι η νοημοσύνη δεν περιορίζεται σε μία μόνο διάσταση, όπως η λεκτική ή η αριθμητική. Ως εκ τούτου, ενισχύεται η ανάγκη για διαφοροποιημένη διδασκαλία, επιτρέποντας στους δασκάλους- καθηγητές να χρησιμοποιούν ποικιλία μεθόδων, εργαλείων και δραστηριοτήτων που ανταποκρίνονται στους διαφορετικούς τύπους νοημοσύνης, προσφέροντας μια εξατομικευμένη μαθησιακή εμπειρία.

Η προσέγγιση αυτή συμβάλλει επίσης στη βελτίωση της αυτοεκτίμησης των μαθητών, καθώς αναγνωρίζει τις ιδιαίτερες ικανότητές τους και τους ενθαρρύνει να αξιοποιήσουν τις δυνάμεις τους, ενισχύοντας έτσι την προσωπική τους εκπλήρωση. Προάγεται η δημιουργικότητα και η μάθηση με τρόπους που αντανακλούν το προσωπικό στυλ κάθε μαθητή, γεγονός που ενδυναμώνει την αποτελεσματικότητα και τη διαρκή ανάπτυξή τους. Μέσω αυτής της διαδικασίας, οι μαθητές αναπτύσσουν κοινωνικές και συναισθηματικές δεξιότητες, βελτιώνοντας την ικανότητά τους να επικοινωνούν και να συνεργάζονται τόσο σε ατομικό όσο και σε ομαδικό επίπεδο (Γαρυφαλάκη, 2013).

Επιπλέον, η θεωρία προάγει την προετοιμασία των μαθητών για τις απαιτήσεις της σύγχρονης κοινωνίας, ενισχύοντας δεξιότητες όπως η κριτική σκέψη, η επίλυση προβλημάτων και η ικανότητα να αντιμετωπίζουν σύνθετες καταστάσεις με πολυδιάστατους τρόπους. Συνολικά, στοχεύει στη δημιουργία ενός εκπαιδευτικού συστήματος που αναγνωρίζει τις διαφορετικές ικανότητες των

μαθητών, προάγοντας την ποικιλία στις προσεγγίσεις μάθησης και ενδυναμώνοντας την προσωπική τους ανάπτυξη. Παράλληλα, παρέχει μια νέα βάση για τη διδακτική και την προσωπική εξέλιξη, ενθαρρύνοντας την αναγνώριση της ποικιλότητας των ταλέντων και της εκπαίδευσης, και προτείνοντας πιο εξατομικευμένες και πολυδιάστατες προσεγγίσεις στην ανάπτυξη τόσο των παιδιών όσο και των ενηλίκων (Brandt,1993; Παγκαλίνης, 2012).

3. Τα στάδια της Πολλαπλής Νοημοσύνης

Η καινοτόμος εκπαιδευτική μέθοδος της πολλαπλής νοημοσύνης οργανώνεται σε τέσσερα διακριτά στάδια. Αρχικά, η διαδικασία εστιάζει στην ανάλυση του περιεχομένου του μαθήματος, καλύπτοντας όλες τις πτυχές του, προκειμένου να δημιουργηθεί μια ολοκληρωμένη βάση για τη διδασκαλία. Στη συνέχεια, οι στόχοι του μαθήματος δηλώνονται με σαφήνεια στους μαθητές και τις μαθήτριες, ώστε να κατανοήσουν τον σκοπό της διδασκαλίας και να εξάγουν τα αντίστοιχα συμπεράσματα (Κομνηνού, 2014).

Στο επόμενο στάδιο, επιλέγονται τα κατάλληλα εργαλεία από την εργαλειοθήκη του Howard Gardner, λαμβάνοντας υπόψη τις θεμελιώδεις λειτουργίες, τα βήματα και τις ιδέες που αντιστοιχούν σε κάθε τύπο νοημοσύνης, έτσι ώστε να υποστηριχθούν αποτελεσματικά οι στόχοι του μαθήματος. Τέλος, το μάθημα δομείται με βάση τον πίνακα των τύπων νοημοσύνης, επιλέγοντας ένα εργαλείο για κάθε τύπο νοημοσύνης, εξασφαλίζοντας με αυτόν τον τρόπο τη διαφοροποιημένη και εξατομικευμένη προσέγγιση στη μάθηση, η οποία ανταποκρίνεται στις ανάγκες κάθε μαθητή και μαθήτριας (Βασαρμίδου, 2014).

4. Σκοπός της παρούσας εργασίας

Σκοπός της παρούσας εργασίας είναι να παρουσιαστεί η θεωρία της πολλαπλής νοημοσύνης, η οποία έχει ενσωματωθεί στο θεσμικό πλαίσιο της εκπαίδευσης και αποτυπώνει την έννοια της ποικιλίας των ανθρώπινων ικανοτήτων (Νόμος 4823/2021, άρθρο 86-88), ως προς τη φιλοσοφία της προσέγγισης και τον τρόπο εφαρμογής της στο πλαίσιο της διδασκαλίας, αλλά και τα παιδαγωγικά και μαθησιακά οφέλη που προσφέρει. Επιπλέον, θα εξεταστούν οι πιθανές δυσκολίες κατά την εφαρμογή της θεωρίας της πολλαπλής νοημοσύνης στην εκπαιδευτική διαδικασία. Για την επίτευξη του σκοπού αυτού αναπτύσσεται μια προτάση/παράδειγμα εφαρμογής της θεωρίας της πολλαπλής νοημοσύνης στο φιλολογικό μάθημα της Νεοελληνικής Γλώσσας της Γ΄ Γυμνασίου, προκειμένου να αναδειχθούν οι δυνατότητες διαφοροποιημένης διδασκαλίας που μπορούν να προκύψουν από τη χρήση αυτής της μεθόδου στην πράξη.

5. Πολλαπλή Νοημοσύνη. Παράδειγμα εφαρμογής στο φιλολογικό μάθημα της Νεοελληνικής Γλώσσας Γ΄Γυμνασίου

5.1. Η γλωσσομάθεια ως «παράθυρο» στον σύγχρονο κόσμο, της Γεωργίας Δημοπούλου

Δύσκολα θα μπορούσε κανείς να αμφισβητήσει την αξία της χρήσης ξένων γλωσσών στις μέρες μας. Από συμβούλους επαγγελματικού προσανατολισμού έως και ανθρώπους της διπλανής πόρτας διατυπώνεται συχνά πυκνά η πεποίθηση πως χωρίς την ικανότητα χειρισμού μίας τουλάχιστον ξένης γλώσσας, είναι δύσκολο να επιτύχει κανείς ακαδημαϊκά και επαγγελματικά. Για ποιον λόγο, όμως, εμμένουν τόσο πολύ στη δεξιότητα αυτή και γιατί αποβαίνει αυτή ως αναντικατάστατο προσόν του βιογραφικού ενός σύγχρονου υποψηφίου της αγοράς εργασίας;

Δεδομένου ότι ζούμε στην εποχή της παγκοσμιοποίησης είναι ευνόητο πως η επικοινωνία μεταξύ αλλόγλωσσων λαών καθίσταται εμπόδιο και, συγκεκριμένα, συνιστά το λεγόμενο ”language barrier”. Και είναι αυτό ακριβώς που δημιουργεί την ανάγκη για εδραίωση μίας παγκόσμιας γλώσσας, η οποία θα χρησιμοποιείται ευρέως σε γραφειοκρατικό και διαπραγματευτικό επίπεδο. Στον 21ο αιώνα, η γλώσσα αυτή δεν είναι άλλη από την αγγλική, γι’ αυτό και η κατοχή κάποιας στοιχειώδους, έστω, πιστοποίησης γνώσης της αγγλικής θεωρείται έως και δεδομένη. Ωστόσο, οι λόγοι για τους οποίους η γλωσσομάθεια είναι απαραίτητη στις μέρες μας υπερβαίνουν το πολιτικοοικονομικό προσκήνιο.

Ίσως ακούγεται παράταιρο εκ πρώτης απόψεως κι, όμως, συμβαίνει: η εκμάθηση ξένων γλωσσών έχει συνδεθεί με την καταπολέμηση ρατσιστικών και ξενοφοβικών αντιλήψεων. Και αυτό, γιατί αυτή δεν αφορά μόνο την αποστήθιση μέρους του λεξιλογίου της εκάστοτε γλώσσας και των γραμματικών της κανόνων· αντιθέτως, μέσα από την τριβή με τη γλώσσα αυτή, ο μαθητευόμενος έρχεται σε επαφή με μία νέα κουλτούρα, τρόπο σκέψης και αντιμετώπισης της ζωής και σαφώς διαφορετικές απόψεις. Κατ' αυτόν τον τρόπο, διευρύνει το σκεπτικό του και παύει να σκέφτεται μονοδιάστατα και με βάση τα πρότυπα του έθνους του και μόνο. Ανοίγει, εναλλακτικά, τους ορίζοντές του και γίνεται πιο δεκτικός απέναντι στο «διαφορετικό». Πρόκειται για ένα ισχυρό προσόν από το οποίο ο σύγχρονος πολίτης οφείλει να χαρακτηρίζεται, προκειμένου να αποτελέσει παραγωγικό μέρος της κοινωνίας στην οποία ζει.

Θα πρέπει, βέβαια, να αναφερθεί και το εξής ανταγωνιστικό προτέρημα των γλωσσομαθών έναντι των υπολοίπων ανθρώπων, που δεν είναι άλλο από τις ανεπτυγμένες εγκεφαλικές δυνατότητες που οι πρώτοι αναπτύσσουν. Πιο συγκεκριμένα, μέσω ερευνών έχει αποδειχθεί ότι ιδιαίτερα η περιοχή του εγκεφάλου που επεξεργάζεται τις πληροφορίες, χτίζει τους μύες μέσα από διαδικασίες, όπως η μετάφραση, η προσπάθεια έκφρασης σε μια νέα γλώσσα ή ανεύρεσης του κατάλληλου –για την περίσταση– λεξιλογίου. Από ειδικούς επισημαίνεται, ακόμα, η ικανότητα απομνημόνευσης καταλόγων ή ακολουθιών από πολύγλωσσους, όπως και εντοπισμού παραπλανητικών στοιχείων. Και ποιος δεν θα ήθελε να διακρίνεται για τέτοια «ανώτερα» πνευματικά χαρίσματα;

Συγχρόνως, όμως, έχει διαπιστωθεί και σύνδεση μεταξύ της εκμάθησης ξένων γλωσσών και της αυξημένης αποφασιστικότητας του ατόμου. Αυτό συμβαίνει, διότι οι δίγλωσσοι είναι πιο σίγουροι για τις επιλογές τους, αφού σκέπτονται ένα θέμα ή μια απόφαση και στη δεύτερη γλώσσα τους και αναλόγως διαπιστώνουν εάν τα αρχικά τους συμπεράσματα εξακολουθούν να ισχύουν. Άλλωστε, σε μία εποχή που η αγορά εργασίας πασχίζει να βρει άτομα αποφασιστικά, εν δυνάμει επιχειρηματίες με όραμα και συγκεκριμένους στόχους για το άμεσο μέλλον, κάτι τέτοιο θα έλεγε κανείς ότι δίνει το έναυσμα στους νέους για να αποκτήσουν όλα τα παραπάνω.

5.2. Δραστηριότητες

1. Να γράψετε την περίληψη του κειμένου σε 80-100 λέξεις.
2. Πώς αντιλαμβάνεστε την έκφραση ¨language barrier¨;
3. Δημιουργείστε ένα χάρτη με τις επικρατέστερες γλώσσες που χρησιμοποιούνται για την επικοινωνία παγκοσμίως.
4. Δημιουργείστε δύο ομάδες. Η πρώτη να γράψει 5 ελληνικές λέξεις που γίνονται κατανοητές από όλους τους ευρωπαίους πολίτες και η δεύτερη 5 λέξεις με ρίζα ελληνική.
5. Ας προσπαθήσουμε όλοι μαζί να δημιουργήσουμε στίχους για την μητέρα ελληνική γλώσσα και τα ευρωπαϊκά τέκνα της.
6. Ας συζητήσουμε ποιες ξένες γλώσσες μιλάτε, ποιες θα θέλατε να μάθετε και πως πιστεύετε ότι θα σας βοηθήσουν στην μετέπειτα επαγγελματική σας σταδιοδρομία και όχι μόνο.
7. Δημιουργείστε μια λίστα με τα σπουδαιότερα λεξικά ξένων γλωσσών.
8. Πιστεύετε πως τα ζώα έχουν τη δική τους γλώσσα επικοινωνίας; Αν ναι δώστε παραδείγματα.

6. Συμπεράσματα

Η εφαρμογή της θεωρίας της πολλαπλής νοημοσύνης, την οποία ανέπτυξε ο Howard Gardner (1983), έχει σημαντικές επιπτώσεις τόσο στον τομέα της εκπαίδευσης όσο και στην κοινωνία γενικότερα, ενώ συμβάλλει ταυτόχρονα στην ατομική ανάπτυξη. Ο κύριος στόχος αυτής της θεωρίας είναι η αναγνώριση και αξιοποίηση της ποικιλίας των ικανοτήτων και των ταλέντων που διαθέτει κάθε άτομο. Η αναγνώριση της διαφορετικότητας στους τύπους νοημοσύνης επιτρέπει τη δημιουργία εξατομικευμένων στρατηγικών διδασκαλίας, οι οποίες ανταποκρίνονται στις ιδιαίτερες ανάγκες των μαθητών.

Οι δάσκαλοι δύνανται να προσαρμόσουν τις διδακτικές τους μεθόδους, υποστηρίζοντας κάθε μαθητή σύμφωνα με τα δυνατά του σημεία, ενισχύοντας τις ικανότητές του σε διάφορους τομείς, όπως η λεκτική-γλωσσική, η λογικομαθηματική, η μουσική, η σωματικο-κιναισθητική, η

οπτικοχωρική, η διαπροσωπική, η ενδοπροσωπική και η φυσιοκρατική νοημοσύνη (Gardner, 1983). Με τον τρόπο αυτό, η μάθηση γίνεται πιο αποτελεσματική, καθώς κάθε μαθητής έχει την ευκαιρία να αναδείξει και να αναπτύξει τις προσωπικές του ικανότητες.

Επιπλέον, η θεωρία της πολλαπλής νοημοσύνης προάγει την αποδοχή και την εκτίμηση των διαφορετικών τύπων ταλέντων. Στη σύγχρονη κοινωνία, η ισότητα και η κοινωνική συνοχή ενισχύονται όταν κάθε τύπος νοημοσύνης αναγνωρίζεται και εκτιμάται (Gardner, 1999). Οι μαθητές που δεν διαπρέπουν στα παραδοσιακά ακαδημαϊκά τεστ (π.χ., εξετάσεις μαθηματικών ή γλωσσικών δεξιοτήτων) δεν πρέπει να θεωρούνται λιγότερο ικανοί ή λιγότερο έξυπνοι. Αντίθετα, τα ιδιαίτερα ταλέντα τους σε άλλους τομείς, όπως η μουσική, η τέχνη, η κινητική ή η κοινωνική νοημοσύνη, πρέπει να αναγνωρίζονται και να ενθαρρύνονται. Με αυτόν τον τρόπο, προάγεται η καταπολέμηση στερεοτύπων και προκαταλήψεων που ενδέχεται να περιθωριοποιούν μαθητές οι οποίοι δεν πληρούν τα παραδοσιακά πρότυπα αριστείας.

Η θεωρία της πολλαπλής νοημοσύνης, εν τέλει, δεν αφορά μόνο τον εκπαιδευτικό τομέα, αλλά έχει και ευρύτερες κοινωνικές συνέπειες. Η κατανόηση της ποικιλίας των ανθρώπινων ικανοτήτων συντελεί στη δημιουργία κοινωνιών που εκτιμούν την πολυμορφία και ενδυναμώνουν κάθε τύπο νοημοσύνης. Αυτό καθιστά τις κοινωνίες πιο δημιουργικές και δυναμικές, ενισχύοντας την καινοτομία, την κοινωνική συνοχή και την ευημερία (Gardner, 2006). Κοινωνίες που αξιοποιούν όλες τις μορφές νοημοσύνης είναι σε θέση να προσαρμοστούν καλύτερα στις κοινωνικές και τεχνολογικές αλλαγές, προσφέροντας στους πολίτες τους την ευκαιρία να εκφράσουν και να αναπτύξουν τις προσωπικές τους ικανότητες σε ευρύ φάσμα πεδίων.

Ωστόσο, παρά τα πολυάριθμα οφέλη που προκύπτουν από την εφαρμογή της θεωρίας, υπάρχουν ορισμένα αρνητικά σημεία και προκλήσεις που χρήζουν προσοχής. Ένα από τα κυριότερα ζητήματα αφορά τη δυσκολία αξιολόγησης των διαφόρων τύπων νοημοσύνης. Οι παραδοσιακές μέθοδοι αξιολόγησης, όπως οι εξετάσεις και τα τεστ, δεν είναι πάντοτε κατάλληλες για τη μέτρηση της επίδοσης σε τομείς όπως η κοινωνική ή η συναισθηματική νοημοσύνη. Αυτό ενδέχεται να προκαλέσει δυσκολίες στην αποτύπωση της συνολικής προόδου των μαθητών (Gardner, 1993).

Επιπλέον, η εφαρμογή της θεωρίας απαιτεί από τους δασκάλους εξειδικευμένη κατάρτιση και γνώση των διαφορετικών τύπων νοημοσύνης, καθώς και των αντίστοιχων μεθόδων διδασκαλίας. Η έλλειψη αυτής της κατάρτισης ενδέχεται να οδηγήσει σε ελλιπή ή αναποτελεσματική εφαρμογή της θεωρίας, περιορίζοντας τα ενδεχόμενα οφέλη. Παράλληλα, η εφαρμογή της θεωρίας μπορεί να είναι άνιση, καθώς εξαρτάται σε μεγάλο βαθμό από τους διαθέσιμους πόρους και την υποστήριξη του εκπαιδευτικού συστήματος.

Η διαφοροποιημένη διδασκαλία που απαιτεί η θεωρία της πολλαπλής νοημοσύνης ενδέχεται να μην υλοποιείται πλήρως σε σχολεία με περιορισμένους πόρους, περιορίζοντας έτσι τις δυνατότητες των μαθητών. Επιπλέον, οι απαιτήσεις σχεδιασμού και υλοποίησης εξατομικευμένων στρατηγικών μπορεί να προκαλέσουν υπερφόρτωση στους δασκάλους, ιδίως όταν δεν υπάρχει επαρκής υποστήριξη. Υπάρχει επίσης ο κίνδυνος εξιδανίκευσης των διαφορετικών τύπων νοημοσύνης, με πιθανή παραμέληση των πιο παραδοσιακών τομέων, όπως η λεκτική ή η λογικομαθηματική νοημοσύνη.

Τέλος, αν και η θεωρία της πολλαπλής νοημοσύνης έχει ευρεία αποδοχή, η επιστημονική τεκμηρίωση της παραμένει αμφιλεγόμενη. Ορισμένοι επικριτές τονίζουν ότι η θεωρία δεν έχει πλήρως επιβεβαιωθεί από εμπειρικά δεδομένα και πως τα πλεονεκτήματα της διαφοροποιημένης διδασκαλίας δεν είναι πάντα μετρήσιμα ή αποδεδειγμένα (Waterhouse, 2006).

Εν κατακλείδι, η θεωρία της πολλαπλής νοημοσύνης αποτελεί ένα ισχυρό εργαλείο για την εκπαιδευτική και κοινωνική μεταρρύθμιση, προάγοντας την ενσωμάτωση όλων των μορφών γνώσης και ταλέντου και ενισχύοντας τη διαφορετικότητα και την πολυφωνία στην εκπαίδευση και την κοινωνία. Ωστόσο, η επιτυχής εφαρμογή της απαιτεί εξειδικευμένη κατάρτιση, επαρκείς πόρους και συνεχιζόμενη επιστημονική έρευνα, ώστε να διασφαλιστεί η αποτελεσματικότητά της σε κάθε εκπαιδευτικό πλαίσιο.

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ΚΟΙΝΩΝΙΚΕΣ ΚΑΙ ΕΚΠΑΙΔΕΥΤΙΚΕΣ ΔΕΞΙΟΤΗΤΕΣ ΦΟΙΤΗΤΩΝ/ΤΡΙΩΝ ΜΕ ΔΕΠΥ (ΔΙΑΤΑΡΑΧΗ ΕΛΛΕΙΜΜΑΤΙΚΗΣ ΠΡΟΣΟΧΗΣ-ΥΠΕΡΚΙΝΗΤΙΚΟΤΗΤΑΣ).

Δροσινού Κορέα, Μαρία
Μόνιμη Επίκουρη Καθηγήτρια Ειδικής Αγωγής και Εκπαίδευσης, Πανεπιστήμιο Πελοποννήσου

Περίληψη

Η εμφάνιση της Διαταραχής Ελλειμματικής Προσοχής και Υπερκινητικότητας [ΔΕΠΥ] στους φοιτητές/τριες αυξάνεται διαρκώς παρά την προσπάθεια που έχει γίνει για την αναγνώρισή της (Νόμος 3699,2008; Καλαντζή-Αζίζι, Ευσταθίου, & Αγγελή, 2012). Οι μελέτες εστιάζουν τόσο στην κοινωνική απομόνωση των νέων λόγω ΔΕΠΥ όσο και στην συμμετοχή τους σε παραβατικές συμπεριφορές (Χρηστάκης, 2024;Δροσινού Κορέα, 2020 α,β). Η παρούσα μελέτη διερευνά το σύνδρομο της ΔΕΠΥ όπως αποτυπώνονται σε είκοσι διαγνώσεις φοιτητών στο Πανεπιστήμιο με τις αντίστοιχες ειδικές μαθησιακές δυσκολίες στις κοινωνικές και εκπαιδευτικές δεξιότητες. Τα δεδομένα εμπλουτίστηκαν με εβδομαδιαίες συνεδρίες που υποστήριζαν την ατομική μέθοδο μελέτης στο πλαίσιο της εκπαίδευσης σε μεταγνωστικες δεξιότητες, με στοχευμένες, ατομικές δομημένες ενταξιακές παιδαγωγικές παρεμβάσεις ειδικής αγωγής προσαρμοσμένες στην τριτοβάθμια εκπαίδευση [Σ.Α.Δ.Ε.Π..Ε.Α.3 Ε]. Στα αποτελέσματα επιβεβαιώθηκε η συνέχεια των κοινωνικών και εκπαιδευτικών δυσκολιών οι οποίες επηρεάζουν σημαντικά την ακαδημαική πρόοδο και προοπτική των φοιτητών/τριών με ΔΕΠΥ.

Λέξεις κλειδιά: σύνδρομο της Διαταραχής Ελλειμματικής Προσοχής και Υπερκινητικότητας, φοιτητές/τριες εύτερη, [Σ.Α.Δ.Ε.Π..Ε.Α.3 Ε].

1. Εισαγωγή

Τις τελευταίες τρεις δεκαετίες το ενδιαφέρον της επιστημονικής κοινότητας γύρω από τη διαταραχή ελλειμματικής προσοχής/υπερκινητικότητας [ΔΕΠΥ] στην αγγλική γλώσσα, γνωστή ως attention deficit hyperactivity disorder [ADHD] έχει αυξηθεί (Staff, A. I., Oosterlaan, J., van der Oord, S., van den Hoofdakker, B. J., & Luman, M., 2023). Αυτή παρατηρείται σε όλες τις εθνότητες, φυλετικές ομάδες και κοινωνικές τάξεις με αυξητικές τάσεις που υπολογίζεται ότι μαζί με τις συνοσηρότητες ότι πλησιάζουν τα 84,7 εκατομμύρια (National Association of People with Attention deficit hyperactivity Disorder (ADHD) -Europe, 2020). Εμφανίζεται στην αναπτυξιακή πορεία του ατόμου και επηρεάζει την ικανότητά του να συγκεντρώνεται σε ορισμένο έργο και να το ολοκληρώνει, όπως συμβαίνει με τους φοιτητές και τις φοιτήτριες. Πρόκειται για δια βίου πάθηση με συνήθη έναρξη πριν από την ηλικία έξι ετών. Η υπερκινητικότητα στους ενήλικες καταγράφεται με εκτελεστική δυσλειτουργία, μνημονικές δυσκολίες, παρορμητικότητα, αδυναμία ακινησίας, συνεχή ανησυχία, αδυναμία συγκέντρωσης σε εργασίες, υπερβολικό προβληματισμό, υπερβολική σωματική κίνηση, υπερβολική ομιλία, αδυναμία αναμονής της σειράς τους, πράξεις χωρίς σκέψη (American Psychiatric Association, 2013). Στο βιβλίο του εκπαιδευτικού ειδικής αγωγής και εκπαίδευσης συμπεριέλαβε δραστηριότητες μαθησιακής ετοιμότητας στην νευροαναπτυξιακή περιοχή των νοητικών ικανοτήτων με έμφαση τη συγκέντρωση προσοχής (ΥΠΕΠΘ-Παιδαγωγικό Ινστιτούτο, 2009). Το σκεπτικό αυτού του εγχειρήματος, με τα δεδομένα εκείνης της περιόδου βασίστηκε στην παιδαγωγική φροντίδα των παιδιών και εφήβων σχολικής ηλικίας με ελλειμματική προσοχή με ή χωρίς υπερκινητικότητα επειδή αποτελούσε τη συχνότερη συμπεριφορά σε ποσοστό 3%-5% που συναντούσαν οι εκπαιδευτικοί παράλληλα με τις συνοδές ειδικές μαθησιακές δυσκολίες (Ewe, 2019). Με τα αγόρια να επιβαρύνονται περισσότερο από τα κορίτσια, σε ποσοστά 3:1 έως και 9:1 με περιγραφές που αποτυπώνονται ως ανάρμοστη διαγωγή ή αντικοινωνική συμπεριφορά ή παραβατικότητα (Κόρπα, 2022).

Σύμφωνα με το διαγνωστικό και στατιστικό εγχειρίδιο ψυχικών διαταραχών (DSM-IV) της Αμερικανικής Ψυχιατρικής Εταιρείας και το διαγνωστικό εργαλείο ICD-10 (International

Classification of Diseases: F90 και ICD-9: 314.00, 314.01] η «Διαταραχή Ελλειμματικής Προσοχής με ή χωρίς Υπερκινητικότητα» έχει ορισμένες μορφές που εκδηλώνονται «σε βαθμό δυσανάλογο με την ηλικία των παιδιών» (Μανιαδάκη & Κάκουρος, 2016). Η πρώτη αναφέρεται στη ΔΕΠΥ με προεξάρχοντα τον απρόσεχτο τύπο, ο οποίος συναντάται τόσο στα αγόρια όσο και στα κορίτσια, η δεύτερη με προεξάρχοντα τον υπερκινητικό-παρορμητικό τύπο, ο οποίος είναι πιο συχνός στα αγόρια και η τρίτη μορφή συνδυασμένου τύπου, με υπερκινητικότητα και απροσεξία μαζί. Τα άτομα του πρώτου τύπου δυσκολεύονται να παραμείνουν συγκεντρωμένα, του δεύτερου τύπου παρουσιάζουν αυξημένη κινητική δραστηριότητα και ομιλία σε σχέση με των συνομηλίκων τους, καθώς επίσης λειτουργούν αυθόρμητα, χωρίς να κάνουν δεύτερες σκέψεις και του τρίτου τύπου συνδυάζουν όλα τα παραπάνω. Συμπερασματικά, τα τρία βασικά χαρακτηριστικά της διαταραχής είναι η υπερδραστηριότητα, η απροσεξία και η παρορμητικότητα (Στασινός, 2015, 397-434).

Στα αίτια αναφέρονται τόσο γενετικοί όσο και περιβαλλοντικοί παράγοντες με βασική διαγνωστική μέθοδος την διαφοροδιάγνωση βάση της οποίας εξετάζονται διεπιστημονικά τα συμπτώματα και τα προβλήματα στη συμπεριφορά μετά τον αποκλεισμό άλλων πιθανών αιτιών (Αντωνίου, 2016, Drossinou-Korea & Koutsontemou, 2025). Στους περιβαλλοντικούς παράγοντες συγκαταλέγονται το κάπνισμα και η χρήση αλκοόλ από τη μητέρα κατά τη διάρκεια της εγκυμοσύνης, η δηλητηρίαση από μόλυβδο, η υπερβολική χρονική ενασχόληση ή και εξάρτηση από τις οθόνες (Drossinou Korea, & Manikioti, 2019), τα έξυπνα κινητά τηλέφωνα που συχνά δείχνει την ελλειμματική γονεϊκή μέριμνα, την γονεική παραμέληση, γονεική κακοποίηση καθώς και διαβίωση σε περιβάλλον ενδοικογενειακής βίας (Δροσινού Κορέα, 2022 α,β). Στους γενετικούς παράγοντες (Young & Cocallis, 2022), οι επιστήμονες συμφωνούν ότι η ΔΕΠΥ δεν είναι αποτέλεσμα ενός μεμονωμένου παράγοντα και εξετάζουν την κληρονομικότητα, την έκθεση σε τοξικούς παράγοντες, στους τραυματισμούς του εγκεφάλου, στην πολύωρη καθημερινή έκθεση σε οθόνες, στα πιθανά αίτια (Καλαντζή-Αζίζι, Ευσταθίου, & Αγγελή, 2012).. Η έρευνα στην νευροφυσιολογία του πρόσθιου λοβού του εγκεφάλου και στην νευρογενετική των νευροδιαβιβαστών όπως η ντοπαμίνη (dopamine) και η νοραδρεναλίνη (noradrenaline) καταδεικνύει αναστολές που επηρεάζουν τη λειτουργία και άλλων νευροδιαβιβαστικών συστημάτων. Συχνά συστήνονται παρεμβάσεις ειδικής αγωγήςς και εκπαίδευση, ψυχοθεραπεία, αλλαγές στον τρόπο ζωής και φαρμακευτική αγωγή η οποία περιλαμβάνει διεγερτικά του Κεντρικού Νευρικού Συστήματος, όπως μεθυλφαινιδάτη, μικτά άλατα αμφεταμίνης, ατομοξετίνη, γουανφακίνη, κλονιδίνη (DuPaul, & Volpe, 2009).

2. Κυρίως μέρος

Η αναγκαιότητα της παρούσας μελέτης προέκυψε από την συχνότητα των φοιτητών που προσέρχονται στην τριτοβάθμια με διάγνωση ΔΕΠΥ και την διερεύνηση των εκπαιδευτικών δεξιοτήτων στο επίπεδο των ακαδημαϊκών γνώσεων (Δροσινού Κορέα, 2020 α,β). Αυτή η αναγκαιότητα ενδυναμώθηκε επίσης από τις εβδομαδιαίες ετεροπαρατηρήσεις με φοιτητές και φοιτήτριες με ΔΕΠΥ που συναντούσα σε δύο πανεπιστήμια [ένα περιφερειακό και ένα μητροπολιτικό] με ειδικές μαθησιακές δυσκολίες (Δροσινού, 2005). Σε αυτές διακρίνονται δυσκολίες στο συντονισμό των κινήσεων, με ελάχιστη ή καθόλου αθλητική δραστηριότητα και ευαλωτότητα σε ατυχήματα (Δροσινού, Κορέα, 2022 α, β). Ακόμη, παρουσίαζαν δυσκολίες στον ύπνο, δυσκολεύονται να κοιμηθούν το βράδυ και να ξυπνήσουν το πρωί, έχαναν τα πρωινά μαθήματα και παρουσιάζαν υπερβολική υπνηλία κατά τη διάρκεια της ημέρας (Ελληνική Εταιρεία Μελέτης ΔΕΠΥ, 2025). Συχνά είχαν επιθετική συμπεριφορά, οδηγούσαν επικίνδυνα, δέχονται κλήσεις παραπτωματικής οδήγησης, για υπερβολική ταχύτητα και παράβαση των σημάτων του Κώδικα οδικής κυκλοφορίας (National Association of People with Attention deficit hyperactivity Disorder (ADHD) -Europe, 2020).

Στις υποθέσεις της εργασίας, εξετάστηκαν οι εκπαιδευτικές δυσκολίες αναφορικά με τις προσαρμοστικές ικανότητες την αίσθηση του χρόνου, μιας και αυτή συνδέεται άμεσα με τη λειτουργική μνήμη γνωστή ως μη λεκτική μνήμη εργασίας. Ειδικότερα, στις εκπαιδευτικές δυσκολίες συμπεριελήφθηκαν άτομα με ειδικές εκπαιδευτικές ανάγκες στην περίοδο covid 19 (Korpa, Pappa, Chouliaras, Sfinari, Eleftheriades, Katsounas, Kanaka-Gantenbein & Pervanidou, 2021) έως και το

2024, που εξετάστηκαν με διευκολύνσεις στις πανελλήνιες εξετάσεις λόγω διαγνωσμένης ΔΕΠΥ (Νόμος 3699, 2008). Σε αυτή την υπόθεση εξετάστηκε επίσης αν η συμπεριφορά της αναβλητικότητας επηρεάζει την κατανόηση κειμένων στην ατομική μέθοδο μελέτης φοιτητών/τριών με ειδικές μαθησιακές δυσκολίες (Δροσινού Κορέα, 2023, 2025).

Στη δεύτερη υπόθεση εξετάστηκαν οι κοινωνικές δυσκολίες με έμφαση την ευερεθιστότητα και τις έντονες συναισθηματικές αντιδράσεις, στους φοιτητές /τριες με ΔΕΠΥ που προσέρχονται στην φοιτητική μέριμνα και αιτούνται διευκολύνσεις στην εξεταστική διαδικασία (Δροσινού Κορέα, 2020). Σε αυτές αποκρύπτονται ψυχικές διαταραχές με καταθλιπτικά συμπτώματα, που επιβάρυναν την ατομική μέθοδο μελέτης φοιτητών (DuPaul, & Volpe, 2009, Drossinou Korea & Manikioti, 2019).

Η έρευνα πραγματοποιήθηκε χωρίς χρηματοδότηση και πραγματοποιήθηκε την περίοδο της πανδημίας και μέχρι το ακαδημαικό έτος 2024-2025, εστιάζοντας στη ΔΕΠΥ, τις ψυχικές διαταραχές και στην ατομική μέθοδος μελέτης των φοιτητών με ειδικές μαθησιακές δυσκολίες [ΦμΕΜΔς] με έμφαση στην κατανόηση κειμένων και την αναβλητικότητα. Όλοι οι φοιτητές δήλωναν ότι είχαν δεχτεί υπηρεσίες ειδικής αγωγής από το νηπιαγωγείο (Δροσινου, Κορέα, 2017) και ζητούσαν περισσότερο εξεταστικό χρόνο προκειμένου να απαντήσουν με γνωστική επάρκεια στα μάθημα. Οι φοιτητές με ΔΕΠΥ, που συναντούσαμε δήλωναν ότι είχαν δυσκολίες σε εκπαιδευτικές δεξιότητες όταν τους ζητούσαν:

- - να απεικονίσουν χειρόγραφα γραφήματα, να κρατήσουν σημειώσεις από τις διαλέξεις των μαθημάτων,
- -να απαντήσουν προφορικά σε ερωτήσεις ανάπτυξης σε ορισμένο χρόνο
- -να προετοιμάσουν την ατομική μελέτη του μαθήματος που έχουν δηλώσει ότι θα εξεταστούν
- -να θυμούνται το μάθημα που μελετούν ‘’την τελευταία στιγμή’’, λίγο πριν την εξέταση

Οι εκπαιδευτικές δεξιότητες καταγράφησαν με ορισμένα πρωτόκολλα ειδικής αγωγής και εκπαίδευσης με την εμπειρική παρατήρηση δυσκολιών στην συγκέντρωση προσοχής στην ρουτίνα με την ατομική μέθοδο μελέτης, τον υπολογισμό χρόνου συγκέντρωσης προσοχής στην μελέτη με και χωρίς διακοπές στην τήρηση χρονοδιαγραμμάτων παράδοσης εργασιών, στην υπερκινητικότητα στη παρακολούθηση των μαθημάτων στο αμφιθέατρο και στο εργαστήριο, στην συγκέντρωση με υπερκινητικότητα στην προσέλευση σε ορισμένο χρόνο εξέτασης μαθήματος, σε ορισμένο χώρο - αίθουσα εξέτασης μαθήματος και σε ορισμένο τρόπο αξιολόγησης της επάρκειας στο μάθημα.

Οι ίδιοι φοιτητές δήλωναν ότι είχαν δυσκολίες σε κοινωνικές δεξιότητες όταν τους ζητούσαν:

- -να συζητήσουν αυτό που τους δυσκολεύει στις ακαδημαικές ρουτίνες
- -να συζητήσουν την απόρριψη ή απογοήτευση που βιώνουν στις συναλλαγές με τους άλλους
- -να διαπραγματευτούν με τους άλλους τις ειδικές μαθησιακές δυσκολίες λόγω ΔΕΠΥ (Drossinou Korea, 2024)
- -να κατανοήσουν τους λόγους της αναβλητικότητας τους, όταν δεν προσέρχονταν με φυσική παρουσία στα μαθήματα

Οι κοινωνικές δεξιότητες καταγράφησαν με ορισμένα πρωτόκολλα ειδικής αγωγής και εκπαίδευσης με εμπειρικές ετεροπαρατηρήσεις δυσκολιών στην συγκέντρωση προσοχής στην επικοινωνία, στην απροσεξία ως προς τη τήρηση χρονοδιαγραμμάτων, στην υπερκινητικότητα ως προς τις αλληλεπιδραστικές συναλλαγές με τους άλλους, στην συγκέντρωση και υπερκινητικότητα στην παρέα με τους συνομιλήκους αλλά και στις κατ΄ιδίαν συναντήσεις με τους καθηγητές. Επίσης καταγράφησαν δυσκολίες στην παρορμητικότητα, με έμφαση στην αυτοεκτίμηση, την νοηματική αποδοχή της αποτυχίας και ελέγχου συμπεριφορών θυμού, θλίψης, ακραίων συναισθηματικών εναλλαγών και ανασφάλειας. Αλλά και δυσκολίες λεκτικοποίησης ενδιαφερόντων για μάθηση, όπως και δυσκολίες στην συνεργασία με τους άλλους χωρίς την εκδήλωση απρόβλεπτων συμπεριφορών.

2.1. Μέθοδος της έρευνας

Η μεθοδολογία της παρούσας έρευνας πραγματοποιήθηκε στο πεδίο της ειδικής αγωγής στην τριτοβάθμια και εκπαίδευση με το παιδαγωγικό εργαλείο που αναπαριστάται με το αρκτικόλεξο [Σ.Α.Δ.Ε.Π.Ε.Α.3-Ε] εφαρμόζοντας την ‘‘δια’’ της ειδικής αγωγής πρόταση ενταξιακής εκπαίδευσης των παιδιών και νέων με ιδιαιτερότητες (Δροσινού, Κορέα, 2017 α,β, γ, 2022 α,β). Αυτό συμπυκνώνει τις παιδαγωγικές αρχές που διέπουν την εκπαίδευση σε μεταγνωστικές δεξιότητες φοιτητών με ειδικές μαθησιακές δυσκολίες και αναφέρονται στο στοχευμένο, ατομικό, δομημένο, ενταξιακό πρόγραμμα παρέμβασης ειδικής αγωγής στην τριτοβάθμια και εκπαίδευση. Σύμφωνα με αυτό χρησιμοποιείται η μεθοδολογία ετεροπαρατηρήσεων Ειδικής Αγωγής και Εκπαίδευσης, στην ατομική μέθοδο μελέτης Σ[Α]ΔΕΠΕΑ3-Ε με έμφαση την κατανόηση κειμένων με την Άτυπη Παιδαγωγική Αξιολόγηση τις περιπτώσεις φοιτητών με ΔΕΠΥ με χρήση της Ελληνικής Κλίμακας Αξιολόγησης της ΔΕΠ/Υ-IV (Καλαντζή-Αζίζι, Ευσταθίου, & Αγγελή, 2012). Αυτή έχει εκτενώς περιγραφεί στο βιβλίο *΄΄πορτοφόλιο ειδικής αγωγής και παρεμβάσεις στην τριτοβάθμια εκπαίδευση’’* σε συνέχεια του αφηγήματος της ΔΕΠΥ που έχει απαρουσιαστεί στο βιβλίο *‘’εγχειρίδιο ειδικής αγωγής και αφηγήματα εκπαίδευσης’’* (Δροσινού, Κορέα, 2022, 2020, 2017).

Στο πίνακα 1, παρουσιάζονται οι είκοσι συμμετέχοντες φοιτητές διαγνωσμένοι με ΔΕΠΥ από τους οποίους οι δέκα πέντε είναι άνδρες με μέσο όρο ηλικίας 19,11 έτη και πέντε γυναίκες με μέσο όρο ηλικίας 19,01 έτη. Οι δέκα (επτά άνδρες και 3 γυναίκες) έχουν διάγνωση από τις διαγνωστικές υπηρεσίες αρμοδιότητας του Υπουργείου Παιδείας και οι δέκα (οκτώ άνδρες και 2 γυναίκες) έχουν διάγνωση από Πανεπιστημιακές κλινικές νοσοκομείων αρμοδιότητας Υπουργείου Υγείας, με επτά (έξι άνδρες και 1 γυναίκα) να έχουν λάβει πιστοποίηση αναπηρίας 6 0% με συνοδές άλλες δυσκολίες που επιβαρύνουν την ψυχική υγεία.

Πίνακας 1: Υποκείμενα μελέτης

Φύλο	Αριθμός	Μέσος όρος ηλικίας	Διαγνωστικός φορέας: Υπουργείο Παιδείας	Διαγνωστικός φορέας: Υπουργείο Υγείας	Πιστοποίηση ΑμΕΑ
Άνδρες φοιτητές με ΔΕΠΥ	15	19,11 έτη	7	8	6
Γυναίκες φοιτήτριες με ΔΕΠΥ	5	19,01 έτη	3	2	1

Πίνακας 2: Κοινωνικές δεξιότητες φοιτητών/τριων με ΔΕΠΥ

Κοινωνικές δεξιότητες-εμπειρικές ετεροπαρατηρήσεις δυσκολιών	Άτυπη Παιδαγωγική Αξιολόγηση-περιορισμοί σε συμπεριφορές	[N=20 φοιτητές], 100%
[1]Συγκέντρωση προσοχής-επικοινωνία	Τηλεφωνικές και διαδικτυακές επικοινωνίες	[15], 75%
[2]Συγκέντρωση προσοχής-χρονοδιαγράμματα	Απροσεξία στη τήρηση χρονοδιαγραμμάτων	[18], 90%
[3]Συγκέντρωση προσοχής - ενδιαφέροντα για μάθηση	Έλεγχος συμπεριφορών θυμού, θλίψης	[5],25%

[4]Υπερκινητικότητα-συναλλαγές με τους άλλους	Ελλειμματικές αλληλεπιδραστικές σχέσεις	[17], 85%
[5]Συγκέντρωση προσοχής και υπερκινητικότητα	Συμμετοχή σε παρέες με συνομιλήκους	[10],50%
[6]Συγκέντρωση προσοχής και υπερκινητικότητα σε κατ΄ιδίαν συναντήσεις	Διαπραγμάτευση με τους καθηγητές	[5], 25%
[7] Συγκέντρωση προσοχής – υπερκινητικότητα-παρορμητικότητα	Ευμετάβλητες συναλλαγές	[4],20%
[8] Παρορμητικότητα - αυτοεκτίμηση	Νοηματική αποδοχή της αποτυχίας	[2], 10%
[9]Παρορμητικότητα-ενδιαφέρον για μάθηση	Ακραίες συναισθηματικές εναλλαγές και γνωστική ανασφάλεια	[4],20%
[10] Παρορμητικότητα - συνεργασία με τους άλλους.	Συναισθηματική αστάθεια	[5], 25%

Πίνακας 3: Εκπαιδευτικές δεξιότητες φοιτητών/τριων με ΔΕΠΥ

Εκπαιδευτικές δεξιότητες-εμπειρική παρατήρηση δυσκολιών	Άτυπη Παιδαγωγική Αξιολόγηση συμπεριφορών ΔΕΠΥ-περιορισμοί	[Ν=20 φοιτητές], 100%
[1]Συγκέντρωση προσοχής στην ατομική μέθοδο μελέτης	Κατανόηση κειμένων	[18], 90%
[2]Υπολογισμός χρόνου συγκέντρωσης προσοχής στην μελέτη χωρίς διακοπές	Ατομική μέθοδος λιγότερο από 60 λεπτά συνεχούς μελέτης	[18], 90%
[3]Υπολογισμός χρόνου συγκέντρωσης προσοχής στην μελέτη με διακοπές	Προετοιμασία ατομικής μελέτης	[10],50%
[4]Τήρηση χρονοδιαγραμμάτων παράδοσης εργασιών	Ομαδικές εργασίες	[4], 20%
[5]Υπερκινητικότητα στη παρακολούθηση των μαθημάτων στο αμφιθέατρο	Ελλειμματική φυσική παρουσία	[10],50%
[6]Υπερκινητικότητα στη παρακολούθηση των μαθημάτων στο εργαστήριο	Χειρόγραφες σημειώσεις-λειτουργική μνήμη	[14]. 70%
[7] Συγκέντρωση με υπερκινητικότητα στο	Ορισμένη ημερομηνία και χρόνος	[8], 40%

εξεταστικό πρόγραμμα μαθημάτων		
[8]Συγκέντρωση με υπερκινητικότητα στο χώρο εξέτασης μαθήματος	Προσέλευση σε ορισμένο χώρο - αίθουσα	[4], 20%
[9]Συγκέντρωση με υπερκινητικότητα	Διερεύνηση του τρόπου εξέτασης	[8], 40%
[10] Συγκέντρωση με παρορμητικότητα	Αυτοαξιολόγηση των επιδόσεων στο μάθημα	[17], 85%

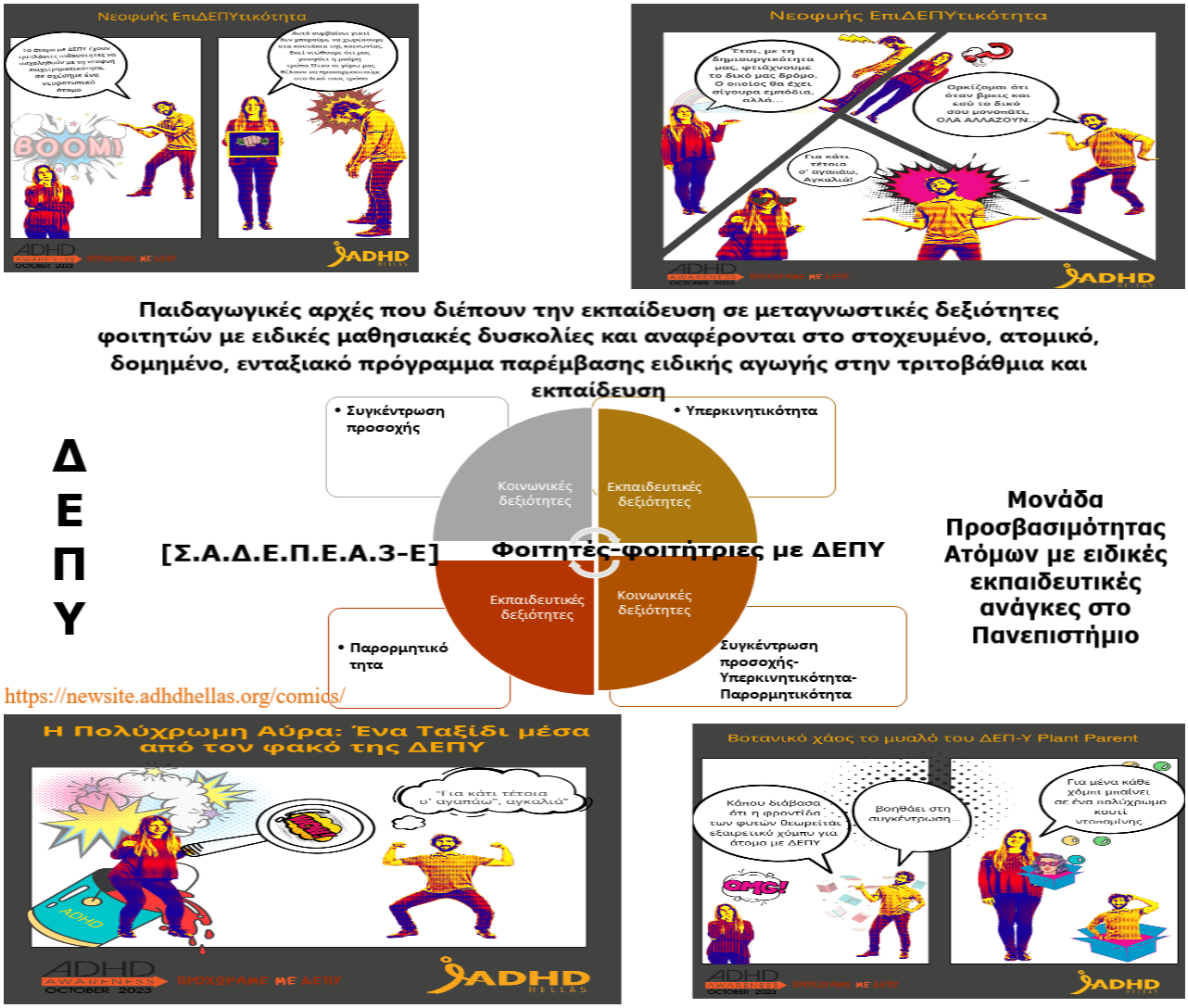
2.2. Αποτελέσματα της έρευνας

Οι επιπτώσεις στις κοινωνικές και εκπαιδευτικές δεξιότητες καταγράφονται με δυσκολίες στην κατανόηση των κανόνων και υποχρεώσεων που διέπουν το ακαδημαϊκό πρόγραμμα σπουδών στην πανεπιστημιακή κοινότητα και αποτυπώνονται στην ποιότητα της συμπεριφοράς στις καθημερινές αλληλεπιδραστικές σχέσεις με τους άλλους.Ακόμη, εντοπίστηκαν σημαντικά γνωστικά ελλείμματα που συνοδεύονται από ασύμμετρες εκπαιδευτικές δυσκολίες. Οι φοιτητές και φοιτήτριες με ΔΕΠΥ δυσκολεύονται να συγκεντρωθούν σε μία συγκεκριμένη δραστηριότητα. Στα αποτελέσματα καταγράφησαν οι απαντήσεις στις κοινωνικές δεξιότητες με τις εμπειρικές ετεροπαρατηρήσεις δυσκολιών να κυμαίνονται σε ποσοστά 10%-90%. Στο πίνακα [2] με την Άτυπη Παιδαγωγική Αξιολόγηση, σημειώνονται με μεγάλους περιορισμούς οι συμπεριφορές στις τηλεφωνικές και διαδικτυακές επικοινωνίες [15],75%, στην απροσεξία με τη τήρηση χρονοδιαγραμμάτων[18], 9%, στις ελλειμματικές αλληλεπιδραστικές σχέσεις[17], 85% και στη συμμετοχή σε παρέες με συνομιλήκους[10],50%. Φαίνεται ότι η συγκέντρωση προσοχής και υπερκινητικότητα σε κατ΄ιδίαν συναντήσεις. Υπογραμμίζονται μικρότεροι περιορισμοί σε συμπεριφορές που παρατηρούνται στον έλεγχο θυμού, θλίψης[5],25%, στην διαπραγμάτευση με τους καθηγητές[5], 25%, με ευμετάβλητες συναλλαγές[4],20%, ακραίες συναισθηματικές εναλλαγές, με γνωστική ανασφάλεια[4],20%, και συναισθηματική αστάθεια [5], 25%, στην νοηματική αποδοχή της αποτυχίας [2], 10% λόγω των περιορισμών στη συγκέντρωση προσοχής, την υπερκινητικότητα και την παρορμητικότητα.

Στα αποτελέσματα επίσης καταγράφησαν οι απαντήσεις στις εκπαιδευτικές δεξιότητες με τις εμπειρικές ετεροπαρατηρήσεις δυσκολιών να κυμαίνονται σε ποσοστά 20%-90%. Στο πίνακα [3] με την Άτυπη Παιδαγωγική Αξιολόγηση, σημειώνονται με μεγάλους περιορισμούς οι συμπεριφορές στη συγκέντρωση προσοχής στην κατανόηση κειμένων[18], 90% με την ρουτίνα της ατομικής μεθόδου μελέτης, στον υπολογισμό του χρόνου συγκέντρωσης προσοχής στην μελέτη χωρίς διακοπές λιγότερο από 60 λεπτά συνεχούς μελέτης [18],90% και με διακοπές στην προετοιμασία ατομικής μελέτης [10],50% με υπερκινητικότητα στη παρακολούθηση των μαθημάτων στο αμφιθέατρο με ελλειμματική φυσική παρουσία [10],50% και στο εργαστήριο με χειρόγραφες σημειώσεις και λειτουργική μνήμη [14]. 70% και μεγάλους περιορισμούς στην αυτοαξιολόγηση των επιδόσεων στο μάθημα [17], 85%. Φαίνεται ότι η προσοχή τους μεταπηδά από τη μία ασχολία στην άλλη και σπάνια ολοκληρώνουν αυτό που άρχισαν. Υπογραμμίζονται μικρότεροι περιορισμοί σε συμπεριφορές που παρατηρούνται στην τήρηση χρονοδιαγραμμάτων παράδοσης με τη συμμετοχή σε ομαδικές εργασίες [4], 20%, με μειωμένη συγκέντρωση προσοχής σε ορισμένη ημερομηνία και χρόνο και υπερκινητικότητα στο εξεταστικό πρόγραμμα μαθημάτων [8], 40%, στην προσέλευση σε ορισμένο χώρο -αίθουσα [4], 20% και στην διερεύνηση του τρόπου εξέτασης[8], 40%.

Η δυσκολία συγκέντρωσης εντείνεται, στην περίοδο των εξετάσεων όπου φαίνεται να βρίσκονται σε σύγχυση, χάνουν συχνά πράγματα και πολλές φορές δεν αντιδρούν, όταν οι άλλοι τους απευθύνουν το λόγο ενώ δυσκολεύονται να σκεφτούν εκ των προτέρων τις συνέπειες των πράξεών τους και απαντούν σε ερωτήσεις προτού αυτές ολοκληρωθούν. Η παρορμητικότητα επηρεάζει τόσο τις κοινωνικές όσο και τις εκπαιδευτικές δεξιότητες και χαρακτηρίζεται από χαμηλό αυτοέλεγχο, λάθη απροσεξίας και απαιτήσεις για άμεση ικανοποίηση των αναγκών χωρίς αλληλεπιδραστικές

σχέσεις. Στην εικόνα [1] αναπαριστουμε το γράφημα με τους τύπους με ΔΕΠΥ πλαισιωμένο αποσπάσματα από το κόμικ με την Αύρα, μία ακόμη γυναίκα, που για χρόνια ήταν σε αδιάγνωστα και αχαρτογράφητα νερά μη γνωρίζοντας ότι έχει ΔΕΠΥ που σχεδίασε η Ελληνική Εταιρεία Μελέτης ΔΕΠΥ.



Εικόνα 1: Κοινωνικές και Εκπαιδευτικές δεξιότητες φοιτητών/τριων με ΔΕΠΥ με το ΣΑΔΕΠΕΑ3Ε.

5. Συμπεράσματα

Με το σκεπτικό ότι η γενική εκπαίδευση και ειδική αγωγή είναι οι δυο όψεις του ιδίου νομίσματος, (Χρηστάκης, 2024) σε όλες τις βαθμίδες εκπαίδευσης προτείνονται οι σύγχρονες τάσεις για τους φοιτητές και φοιτήτριες με ΔΕΠΥ. Στα βασικά συμπεράσματα οι εκπαιδευτικές και κοινωνικές δεξιότητες συζητούνται στο πλαίσιο του εκπαιδευτικού προγράμματος μεταγνωστικών δεξιοτήτων ως μέρος συνδυαστικής θεραπείας, που μπορεί να περιλαμβάνει φαρμακευτική αγωγή, ψυχοθεραπεία και άλλες στρατηγικές διαχείρισης με το παιδαγωγικό εργαλείο ΣΑΔΕΠΕΑ3Ε (Δροσινού Κορέα, 2024). Το πρώτο συμπερασματικό σημείο ανέδειξε τις ειδικές εκπαιδευτικές ανάγκες σε φοιτητές με μη νευροτυπική (ΔΕΠΥ), ως διαταραχή νευρολογική που επηρεάζει την ικανότητα μάθησης και τη συμπεριφορά τους. Είναι αποτέλεσμα δυσλειτουργιών του εγκεφάλου στις περιοχές που ευθύνονται για τον έλεγχο της προσοχής και της παρόρμησης και στις εκτελεστικές λειτουργίες που ελέγχουν τις γνωστικές διεργασίες, την κινητική ικανότητα και την κοινωνική αλληλεπίδραση.

Το δεύτερο συμπερασματικό σημείο αναδεικνύει την αναγκαιότητα υποστήριξης των φοιτητών με το ΣΑΔΕΠΕΑ3Ε με έμφαση τις μεταγνωστικές δεξιότητες και την συνειδητοποίηση της ατομικής μεθόδου μελέτης στην κατανόηση κειμένων. Οι μεταγνωστικές ασκήσεις επικεντρώνονται σε

θέματα όπως έγκαιρη προσέλευση στο Πανεπιστήμιο, αναγνωστική κατανόηση και οργάνωση της αριθμητικής σκέψης. Ασκήσεις που υποστηρίζουν την επιλεκτική προσοχή, την τήρηση σημειώσεων, την οργάνωση της σκέψης σε γραπτό και προφορικό επίπεδο, την συγκράτηση ακουστικών πληροφοριών και στην παρακολούθηση οδηγιών. Ακόμη, εφαρμόζονται μεταγνωστικές ασκήσεις στον έλεγχο της παρόρμησης μαθαίνοντας τους να απαντούν όταν τους δίνεται ο λόγος, να λεκτικοποιούν το συναίσθημά τους και να τηρούν τους κανόνες που διέπουν την ακαδημαική κοινότητα. Ασκήσεις συνειδητοποίησης γύρω από τις σχέσεις των φοιτητών με ειδικές εκπαιδευτικές ανάγκες και αναπηρίες στο Πανεπιστήμιο που αναδεικνύουν τη σημασία της ουσιαστικής επαφής και αλληλεπίδρασης με τους συμφοιτητές (Δροσινού Κορέα, 2020 α, β).

Το τρίτο συμπερασματικό σημείο καταλήγει στον ενιαίο τρόπο υποστήριξης τόσο των εκπαιδευτικών όσο και των κοινωνικών δεξιοτήτων περιλαμβάνοντας στρατηγικές διαχείρισης μνημονικών δυσκολιών, υπολογισμού χρόνου μελέτης, έλεγχο του στρες, με ενιαίες μεταγνωστικές ασκήσεις συνειδητοποίησης ως προς την κατανάλωση αλκοόλ και καφεΐνης. Αλλά και ασκήσεις συνειδητοποίησης καθημερινής ρουτίνας-ημερήσιου προγράμματος- στο Πανεπιστήμιο με έμφαση στην ατομική μέθοδο μελέτης. Σε αυτές συμπεριλαμβάνεται η διαπραγμάτευση των ειδικών μαθησιακών δυσκολιών λογω ΔΕΠΥμε τους άλλους στην κοινότητα, όταν επηρεάζει τις κοινωνικές δεξιότητες, τις σχέσεις με συνομηλίκους και τους καθηγητές, με δεομένο ότι οι δυσλειτουργικές συμπεριφορές τους απομακρύνουν από τους άλλους και τους συνομήλικούς τους.

Το τέταρτο συμπερασματικό σημείο υποστηρίζει τους φοιτητές με ΔΕΠΥ να συμμετέχουν σε ομαδικές εργασίες και να αναλαμβάνουν ομαδικά έργα, χωρίς να φοβούνται ότι θα αποτύχουν και δεν θα βρουν αποτελεσματικές λύσεις στα προβλήματα που προκύπτουν. Με δεδομένους τους περιορισμούς να προσαρμόσουν τη συμπεριφορά τους σύμφωνα με ακαδημαικό πρόγραμμα σπουδών στο πανεπιστήμιο, το εξεταστικό πρόγραμμα μαθημάτων κάθε εξαμήνου, και την ατομική μέθοδο μελέτης που με αυτή έχουν πορευτεί από το δημοτικό σχολείο Για το λόγο αυτό ενθαρρύνονται να αξιοποιούν και να συνδυάζουν τη χρήση οπτικών, ακουστικών, απτικών και βιωματικών μεθόδων.

Καταλήγοντας, οι φοιτητές και φοιτήτριες με ΔΕΠΥ, άτομα με ειδικές μαθησιακές δυσκολίες χρειάζονται κατάλληλες προσαρμογές στη διδασκαλία και στην αξιολόγηση με αντίγραφα σημειώσεων ή διαφανειών από συμφοιτητές, τους διδάσκοντες, περισσότερος χρόνος στις εξετάσεις σε ήσυχο και χωρίς διασπαστικούς παράγοντες περιβάλλον, με διαλείμματα κατά τη διάρκεια των εξετάσεων και ακριβή και σαφή διατύπωση των εξεταζόμενων θεμάτων. Ενδείκνυται βεβαίως, η χρήση ηλεκτρονικού υπολογιστή, η δυνατότητα εναλλακτικού τύπου εξετάσειων με προφορικές απαντήσεις, συγγραφή εργασίας με περισσότερο χρόνο για την ολοκλήρωση τους και τη χρήση επεξεργαστή κειμένου με δυνατότητα ελέγχου της ορθογραφίας και παροχή ακουστικής ανατροφοδότησης.

Βιβλιογραφία (Βιβλιογραφικές αναφορές)

Ελληνόγλωσση

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ΑΛΛΗΛΕΠΙΔΡΑΣΗ ΦΥΣΙΚΗΣ ΚΑΙ ΜΑΘΗΜΑΤΙΚΩΝ: ΔΙΔΑΣΚΑΛΙΑ, ΔΥΣΚΟΛΙΕΣ ΚΑΙ ΔΙΕΠΙΣΤΗΜΟΝΙΚΕΣ ΠΡΟΣΕΓΓΙΣΕΙΣ

Μαγαλιού Μαρία
Εκπαιδευτικός ΠΕ04.01

Περίληψη

Η εργασία εξετάζει τη σχέση μεταξύ Φυσικής και Μαθηματικών στην εκπαιδευτική διαδικασία. Στόχος είναι η ανάδειξη, μέσα από τη βιβλιογραφία, των δυσκολιών που προκύπτουν από την έλλειψη συντονισμού στη διδασκαλία της Φυσικής και των Μαθηματικών, η διερεύνηση των συνέπειών αυτής της αποσύνδεσης στην εκπαιδευτική διαδικασία καθώς και η ανάλυση του πώς η διεπιστημονική προσέγγιση μπορεί να βελτιώσει την κατανόηση και τη μεταφορά γνώσεων μεταξύ των δύο κλάδων. Τα ευρήματα δείχνουν ότι η αποσύνδεση των δύο κλάδων περιορίζει τη μάθηση, ενώ η ενοποιημένη διδασκαλία ενισχύει την κατανόηση και την εφαρμογή εννοιών. Η εργασία συμβάλλει στη συζήτηση για την εκπαιδευτική μεταρρύθμιση, προτείνοντας την ενίσχυση της διασύνδεσης μεταξύ Φυσικής και Μαθηματικών, με στόχο την αποτελεσματικότερη διδασκαλία και την προώθηση ευρύτερης επιστημονικής παιδείας.

Λέξεις κλειδιά: Φυσική και Μαθηματικά, Εκπαιδευτική διαδικασία, Διεπιστημονική προσέγγιση, Μαθησιακές προκλήσεις, Εκπαιδευτική μεταρρύθμιση

1. Εισαγωγή

Η Φυσική και τα Μαθηματικά συχνά δυσκολεύουν τους μαθητές, παρά τη σημασία τους στην καθημερινή ζωή. Πολλοί αφιερώνουν χρόνο και προσπάθεια, αλλά δεν επιτυγχάνουν τους μαθησιακούς στόχους, γεγονός που προκαλεί απογοήτευση. Μια μικρότερη ομάδα μαθητών διακρίνεται σε αυτά τα μαθήματα και συχνά ακολουθεί επιστημονικές σπουδές. Αν και οι επιτυχίες τους ικανοποιούν τους εκπαιδευτικούς, η διδασκαλία δεν πρέπει να στοχεύει μόνο στην αριστεία λίγων μαθητών.

Όπως τονίζει ο Redish (1994), η κοινωνία δεν χρειάζεται μόνο μια εξειδικευμένη ελίτ, αλλά πολίτες με βασική επιστημονική γνώση. Η εκπαίδευση πρέπει να καλλιεργεί τον επιστημονικό εγγραμματισμό, επιτρέποντας στους μαθητές να κατανοούν και να αντιμετωπίζουν επιστημονικά και τεχνολογικά ζητήματα. Ο στόχος είναι η διαμόρφωση μιας κοινωνίας που σκέφτεται κριτικά και χρησιμοποιεί τη γνώση για να επιλύει σύνθετα προβλήματα.

Η ελλιπής συνοχή των προγραμμάτων σπουδών και η δυσαρμονία μεταξύ μαθηματικής γλώσσας και κοινής ομιλίας συχνά δημιουργούν γνωστική σύγχυση, παρεμποδίζοντας την αποτελεσματική εφαρμογή των μαθηματικών εννοιών στη Φυσική. Αυτό, με τη σειρά του, συμβάλλει στην ανάπτυξη αρνητικών στάσεων απέναντι και στα δύο γνωστικά αντικείμενα. Παρά τις παιδαγωγικές παρεμβάσεις, η μεταφορά γνώσεων παραμένει περιορισμένη, λόγω της θεμελιώδους συνειρμικής φύσης της μάθησης.

Η παρούσα εργασία διερευνά βιβλιογραφικά τις προκλήσεις και δυσκολίες στη διδασκαλία της Φυσικής και των Μαθηματικών, εστιάζοντας στην έλλειψη συντονισμού και ενοποίησης μεταξύ τους. Παράλληλα, εξετάζει τη διεπιστημονική εφαρμογή εκπαιδευτικών προγραμμάτων, αναδεικνύοντας τη σημασία της σύνδεσης των δύο κλάδων για την ενίσχυση της μαθησιακής διαδικασίας.

2. Κυρίως μέρος

2.1. Η Σχέση της Φυσικής με τα Μαθηματικά: Αλληλεξάρτηση και Αμοιβαία Εξέλιξη

Η Φυσική είναι άρρηκτα συνδεδεμένη με τα Μαθηματικά, καθώς κάθε κλάδος της βασίζεται στη χρήση τους. Αυτό συμβαίνει επειδή η Φυσική μελετά μετρήσιμες ποσότητες, και οποιαδήποτε αναπαράσταση αυτών των μετρήσιμων ποσοτήτων εκφράζεται μέσω μαθηματικών σχέσεων (Hewit,

2005:3). Επιπλέον, ορισμένες από αυτές τις ποσότητες, σε συγκεκριμένα πλαίσια, συμπεριφέρονται με τρόπο που προσομοιάζει αφηρημένες μαθηματικές έννοιες, μοιραζόμενες κοινές ιδιότητες (Tavernier, 1968).

Η σύνδεση αυτή εδραιώνεται και μέσα από την ιστορική εξέλιξη της Φυσικής και των θεωριών της. Σύμφωνα με τον Dirac (1939), η χρήση των Μαθηματικών στη Φυσική διέπεται από την αρχή της απλότητας: οι εξισώσεις και οι νόμοι που διατυπώνονται χαρακτηρίζονται από λιτότητα. Αυτό φαίνεται, για παράδειγμα, στους τρεις νόμους του Newton και τον νόμο της βαρύτητας, που περιγράφονται μαθηματικά με απλές εξισώσεις. Παρότι αρχικά η απλότητα αποτελούσε βασικό κριτήριο, σταδιακά η έμφαση μετατοπίστηκε στην έννοια της μαθηματικής ομορφιάς, όπως αναδεικνύεται μέσα από τις θεωρίες του Einstein. Στις θεωρίες της Ειδικής και της Γενικής Σχετικότητας, ο Einstein ενοποίησε τις έννοιες του χώρου και του χρόνου μέσω ευρύτερων μετασχηματισμών, αποδεικνύοντας ότι συμμετρίες στις φυσικές θεωρίες οδηγούν σε νόμους διατήρησης, ενισχύοντας την ιδέα της μαθηματικής ομορφιάς (Heisenberg, 1955).

Αν και τα Μαθηματικά είναι προϊόν της ανθρώπινης σκέψης και η Φυσική επικεντρώνεται στα φυσικά φαινόμενα, η ιστορική τους ανάπτυξη καταδεικνύει τη στενή τους αλληλεξάρτηση. Μέσα από τα Μαθηματικά, οι φυσικές έννοιες εκφράζονται ως εξισώσεις, παρέχοντας ακρίβεια και σαφήνεια. Η χρήση των Μαθηματικών βοηθά επίσης στη διαμόρφωση θεωριών και στην πρόβλεψη πειραματικών αποτελεσμάτων χωρίς λογικές ασυνέπειες (Heisenberg, 1955:27).

Πολλοί επιστήμονες έχουν αναλογιστεί τη σημασία αυτής της σχέσης. Ο Einstein επαίνεσε την αρμονία των Μαθηματικών με τη φύση, ενώ ο Dirac (1939) και ο Feynman (1967:29,45) τόνισαν ότι η Φυσική δεν μπορεί να κατανοηθεί πλήρως χωρίς τη μαθηματική της γλώσσα. Ο Wigner (1960) περιέγραψε τα Μαθηματικά ως ένα δώρο της φύσης λόγω της ακατανόητα αποτελεσματικής τους εφαρμογής.

Επιπλέον, η Φυσική επηρεάζει σημαντικά την εξέλιξη των Μαθηματικών, προσφέροντας νέα ερωτήματα, μεθόδους και θεωρίες. Όπως σημείωσε ο Feynman (1967:34), όταν η Φυσική συναντά δυσκολίες, συχνά στρέφεται στους Μαθηματικούς για λύσεις. Αντίστοιχα, οι Μαθηματικοί εμπνέονται από τη Φυσική για την ανάπτυξη νέων συλλογισμών. Παρά τη στενή σχέση, οι δύο επιστήμες διαφέρουν στη φιλοσοφία τους: η Φυσική συνδέει τις έννοιες με τον πραγματικό κόσμο, ενώ τα Μαθηματικά ενδιαφέρονται κυρίως για τη λογική δομή.

Η συνεργασία αυτή αποδεικνύεται ζωτικής σημασίας, καθώς η μαθηματική λογική ενισχύει τη Φυσική, ενώ οι φυσικές έννοιες εμπλουτίζουν τα Μαθηματικά, δημιουργώντας έναν κύκλο αμοιβαίας ανάπτυξης και προόδου.

2.2. Επαναπροσδιορίζοντας τη Διδασκαλία της Φυσικής

Η διδασκαλία της Φυσικής στα σχολεία συχνά δεν επιτυγχάνει τα επιθυμητά αποτελέσματα. Η έλλειψη αυτή αποδίδεται εν μέρει στις παραδοσιακές και παρωχημένες διδακτικές προσεγγίσεις, αλλά και στις αδύναμες βάσεις των μαθητών/τριών στα Μαθηματικά. Επιπλέον, συχνά οι εκπαιδευτικοί θεωρούν δεδομένη τη δική τους γνώση, με αποτέλεσμα οι μαθητές/τριες να καταβάλλουν μεγάλη προσπάθεια για να κατανοήσουν τις βασικές έννοιες. Αυτό ενισχύει την αντίληψη ότι το μάθημα της Φυσικής είναι υπερβολικά δύσκολο και αφορά μόνο λίγους (Hestenes, 1987).

Ωστόσο, οι μαθησιακές δυσκολίες στη Φυσική δεν απορρέουν απαραίτητα από την έλλειψη σαφήνειας των εκπαιδευτικών κατά την παρουσίαση του υλικού. Παρόλο που σπανίως μπορεί να παρουσιαστούν λάθη, ακόμη και οι πιο ξεκάθαρες εξηγήσεις δεν είναι πάντοτε αποτελεσματικές. Υπάρχουν συχνά σημαντικές διαφορές ανάμεσα σε όσα ο εκπαιδευτικός επιχειρεί να μεταδώσει και σε όσα ο μαθητής αντιλαμβάνεται ή συμπεραίνει. Αυτή η απόκλιση μεταξύ προσδοκιών και αποτελεσμάτων αποτελεί συνηθισμένο φαινόμενο στη διδασκαλία της Φυσικής (McDermott, 1991).

Οι παιδαγωγοί συμφωνούν ότι οι μαθητές/ήτριες, κατά τη διδασκαλία εισαγωγικών μαθημάτων Φυσικής, χρειάζονται καθοδήγηση ώστε να κατανοούν όχι μόνο το τι κάνουν αλλά και τον λόγο που το κάνουν. Εξίσου σημαντικό είναι να διακρίνουν τι συνιστά επιστημονική εξήγηση. Ωστόσο, η επίτευξη αυτών των στόχων δεν μπορεί να βασιστεί αποκλειστικά στη λεκτική παρουσίαση. Έχει

αποδειχθεί ότι η παθητική παρακολούθηση, ακόμη και της πιο ποιοτικής διδασκαλίας, δεν οδηγεί σε λειτουργική κατανόηση (McDermott et al., 1994· Beicher et al., 1999).

2.3. Η Πρόκληση της Κατανόησης και Διδασκαλίας των Μαθηματικών

Τα Μαθηματικά αποτελούν το πλέον αφηρημένο, αλλά παράλληλα εξαιρετικά ισχυρό και χρήσιμο θεωρητικό σύστημα. Η χρησιμότητά τους εκτείνεται πέρα από τις φυσικές επιστήμες, εμπλουτίζοντας ποικίλους επιστημονικούς και επαγγελματικούς τομείς. Παρ' όλα αυτά, κατά τη σχολική εκπαίδευση, πολλοί μαθητές δεν καταφέρνουν να βιώσουν τα οφέλη και τη χαρά που θα μπορούσαν να προσφέρουν τα Μαθηματικά. Ένας από τους βασικούς λόγους είναι η αδυναμία σύνδεσης του μαθητή με την ουσία των διδασκόμενων εννοιών. Αντί για μια εμβάθυνση στο νοηματικό περιεχόμενο, η διδασκαλία συχνά επικεντρώνεται στον μηχανικό χειρισμό συμβόλων και την απομνημόνευση κανόνων, γεγονός που δεν είναι μόνο βαρετό αλλά και δύσκολο, καθώς οι ασύνδετες πληροφορίες απομνημονεύονται πιο δύσκολα σε σύγκριση με μια συνεκτική εννοιολογική δομή (Skemp, 1987· Arcavi, 1994).

Κατά την ενασχόληση με τα Μαθηματικά, ο κίνδυνος παρανοήσεων και λαθών είναι συνεχής. Οι παρερμηνείες των μαθητών εμφανίζονται συστηματικά λόγω διαφόρων παραγόντων: τα επιστημολογικά χαρακτηριστικά των Μαθηματικών, οι μαθητικές πεποιθήσεις για αυτά, οι κοινωνικοπολιτισμικές συνθήκες, το εκπαιδευτικό περιεχόμενο, καθώς και τα προϋπάρχοντα διαισθητικά μοντέλα που συχνά έρχονται σε αντίθεση με τη νέα γνώση. Επιπλέον, η καθημερινή γλώσσα και οι ιδιαιτερότητες της μαθηματικής επικοινωνίας παίζουν σημαντικό ρόλο στη διαμόρφωση αυτών των παρανοήσεων (Niss, 1999).

Ορισμένοι θεωρούν τα Μαθηματικά ως μια συλλογή αφηρημένων μορφών. Ωστόσο, αυτή η άποψη δεν κυριαρχεί στην εκπαιδευτική πρακτική. Τα Μαθηματικά διαθέτουν δύο πτυχές: περιεχόμενο και μορφή. Ανήκουν στις φορμαλιστικές επιστήμες, καθώς ο φορμαλισμός διαδραματίζει κεντρικό ρόλο σε αυτά, πολύ περισσότερο από ό,τι σε άλλους επιστημονικούς κλάδους. Επομένως, η εκπαίδευση πρέπει να συνδυάζει την ανάπτυξη δεξιοτήτων στον χειρισμό συμβόλων με τη βαθύτερη κατανόηση λογικών συμπερασμάτων. Είναι σημαντικό να μην επικρατεί η εντύπωση ότι οι φορμαλιστικοί κανόνες αποτελούν τη μόνη ουσία των Μαθηματικών. Στην πραγματικότητα, ο φορμαλισμός είναι ένα εργαλείο που αναπτύχθηκε για να διευκολύνει την κατανόηση και τον χειρισμό του περιεχομένου. Έτσι η διδασκαλία των Μαθηματικών είναι πιο αποτελεσματική όταν βασίζεται στη συνειδητοποίηση της διττής φύσης τους, ενσωματώνοντας τόσο τη μορφή όσο και το περιεχόμενο, και παρουσιάζει τη χρησιμότητα και τη σημασία των μαθηματικών εννοιών με σαφήνεια (Byers & Erlwanger 1984).

2.4. Η Διασύνδεση Μαθηματικών και Φυσικής: Προκλήσεις και Προοπτικές στη Διδασκαλία

Σε εισαγωγικά μαθήματα Φυσικής, βασικοί στόχοι είναι η κατανόηση θεμελιωδών φυσικών εννοιών, η ανάπτυξη δεξιοτήτων χρήσης μαθηματικών αναπαραστάσεων (όπως γραφικές παραστάσεις και εξισώσεις) και η ικανότητα περιγραφής της σχέσης μεταξύ μιας έννοιας και του αντίστοιχου φορμαλισμού. Οι μαθητές/ήτριες πρέπει επίσης να εφαρμόζουν τις έννοιες της Φυσικής για την ανάλυση και ερμηνεία απλών φαινομένων και να συσχετίζουν έννοιες ή αναπαραστάσεις με πραγματικά αντικείμενα ή γεγονότα (McDermot, 1991).

Οι επιστημονικοί τομείς, όπως τα Μαθηματικά και η Φυσική, χρησιμοποιούν εξειδικευμένη ορολογία και σύμβολα που απλοποιούν την επικοινωνία εντός αυτών. Παρόλο που αυτά είναι ουσιώδη για τους επιστήμονες, μπορεί να προκαλέσουν σύγχυση στους μαθητές, καθώς οι μαθηματικοί όροι συχνά αποκλίνουν από την καθομιλουμένη χρήση τους. Ένα παράδειγμα είναι ο όρος «συνάρτηση», ο οποίος διαφοροποιείται ανάλογα με το πλαίσιο (Bower & Ellerton, 2007).

Στην εκπαιδευτική πράξη, τα Μαθηματικά αντιμετωπίζονται συνήθως ως αυτόνομο αντικείμενο, γεγονός που οδηγεί στην απομόνωσή τους από άλλα πεδία, όπως η Φυσική. Ωστόσο, η μεταφορά μαθηματικών εννοιών στη Φυσική είναι κρίσιμη για την κατανόηση φαινομένων. Αυτή η απομόνωση έχει επιπτώσεις τόσο στη διδασκαλία όσο και στη μάθηση, επηρεάζοντας αρνητικά τη στάση των μαθητών απέναντι στα Μαθηματικά και τη Φυσική (Michelsen, 2006).

Η έλλειψη συντονισμού στα προγράμματα σπουδών των δύο αντικειμένων δυσχεραίνει την εφαρμογή των μαθηματικών γνώσεων στη Φυσική. Συχνά, οι διδάσκοντες Φυσικής αναλαμβάνουν τη διδασκαλία βασικών μαθηματικών εννοιών, γεγονός που υπογραμμίζει τη σημασία της ενοποίησης των διδακτικών προσεγγίσεων (Basson, 2002). Ο Vladimir Arnold έχει περιγράψει τις καταστροφικές συνέπειες του διαχωρισμού των δύο πεδίων, υπογραμμίζοντας τη σημασία της συνεργασίας για την καλλιέργεια μιας ολοκληρωμένης επιστημονικής αντίληψης (Arnold, 2005).

Η αυτόνομη διδασκαλία των Μαθηματικών, χωρίς σύνδεση με εφαρμογές, συχνά αποτυγχάνει να αναδείξει τη χρησιμότητά τους. Οι μαθητές, αντί να βλέπουν τα Μαθηματικά ως εργαλείο για άλλες επιστήμες, τα αντιλαμβάνονται ως απομονωμένη γνώση, κάτι που έρχεται σε αντίθεση με τους στόχους της μαθηματικής εκπαίδευσης (Freudenthal, 1968). Όπως αναφέρει το Εθνικό Συμβούλιο Διδασκόντων Μαθηματικά, οι μαθητές φέρνουν στη σχολική τάξη μια βάση γνώσεων που πρέπει να αξιοποιηθεί και όχι να παραμεριστεί (National Council of Teachers of Mathematics, 2000).

Η μεταφορά μαθηματικών εννοιών στη Φυσική είναι από τις μεγαλύτερες προκλήσεις στην εκπαίδευση. Οι μαθητές δυσκολεύονται να εφαρμόσουν μαθηματικές έννοιες σε νέα πλαίσια, επειδή αυτές εισάγονται συχνά μεμονωμένα, χωρίς συσχετισμό με τη Φυσική. Αυτό οφείλεται στο συνειρμικό χαρακτήρα της μάθησης, όπου οι μαθηματικές έννοιες γίνονται αντιληπτές μόνο εντός συγκεκριμένων πλαισίων (Niss, 1999).

Η ενίσχυση της διασύνδεσης μεταξύ Μαθηματικών και Φυσικής αποτελεί αναγκαίο βήμα για την επίλυση αυτών των ζητημάτων και την καλλιέργεια θετικών στάσεων απέναντι στις επιστήμες.

2.5. Η Διεπιστημονική Προσέγγιση στη Διδασκαλία Μαθηματικών και Φυσικών Επιστημών: Ένα Εργαλείο για την Ολιστική Εκπαίδευση

Η παραδοσιακή αποσύνδεση της διδασκαλίας των Μαθηματικών και της Φυσικής έχει προκαλέσει ανησυχίες, όπως επισημαίνουν οι Steinberg et al., (1997) Beichner et al., (1999) Dunn & Barbanel (2000). Συχνά προκύπτει μια διχοτομία στη διδασκαλία τους: τα Μαθηματικά στη Φυσική θεωρούνται ως εργαλείο υπολογισμού και περιγραφής, ενώ η Φυσική στα Μαθηματικά αντιμετωπίζεται ως πλαίσιο εφαρμογής αφηρημένων εννοιών (Satanassi, et al., 2023). Η συνδυασμένη διδασκαλία των Μαθηματικών και της Φυσικής έχει καταδειχθεί ως αποτελεσματική, ενισχύοντας την κατανόηση και των δύο θεματικών περιοχών. Ερευνητικά δεδομένα δείχνουν ότι η παρουσίαση μαθηματικών εννοιών σε ένα απτό φυσικό πλαίσιο είναι πιο αποδοτική από την ανάπτυξή τους σε αφηρημένα περιβάλλοντα. Επιπλέον, η βαθιά κατανόηση των Μαθηματικών είναι κρίσιμη για την επιτυχία σε μαθήματα Φυσικής. (Dunn & Barbanel, 2000· Michelsen, 2005· Michelsen, 2015).

Τα τελευταία χρόνια, παρατηρείται αυξανόμενο ενδιαφέρον για την ανάπτυξη διεπιστημονικών προγραμμάτων σπουδών που ενσωματώνουν τη διδασκαλία μαθηματικών θεμάτων με θέματα φυσικών επιστημών, προωθώντας μια περισσότερο ενοποιημένη εκπαιδευτική προσέγγιση (Abylkasymova etal., 2024· Satanassi, et al., 2023). Η διεπιστημονική εκπαίδευση κερδίζει συνεχώς έδαφος, καθώς υπάρχει αυξημένη ζήτηση για επαγγελματίες με γνώσεις από διαφορετικά επιστημονικά πεδία. Η πρακτική δείχνει ότι οι ειδικοί με ευρύτερο γνωστικό υπόβαθρο προσαρμόζονται πιο εύκολα σε νέες μεθόδους και απαιτήσεις (Abylkasymova etal., 2024).

Παραδείγματα επιτυχημένων εφαρμογών διεπιστημονικών προσεγγίσεων περιλαμβάνουν προγράμματα που απευθύνονται σε μαθητές σχολείων, φοιτητές, υποψήφιους και εν ενεργεία διδάσκοντες, ακόμα και στο ευρύ κοινό. Χαρακτηριστική είναι η πρωτοβουλία του Πανεπιστημίου Drury το 1996, όπου ενσωματώθηκε η κοινή διδασκαλία Μαθηματικών και Φυσικής. Η πρωτοβουλία αυτή βασίστηκε στην πεποίθηση ότι οι επιστημονικά εγγράμματοι πολίτες μπορούν να ανταποκριθούν καλύτερα στις προκλήσεις της σύγχρονης ζωής, ενώ τα πρώτα αποτελέσματα της εφαρμογής της ήταν ενθαρρυντικά (Deeds et al., 2000).

Σε πολλές χώρες, ιδιαίτερα στις Ηνωμένες Πολιτείες και την Ευρώπη, τα προγράμματα που εστιάζουν στη διασύνδεση επιστημονικών πεδίων και την εγκατάλειψη της απομόνωσης μεταξύ τους προσελκύουν ολοένα και περισσότερη προσοχή και οικονομική υποστήριξη. Τα προγράμματα αυτά φιλοδοξούν να επιτύχουν την ενσωμάτωση γνώσεων και την εφαρμογή τους σε ποικίλους

επιστημονικούς τομείς, εγκαταλείποντας την αποσπασματική προσέγγιση της γνώσης (Dunn& Barbanel, 2000). Ένα παράδειγμα αυτής της κατεύθυνσης αποτελεί το Project 2061 της American Association for the Advancement of Science (AAAS), που στοχεύει στην επιστημονική εγγραμματοσύνη του ευρύτερου πληθυσμού. Ξεκίνησε το 1985 και πήρε το όνομά του από το έτος που ο κομήτης του Χάλεϊ θα είναι ξανά ορατός από τη Γη, συμβολίζοντας ένα μακροπρόθεσμο όραμα για την επιστημονική εκπαίδευση. Στην πρώτη του έκθεση, Science for All Americans το 1990, υπογραμμίζεται η ανάγκη κατανόησης της επιστήμης ως μια δυναμική αλληλεπίδραση μεταξύ Μαθηματικών, Τεχνολογίας, Φυσικών και Κοινωνικών Επιστημών. Ειδικότερα, υποστηρίζεται ότι η κατανόηση των Μαθηματικών αποτελεί προϋπόθεση για την επιτυχή εκπαίδευση στις Φυσικές Επιστήμες (Dunn & Barbanel 2000· Michelsen 2005). Το Project 2061 έχει επηρεάσει την επιστημονική εκπαίδευση στις Ηνωμένες Πολιτείες και σε άλλες χώρες. Έχει συμβάλει στην ανάπτυξη νέων προγραμμάτων σπουδών, στην κατάρτιση των εκπαιδευτικών και στην αξιολόγηση της μάθησης των μαθητών (Project 2061 Publications).

Παρόλο που η διεπιστημονική διδασκαλία ενισχύει την ανάπτυξη δεξιοτήτων, αποτελεί πρόκληση για τους εκπαιδευτικούς, καθώς απαιτεί υπέρβαση μονοθεματικών προσεγγίσεων. Ορισμένοι εκπαιδευτικοί φοβούνται την απώλεια της ταυτότητας του αντικειμένου τους ή δεν αισθάνονται ικανοί να διδάξουν με διεπιστημονικό τρόπο. Για τη βιώσιμη ενσωμάτωση της διεπιστημονικής διδασκαλίας, απαιτούνται συστημικές αλλαγές και συνεχής επαγγελματική ανάπτυξη των εκπαιδευτικών (Michelsen, 2015).

Η εφαρμογή διεπιστημονικών μεθόδων διδασκαλίας σε ευρύτερη κλίμακα απαιτεί την κατανόηση διαφόρων προκλήσεων. Οι εκπαιδευτικοί επισημαίνουν δυσκολίες, όπως η σταδιακή δομή ορισμένων γνωστικών αντικειμένων, που μπορεί να δυσχεράνει την πλήρη ενσωμάτωσή τους σε άλλες επιστήμες, καθώς και η περιορισμένη διαθεσιμότητα κατάλληλου διδακτικού υλικού. Επιπλέον, εξωτερικοί παράγοντες, όπως το αναλυτικό πρόγραμμα και οι εκπαιδευτικές πολιτικές, διαδραματίζουν σημαντικό ρόλο στις αποφάσεις για την υλοποίηση διεπιστημονικών προσεγγίσεων. Παρά τις δυσκολίες, πολλοί εκπαιδευτικοί συνεχίζουν να υιοθετούν διεπιστημονικές μεθόδους, γεγονός που αποδίδεται στη στήριξη από εκπαιδευτικά προγράμματα που προωθούν τη συνεργασία και τη διασύνδεση των γνωστικών αντικειμένων. Η εμπειρία δείχνει ότι η επιτυχής εφαρμογή αυτών των μεθόδων προϋποθέτει κατάλληλο σχεδιασμό, επαρκείς πόρους και συνεχή υποστήριξη, προκειμένου να ξεπεραστούν τα εμπόδια και να βελτιωθεί η ποιότητα της εκπαίδευσης (Weinberg & Sample McMeeking, 2017).

Μια εφαρμογή της συνδιδασκαλίας της έννοιας της Δύναμης και του Διανύσματος, όπως περιγράφεται από τους Μαγαλιού και Σκορδούλη (2016), αποτέλεσε ένα καινοτόμο παράδειγμα ενσωμάτωσης της Μαθηματικής και της Φυσικής σκέψης. Μέσα από αυτή την προσέγγιση, δόθηκε στους/στις μαθητές/τριες η δυνατότητα να κατανοήσουν πώς μια μαθηματική έννοια, όπως το Διάνυσμα, αναπτύσσεται και αξιοποιείται για την περιγραφή και την ανάλυση φαινομένων της Φυσικής. Παράλληλα, αναδείχθηκε η αλληλεξάρτηση μεταξύ των δύο επιστημών, καθώς οι έννοιες της Φυσικής απαιτούν την κατάλληλη μαθηματική διατύπωση και εργαλειακή χρήση για τη μέτρηση, την ερμηνεία και την πρόβλεψη φυσικών φαινομένων. Οι μαθητές/ήτριες είχαν την ευκαιρία να αναγνωρίσουν τη σημασία του διανύσματος ως εργαλείου απαραίτητου για την περιγραφή της δύναμης, ενώ παρατηρήθηκε ότι κατανόησαν τη χρήση του χωρίς να εκφράσουν αμφιβολίες ή απορίες για την αναγκαιότητά του. Οι δύο έννοιες, δύναμη και διάνυσμα, παρουσιάστηκαν και διδάχθηκαν ως αλληλένδετες, με αποτέλεσμα οι μαθητές να τις επεξεργάζονται αρμονικά μέσα στο ίδιο εννοιολογικό πλαίσιο. Γενικότερα, η εφαρμογή αυτής της διδακτικής προσέγγισης αποδείχθηκε ιδιαίτερα αποτελεσματική, καθώς βοήθησε τους μαθητές/τριες να αποκτήσουν μια πιο ολοκληρωμένη κατανόηση της σχέσης μεταξύ Μαθηματικών και Φυσικής. Η επιτυχία της συγκεκριμένης διδασκαλίας υποδεικνύει τη δυναμική και τη χρησιμότητα της διεπιστημονικής προσέγγισης στη μαθησιακή διαδικασία.

5. Συμπεράσματα

Μέσα από την ενσωμάτωση της Φυσικής και των Μαθηματικών στη διδακτική διαδικασία, οι μαθητές μπορούν να κατανοήσουν καλύτερα πώς οι αφηρημένες μαθηματικές έννοιες, όπως τα διανύσματα, οι συναρτήσεις ή οι διαφορικές εξισώσεις, βρίσκουν πρακτική εφαρμογή στη μελέτη φυσικών φαινομένων. Η διεπιστημονική αυτή προσέγγιση προάγει την κατανόηση της βαθιάς αλληλεξάρτησης των δύο επιστημών. Καλλιεργεί την κριτική σκέψη, καθώς οι μαθητές καλούνται να εφαρμόσουν γνώσεις από διαφορετικά γνωστικά πεδία για να επιλύσουν προβλήματα. Επιπλέον, δίνει έμφαση στη συνθετική μάθηση, όπου οι έννοιες των δύο κλάδων διδάσκονται παράλληλα, αποφεύγοντας τον κατακερματισμό της γνώσης.

Στη σύγχρονη εποχή, όπου η επιστημονική πρόοδος βασίζεται όλο και περισσότερο στη διεπιστημονικότητα, η καλλιέργεια αυτής της σύνδεσης ήδη από τη σχολική εκπαίδευση αποτελεί επένδυση στο μέλλον. Η ενσωμάτωση της Φυσικής και των Μαθηματικών στη διδακτική πράξη δεν προσφέρει μόνο βαθύτερη κατανόηση των δύο κλάδων, αλλά και προετοιμάζει τους μαθητές για τις απαιτήσεις του σύγχρονου επιστημονικού και τεχνολογικού κόσμου. Με τη διεπιστημονική προσέγγιση, η γνώση αποκτά συνοχή και η μάθηση μετατρέπεται σε μια ολοκληρωμένη και ουσιαστική εμπειρία.

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Ο ΚΟΚΚΙΝΟΠΗΛΟΣ ΤΗΣ ΠΡΕΒΕΖΑΣ ΚΑΙ Η ΛΙΜΝΗ ΖΗΡΟΥ: ΕΚΠΑΙΔΕΥΤΙΚΗ ΠΡΟΣΕΓΓΙΣΗ ΓΙΑ ΠΕΡΙΒΑΛΛΟΝΤΙΚΗ ΕΥΑΙΣΘΗΤΟΠΟΙΗΣΗ ΚΑΙ ΑΕΙΦΟΡΟ ΑΝΑΠΤΥΞΗ

Μαγαλιού Μαρία
Εκπαιδευτικός ΠΕ04.01

Περίληψη

Η παρούσα εργασία διερευνά τη σημασία των περιβαλλοντικών προγραμμάτων ως εργαλείου ευαισθητοποίησης των μαθητών για την προστασία του περιβάλλοντος, δεδομένης της απουσίας ενός αυτόνομου μαθήματος περιβαλλοντικής εκπαίδευσης στο ελληνικό εκπαιδευτικό σύστημα. Η μεθοδολογία βασίζεται στη μελέτη δύο τοπικών περιοχών, του Κοκκινοπηλού Πρέβεζας και της Λίμνης Ζηρού, ως χώρων βιωματικής μάθησης. Στόχος της εργασίας είναι να αναδείξει τη σημασία της ένταξης περιβαλλοντικών προγραμμάτων στο εκπαιδευτικό σύστημα, ως μέσο ευαισθητοποίησης των μαθητών για τα ζητήματα προστασίας του περιβάλλοντος. Ειδικότερα, επιδιώκεται να τονιστεί πώς η αξιοποίηση τοπικών περιοχών, όπως ο Κοκκινοπηλός Πρέβεζας και η Λίμνη Ζηρού, μπορεί να ενισχύσει τη σύνδεση των μαθητών/τριών με τη φύση, να προάγει την κατανόηση της βιοποικιλότητας και να τους/τις κινητοποιήσει να αναλάβουν δράση για τη διατήρηση των οικοσυστημάτων.

Λέξεις κλειδιά: περιβαλλοντική κρίση, εκπαιδευτικά προγράμματα, Κοκκινοπηλός Πρέβεζας, Λίμνη Ζηρού

1. Εισαγωγή

Δυο φυσικά τοπία μοναδικής αξίας, ο Κοκκινοπηλός της Πρέβεζας και η λίμνη Ζηρού, μπορούν να αξιοποιηθούν ως εκπαιδευτικά εργαλεία για την περιβαλλοντική ευαισθητοποίηση των μαθητών και τη σύνδεση με την αειφόρο ανάπτυξη. Σήμερα περισσότερο από ποτέ, η εκπαιδευτική κοινότητα καλείται να ενσωματώσει στα προγράμματά της την προστασία του περιβάλλοντος και τη βιωσιμότητα. Τα φυσικά τοπία, όπως ο Κοκκινοπηλός και η Λίμνη Ζηρού, αποτελούν ιδανικά παραδείγματα για να κατανοήσουν οι μαθητές και οι μαθήτριες όχι μόνο τη φυσική και γεωλογική τους αξία, αλλά και τη σημασία τους για την τοπική κοινότητα και την αειφόρο διαχείριση. Συνεπώς η εκπαιδευτική αξιοποίηση του Κοκκινοπηλού και της Λίμνης Ζηρού αποτελεί ένα πολύτιμο εργαλείο για την περιβαλλοντική εκπαίδευση και την καλλιέργεια της οικολογικής συνείδησης των μαθητών.

Η βιωματική μάθηση, ειδικά στις μικρές ηλικίες, έχει αποδειχθεί εξαιρετικά αποτελεσματική για την καλλιέργεια της περιβαλλοντικής ευαισθητοποίησης. Μέσα από την ενεργή συμμετοχή τους, τα παιδιά όχι μόνο αποκτούν γνώσεις, αλλά αναπτύσσουν και δεξιότητες όπως η συνεργασία, η επικοινωνία και η ικανότητα επίλυσης προβλημάτων(Ajaps & Mbah 2022). Για παράδειγμα, η οργάνωση διαδραστικών παιχνιδιών στη φύση ή η ανάπτυξη σχεδίων δράσης για την προστασία της περιοχής ενισχύει τη δημιουργικότητα και την κριτική σκέψη των μαθητών. Επιπλέον, η συνεργασία σε ομάδες καλλιεργεί την έννοια της ομαδικότητας και της αλληλεγγύης, αξίες που είναι απαραίτητες για την αντιμετώπιση των σύγχρονων περιβαλλοντικών προκλήσεων.

Ένας ακόμη σημαντικός στόχος της εκπαιδευτικής αξιοποίησης αυτών των περιοχών είναι η ανάδειξη της τοπικής πολιτιστικής κληρονομιάς. Ο Κοκκινοπηλός και η Λίμνη Ζηρού δεν είναι απλώς φυσικά τοπία, αλλά φέρουν μαζί τους ιστορίες, παραδόσεις και αξίες που έχουν διαμορφώσει την τοπική ταυτότητα. Μέσα από εκπαιδευτικά προγράμματα που συνδυάζουν τη φυσική ιστορία με την πολιτιστική κληρονομιά, οι μαθητές μπορούν να κατανοήσουν την αλληλεπίδραση μεταξύ του ανθρώπου και του περιβάλλοντος και να εκτιμήσουν τη σημασία της διατήρησης αυτών των στοιχείων για τις επόμενες γενιές.

2. Κυρίως μέρος

2.1. Η Περιβαλλοντική Κρίση και ο Ρόλος του Σχολείου στην Ευαισθητοποίηση των Μαθητών

Η εκπαίδευση αποτελεί θεμελιώδη παράγοντα για τη μετάβαση σε μια κοινωνία βιώσιμης ανάπτυξης, παρέχοντας στους ανθρώπους τη δυνατότητα να εφαρμόσουν ιδέες για ένα καλύτερο μέλλον. Δεν περιορίζεται μόνο στη μετάδοση γνώσεων, αλλά συμβάλλει στη διαμόρφωση συνειδητοποιημένων και κοινωνικά υπεύθυνων πολιτών με περιβαλλοντική ευαισθησία. Η ποιότητα της εκπαιδευτικής διαδικασίας είναι καθοριστική για την επίτευξη των αρχών της βιώσιμης ανάπτυξης, ενσωματώνοντας αξίες και δεξιότητες που σχετίζονται με περιβαλλοντικά, κοινωνικά και οικονομικά ζητήματα. Η εκπαίδευση αναδεικνύεται ως καταλύτης για την κατανόηση και την αντιμετώπιση σύγχρονων προκλήσεων, όπως η περιβαλλοντική ρύπανση, η απώλεια βιοποικιλότητας και η κλιματική αλλαγή (Hnatyuk et al, 2024).

Οι έρευνες δείχνουν ότι η σύνδεση με τη φύση εντείνεται μέσω τακτικών επαφών των παιδιών με το φυσικό περιβάλλον. Οι συνεχείς επαφές με τη φύση κατά τις πρώτες παιδικές ηλικίες έχουν καθοριστική επίδραση στην ψυχική, σωματική και πνευματική ανάπτυξη των παιδιών. Η εξερεύνηση τοπικών και γνώριμων περιβαλλόντων αποτελεί έναν από τους πιο αποτελεσματικούς τρόπους για να εμπνευστούν τα παιδιά και να αναπτύξουν την αίσθηση του τόπου και την περιέργεια για τον κόσμο γύρω τους. Με βάση σχετικές έρευνες, οι επαναλαμβανόμενες και αυθόρμητες επαφές με τη φύση είναι οι πιο ισχυρές επιρροές στη διαμόρφωση πολύτιμων αξιών που διαρκούν σε όλη τη ζωή. Η παιδική ηλικία θεωρείται το θεμέλιο για την ανάπτυξη αυτής της διαχρονικής σχέσης με το περιβάλλον. Επιπλέον, τα προγράμματα περιβαλλοντικής εκπαίδευσης που επικεντρώνονται στο τοπικό πλαίσιο είναι απαραίτητα, δίνοντας τη δυνατότητα στους μαθητές να ανακαλύψουν και να αποκτήσουν άμεσες εμπειρίες από τον κόσμο γύρω τους (Wilson, 2011)

Ο καθοριστικός ρόλος της εκπαίδευσης στην Αειφόρο Ανάπτυξη αναγνωρίστηκε σε πλήθος εθνικών και διεθνών συνεδρίων που διοργανώθηκαν υπό την αιγίδα του ΟΗΕ (Δημητρίου,2023). Η εκπαιδευτική διαδικασία δύναται να προάγει την Αειφόρο Ανάπτυξη ενισχύοντας τη δημιουργία υγιών ανθρώπινων σχέσεων και προάγοντας μια δικαιότερη και λογική κοινωνία, μετατρέποντας τη νοοτροπία των ατόμων ώστε να αναγνωρίζουν την αλληλεξάρτηση μεταξύ ανθρώπου και περιβάλλοντος. Σύμφωνα με την UNESCO (2007:1-10), η εκπαίδευση για την Αειφόρο Ανάπτυξη στοχεύει στο να ενισχύσει τις δεξιότητες, τις γνώσεις και τις συμπεριφορές των ατόμων, ώστε να λαμβάνουν τεκμηριωμένες αποφάσεις που ωφελούν τόσο τους ίδιους όσο και την κοινωνία, τόσο στο παρόν όσο και στο μέλλον, και να δρουν με συνέπεια βάσει αυτών των αποφάσεων (Δημητρίου, 2023· UNESCO, 2007).

Η περιβαλλοντική κρίση και η κλιματική αλλαγή συνιστούν δύο από τις πιο επείγουσες και πολυδιάστατες προκλήσεις που αντιμετωπίζει η ανθρωπότητα στον 21ο αιώνα. Η υπερθέρμανση του πλανήτη, η ρύπανση της ατμόσφαιρας και των υδάτων, η αποψίλωση των δασών και η δραματική απώλεια βιοποικιλότητας είναι μόνο ορισμένα από τα φαινόμενα που υπονομεύουν τη βιωσιμότητα του πλανήτη και τη συνοχή των ανθρώπινων κοινωνιών (UNESCO, 2017; IPCC, 2023).

Η ανάγκη για άμεση και συλλογική δράση είναι πλέον επιτακτική. Στο πλαίσιο αυτό, η εκπαίδευση καλείται να διαδραματίσει έναν καθοριστικό ρόλο, όχι μόνο στην παροχή επιστημονικών γνώσεων, αλλά κυρίως στην καλλιέργεια στάσεων, αξιών και δεξιοτήτων που ενισχύουν την περιβαλλοντική υπευθυνότητα και τη δημοκρατική συμμετοχή (Sterling, 2001). Ειδικότερα, η ανάπτυξη Κριτικού Περιβαλλοντικού Γραμματισμού αναδεικνύεται ως ουσιώδης στόχος, καθώς δεν αρκεί η απλή γνώση για τα περιβαλλοντικά προβλήματα· απαιτείται κατανόηση των κοινωνικών, πολιτικών και οικονομικών παραγόντων που τα προκαλούν και τα αναπαράγουν (Huckle & Wals, 2015).

Ο Κριτικός Περιβαλλοντικός Γραμματισμός δεν περιορίζεται στην κατανάλωση πληροφοριών αλλά προωθεί την ενεργή και στοχαστική συμμετοχή των εκπαιδευομένων, μέσα από την εξέταση των κυρίαρχων προτύπων παραγωγής, κατανάλωσης και ανάπτυξης, καθώς και των ανισοτήτων που προκύπτουν από την περιβαλλοντική υποβάθμιση (Gruenewald, 2003). Η εκπαίδευση, επομένως,

οφείλει να συνδέει τη γνώση με την κοινωνική δράση και τη δημοκρατική εμπλοκή, ενισχύοντας τη δυνατότητα των πολιτών να συμβάλουν σε ένα πιο δίκαιο και βιώσιμο μέλλον (Orr, 2004).

Ωστόσο, παρά τη σημασία της εκπαίδευσης, παρατηρείται ότι στο ελληνικό σχολικό σύστημα δεν υπάρχει θεσμοθετημένο, αυτόνομο μάθημα που να εστιάζει συστηματικά στα περιβαλλοντικά ζητήματα και στην αειφορία. Οι αναφορές στο περιβάλλον εμφανίζονται συνήθως αποσπασματικά, μέσα από επιμέρους ενότητες μαθημάτων όπως η Γεωγραφία, η Βιολογία ή τα Εργαστήρια Δεξιοτήτων(Σφακιανάκη & Παπαστεφανάκη, 2020). Αυτό δημιουργεί ένα σημαντικό κενό, καθώς οι μαθητές/ήτριες συχνά αποκτούν αποσπασματική και επιφανειακή γνώση, χωρίς να οδηγούνται σε ουσιαστικό προβληματισμό ή ανάληψη δράσης. Σε αυτό το σημείο, τα περιβαλλοντικά προγράμματα αναλαμβάνουν έναν εξαιρετικά σημαντικό ρόλο. Τα προγράμματα αυτά ενισχύουν τη σύνδεση των μαθητών με τη φύση. Σε έναν κόσμο όπου η τεχνολογία κυριαρχεί στην καθημερινότητα, πολλές φορές τα παιδιά αποξενώνονται από το φυσικό περιβάλλον. Οι εμπειρίες που αποκτούν μέσα από τα περιβαλλοντικά προγράμματα τα βοηθούν να κατανοήσουν την αξία της φύσης και να νιώσουν την ανάγκη να την προστατεύσουν (Κουθούρης, 2011).

Σύμφωνα με τον Ν. 1892/90 Παρ. 13 Άρθρο 111, όπως τροποποιήθηκε με το Άρθρο 52 του Ν. 4547/2018 και τέθηκε σε ισχύ από τις 12/6/2019, καθώς και τις σχετικές Εγκυκλίους, η εκπαίδευση για την αειφορία αποτελεί μέρος του εκπαιδευτικού προγράμματος στην πρωτοβάθμια και δευτεροβάθμια εκπαίδευση. Ο στόχος της είναι να βοηθήσει τους μαθητές να κατανοήσουν τη σύνδεση του ανθρώπου με το φυσικό και κοινωνικό περιβάλλον, να ευαισθητοποιηθούν για τα συναφή προβλήματα και να συμμετάσχουν ενεργά σε ειδικά προγράμματα που στοχεύουν στην αντιμετώπισή τους. Με απόφαση του Υπουργού Παιδείας, Έρευνας και Θρησκευμάτων, ορίζονται οι κατευθυντήριες γραμμές, ο τρόπος υλοποίησης και η χρηματοδότηση αυτών των προγραμμάτων εκπαίδευσης για την αειφορία.

2.2. Ο Κοκκινοπηλός: Ένα Φυσικό Θαύμα και Εκπαιδευτικό Εργαλείο

Ο Κοκκινοπηλός (εικ. 1), με το χαρακτηριστικό του έντονο κόκκινο χρώμα και την πλούσια ιστορία του, αποτελεί ένα μοναδικό γεωλογικό φαινόμενο που προκαλεί δέος και θαυμασμό. Αυτός ο σχηματισμός, πλούσιος σε οξείδια του σιδήρου, έχει καταφέρει να κεντρίσει το ενδιαφέρον επιστημόνων και φυσιολατρών από όλο τον κόσμο. Ωστόσο, η αξία του Κοκκινοπηλού ξεπερνά τα στενά όρια της γεωλογίας, καθώς αποτελεί έναν ανεκτίμητο θησαυρό για την εκπαίδευση και την περιβαλλοντική ευαισθητοποίηση.

(εικ. 1) Κοκκινοπηλός Πρέβεζας

2.2.1. Γεωλογική Ιστορία και Ανθρώπινη Αλληλεπίδραση

Η γέννηση του Κοκκινοπηλού αποτελεί αποτέλεσμα μιας μακράς και πολύπλοκης γεωλογικής διαδικασίας. Οι ερυθρές αποθέσεις, που του προσδίδουν το χαρακτηριστικό του χρώμα, είναι αποτέλεσμα της οξείδωσης του σιδήρου σε συνδυασμό με άλλα ορυκτά. Αυτή η μοναδική σύνθεση

του εδάφους έχει διαμορφώσει ένα τοπίο εξαιρετικού φυσικού κάλλους, με απόκρημνες χαράδρες, επιβλητικούς βράχους και απαλές κοιλάδες. Ο Κοκκινοπηλός είναι ερυθρά άργιλος, γνωστή και ως ερυθρογή (Terra rossa), η οποία εναποτέθηκε κατά την Τεταρτογενή περίοδο σε ένα τεκτονοκαρστικό βύθισμα (δολίνη) που αναπτύσσεται στους ασβεστόλιθους του Παντοκράτορα στην περιοχή Κοκκινοπηλός - Αγία Μαρίνα. Το πεδίο του Κοκκινοπηλού καλύπτει περίπου 600 στρέμματα. Τα υψόμετρα των γήλοφων που αποτελούν το πεδίο κυμαίνονται από 100 έως 150 μέτρα. Το βύθισμα εκτείνεται βορειότερα προς την περιοχή της Αγίας Μαρίνας και συνολικά καταλαμβάνει έκταση περίπου 1.300 στρεμμάτων. Σύμφωνα με έρευνες του ΙΓΜΕ, το πάχος των ερυθρών αργίλων υπερβαίνει τα 20 μέτρα. Στο πλαίσιο του προγράμματος ανάδειξης γεωτόπων του ΙΓΜΕ, ο Κοκκινοπηλός καταγράφηκε ως μνημείο της φύσης και γεώτοπος με μεγάλη γεωλογική αξία. Όμως εκτός από τη γεωλογική του σημασία, ο Κοκκινοπηλός παρουσιάζει και αρχαιολογικό ενδιαφέρον. Η ανεύρεση λίθινων εργαλείων της παλαιολιθικής εποχής και η διέλευση του ρωμαϊκού υδραγωγείου προσδίδουν ιδιαίτερη αξία στην περιοχή. Μάλιστα, στο ανάπτυγμα του Κοκκινοπηλού διατηρούνται φρεάτια επίσκεψης και συντήρησης του ρωμαϊκού υδραγωγείου (Αβουκάτος, 2017)

Στον Κοκκινοπηλό, εντοπίστηκε πλήθος λίθινων εργαλείων. Αν και δεν βρέθηκαν ανθρώπινα οστά, τα εργαλεία αυτά αποτελούν αδιάψευστα τεκμήρια της έντονης παρουσίας πρωτόγονων ανθρώπων (Παπαγιάννη 2022). Η αρχαιολόγος Ευγενία Αδάμ αναφέρει ότι η περιοχή φιλοξένησε τόσο τον Νεάντερταλ όσο και τον σύγχρονο άνθρωπο (Adam, 2014· Παπαγιάννη, 2022). Στο Αρχαιολογικό Μουσείο Ιωαννίνων ξεχωρίζει ένα από τα πιο σημαντικά εκθέματα: ένας αμφίπλευρος λίθινος χειροπέλεκυς (εικ. 2). Το εργαλείο αυτό ήταν χαρακτηριστικό των πρώιμων κυνηγών και τροφοσυλλεκτών και χρονολογείται πριν από περίπου 200.000 χρόνια. Δημιουργήθηκε από τον άνθρωπο του Νεάντερταλ και αποτελεί ζωντανή μαρτυρία της τεχνολογικής εξέλιξης της εποχής (Runnels & van Andel 1993). Το εύρημα, φτιαγμένο από πυριτόλιθο, βρέθηκε στον Κοκκινοπηλό. Η περιοχή έχει προσφέρει πολύτιμες πληροφορίες για την παλαιολιθική περίοδο. Η καθοριστική συμβολή του αρχαιολόγου E.S. Higgs έφερε την Ήπειρο στο προσκήνιο των παγκόσμιων παλαιολιθικών ερευνών. Το 1962, ο Higgs ξεκίνησε ανασκαφές στην περιοχή σε συνεργασία με τη Βρετανική Αρχαιολογική Σχολή, εστιάζοντας στην Καστρίτσα Ιωαννίνων, τον Κοκκινοπηλό και το Ασπροχάλικο Λούρου (Adam, 2017).

(εικ. 2) χειροπέλεκυς

Η σχέση του ανθρώπου με τον Κοκκινοπηλό έχει βαθιές ρίζες στο παρελθόν. Οι κάτοικοι της περιοχής, αναγνωρίζοντας τις μοναδικές ιδιότητες του εδάφους, τον αξιοποίησαν για την παραγωγή κεραμικών υψηλής ποιότητας. Η πλούσια σε σίδηρο σύσταση του πηλού προσέδιδε στα κεραμικά αντοχή και ένα χαρακτηριστικό κόκκινο χρώμα, καθιστώντας τα αναγνωρίσιμα σε ολόκληρη την περιοχή.

2.2.2. Ο Κοκκινοπηλός ως Εκπαιδευτικό Εργαλείο

Ο Κοκκινοπηλός μπορεί να μετατραπεί σε ένα ανοιχτό υπαίθριο εργαστήριο, όπου μαθητές όλων των ηλικιών μπορούν να έρθουν σε επαφή με τη φύση και να αποκτήσουν γνώσεις για τη γεωλογία, την ιστορία και το περιβάλλον. Μέσα από εκπαιδευτικές δραστηριότητες, τα παιδιά μπορούν να:

- Μελετήσουν τη γεωλογική εξέλιξη της περιοχής: Να ανακαλύψουν τα μυστικά που κρύβουν τα πετρώματα και να κατανοήσουν τους γεωλογικούς μηχανισμούς που διαμόρφωσαν το τοπίο.
- Μάθουν για τη σχέση του εδάφους με τις ανθρώπινες δραστηριότητες: Να εξερευνήσουν τη σύνδεση του Κοκκινοπηλού με την αγροτική παραγωγή, την κεραμική και άλλες παραδοσιακές δραστηριότητες.
- Αναπτύξουν δεξιότητες παρατήρησης, ανάλυσης και κριτικής σκέψης: Να παρατηρήσουν τα χαρακτηριστικά του εδάφους, να συλλέξουν δείγματα και να αναλύσουν τα δεδομένα που συγκέντρωσαν.
- Ενισχύσουν την περιβαλλοντική συνείδηση: Να κατανοήσουν τη σημασία της προστασίας του φυσικού περιβάλλοντος και να αναπτύξουν αίσθημα ευθύνης απέναντι στη φύση.
- Να μελετήσουν την Παλαιολιθική Τεχνολογία: Μέσα από βιωματικά εργαστήρια, οι μαθητές μπορούν να μάθουν πώς κατασκευάζονταν τα πρώτα λίθινα εργαλεία και πώς εξελίχθηκε η τεχνολογία της εποχής.

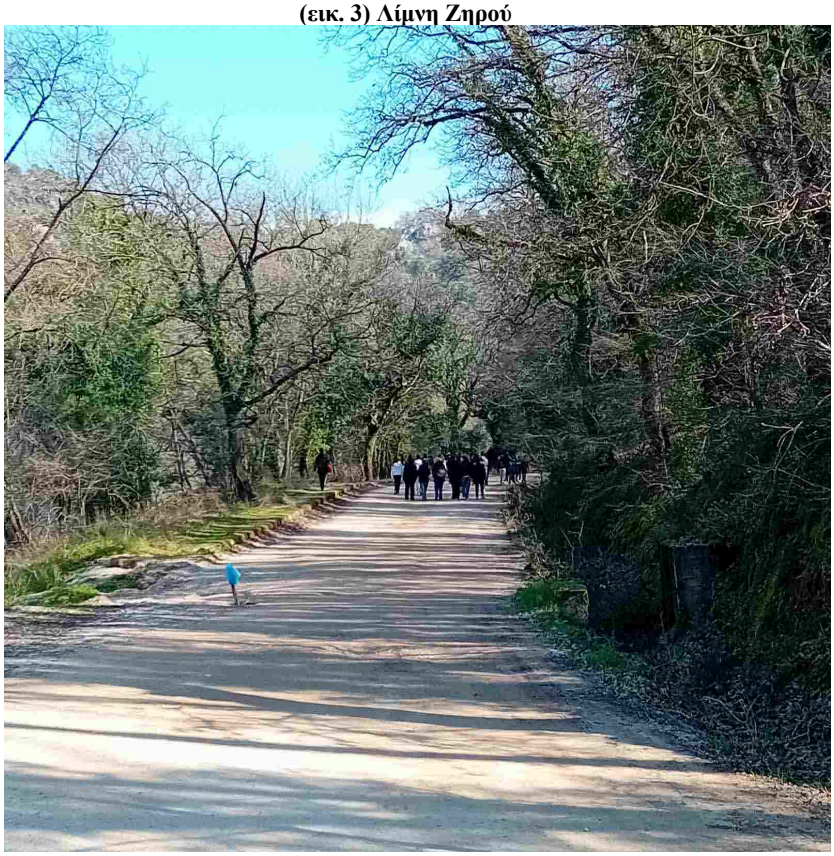
Παράλληλα η περιοχή του Κοκκινοπηλού αποτελεί ένα ιδανικό πεδίο για συζήτηση σχετικά με τη διαχείριση των φυσικών πόρων και τη σημασία της βιωσιμότητας. Τα παιδιά μπορούν να συζητήσουν για τις επιπτώσεις της ανθρώπινης δραστηριότητας στο περιβάλλον και να αναζητήσουν τρόπους για την προστασία αυτού του μοναδικού οικοσυστήματος. Επιπλέον, μπορούν να μάθουν για την ανακύκλωση, την εξοικονόμηση ενέργειας και άλλες βιώσιμες πρακτικές που συμβάλλουν στη διατήρηση του πλανήτη μας.

2.3. Η Λίμνη Ζηρού: Ένα ζωντανό οικοσύστημα

Η λίμνη Ζηρού (εικ.3) είναι μια φυσική λίμνη που βρίσκεται στον νομό Πρέβεζας, στην Ήπειρο, κοντά στην κωμόπολη της Φιλιππιάδας. Πρόκειται για μια μικρή αλλά εντυπωσιακή λίμνη, γνωστή για το γαλαζοπράσινο χρώμα των νερών της και το καταπράσινο φυσικό περιβάλλον που την περιβάλλει. Είναι μια φυσική λίμνη με βάθος περίπου 60 μέτρα, έκταση 470 στρέμματα και υψόμετρο 40 μέτρα. Η δημιουργία της συνδέεται με τεκτονοκαρστικές διεργασίες, καθώς οι επιστήμονες εκτιμούν ότι προήλθε από την κατάρρευση της οροφής ενός λιμναίου σπηλαίου πριν από περίπου 10.000 χρόνια. Η λίμνη τροφοδοτείται από καρστικές πηγές και περιβάλλεται από ένα γεωλογικά ενδιαφέρον τοπίο (Γιαννούλης, 2015).

Η Λίμνη Ζηρού, ένα φυσικό στολίδι της Ελλάδας, αποτελεί έναν μοναδικό οικολογικό παράδεισο, πλούσιο σε βιοποικιλότητα και φυσική ομορφιά. Περιτριγυρισμένη από καταπράσινα δάση και με τα νερά της να απλώνονται σε μια εκτεταμένη έκταση, η λίμνη προσφέρει ένα καταφύγιο για μια πληθώρα ειδών χλωρίδας και πανίδας. Αυτή η μοναδική ισορροπία μεταξύ νερού και γης, μεταξύ ζωής φυτικής και ζωικής, την καθιστά ένα ιδανικό περιβάλλον για εκπαιδευτικές δραστηριότητες. Γύρω από τη λίμνη υπάρχει ένα όμορφο δασικό μονοπάτι, που προσφέρεται για πεζοπορία και ποδηλασία. Στο παρελθόν, ένας μεγάλος χώρος χρησιμοποιήθηκε για τη λειτουργία της Παιδόπολης "Άγιος Αλέξανδρος", η οποία ιδρύθηκε το 1947 και παρείχε στέγη και φροντίδα σε άπορα και ορφανά παιδιά που είχαν πληγεί από τον Β' Παγκόσμιο Πόλεμο, καθώς και από τα γεγονότα του Ελληνικού Εμφυλίου και της μετεμφυλιακής περιόδου. Πολλές από τις εγκαταστάσεις δεν υπάρχουν πλέον γιατί ήταν ξύλινες κατασκευές. Από το 2009, στις σωζόμενες εγκαταστάσεις της παλιάς Παιδόπολης λειτουργεί το Κέντρο Περιβαλλοντικής Εκπαίδευσης Φιλιππιάδας. Το Κέντρο αξιοποιεί ορισμένα από τα κτήρια και τον περιβάλλοντα χώρο, διοργανώνοντας βιωματικές δραστηριότητες και εκπαιδευτικά προγράμματα, σχεδιασμένα από την παιδαγωγική του ομάδα (Νάστου, 2014).

(εικ. 3) Λίμνη Ζηρού



(εικ. 4) Μονοπάτι στη Λίμνη Ζηρού

Στον περιβάλλοντα χώρο της λίμνης βρίσκεται η εκκλησία του Αγίου Αλεξάνδρου (εικ 5). Κατασκευάστηκε μεταξύ 1948 και 1952, αποτελώντας μέρος της Παιδόπολης Άγιος Αλέξανδρος (Σκαμνέλος, 2014). Η εκκλησία, με την απλή αλλά γοητευτική αρχιτεκτονική της (είναι σκεπασμένο μόνο το ιερό), ενσωματώνεται αρμονικά στο καταπράσινο περιβάλλον της λίμνης, προσφέροντας έναν ιδανικό χώρο για πνευματική ανάταση και περισυλλογή. Σήμερα ο ναός εξακολουθεί να λειτουργεί, φιλοξενώντας θρησκευτικές τελετές και προσελκύοντας επισκέπτες που αναζητούν ηρεμία και επαφή με τη φύση.

(εικ. 5) Άγιος Αλέξανδρος

2.3.1. Η Λίμνη Ζηρού: Ένα Ανοιχτό Παράθυρο στη Φύση

Οργανωμένες εκπαιδευτικές επισκέψεις στη λίμνη Ζηρού προσφέρουν στους μαθητές μια μοναδική ευκαιρία να έρθουν σε άμεση επαφή με τη φύση και να ανακαλύψουν τους μυστικούς της κόσμους. Μέσα από μια ποικιλία δραστηριοτήτων, τα παιδιά μπορούν να:

- Καταγράψουν την ποικιλία της χλωρίδας και της πανίδας: Μέσω ειδικών οδηγών αναγνώρισης, μπορούν να ανακαλύψουν τα διάφορα είδη φυτών που φύονται στις όχθες της λίμνης, καθώς και τα πουλιά, τα έντομα και τα ψάρια που ζουν στα νερά της.
- Παρατηρήσουν τη συμπεριφορά των πουλιών: Με τη χρήση κιαλιών και τη χρήση ειδικών εφαρμογών για κινητά τηλέφωνα, μπορούν να παρατηρήσουν τα πουλιά που φωλιάζουν ή επισκέπτονται τη λίμνη, να καταγράψουν τα χαρακτηριστικά τους και να μάθουν για τις μεταναστευτικές τους διαδρομές.
- Μετρήσουν την ποιότητα του νερού: Μέσω απλών πειραμάτων, μπορούν να συλλέξουν δείγματα νερού και να μετρήσουν την περιεκτικότητά του σε οξυγόνο, το pH και άλλες παραμέτρους, αποκτώντας έτσι μια εικόνα για την υγεία του οικοσυστήματος.
- Εξερευνήσουν τους βιότοπους: Μπορούν να εξερευνήσουν τους διαφορετικούς βιότοπους που υπάρχουν γύρω από τη λίμνη και να κατανοήσουν τη σημασία τους για την επιβίωση των διαφόρων ειδών.

Μέσα από αυτές τις δραστηριότητες, οι μαθητές μπορούν να κατανοήσουν τη δυναμική ισορροπία που υπάρχει σε ένα υδάτινο οικοσύστημα. Μπορούν να δουν πώς τα διάφορα είδη αλληλεπιδρούν μεταξύ τους και πώς επηρεάζουν το περιβάλλον τους. Επιπλέον, μπορούν να ανακαλύψουν τη σημασία της διατήρησης της βιοποικιλότητας και την ανάγκη προστασίας των υγροτόπων.

Η λίμνη Ζηρού αποτελεί επίσης ένα εξαιρετικό παράδειγμα για να μελετηθούν οι επιπτώσεις της ανθρώπινης δραστηριότητας στο περιβάλλον. Οι μαθητές μπορούν να συζητήσουν για θέματα όπως η ρύπανση των υδάτων, η καταστροφή των βιοτόπων, η υπεραλίευση και η κλιματική κρίση. Μπορούν να ανακαλύψουν πώς αυτοί οι παράγοντες επηρεάζουν τη λίμνη και τα είδη που ζουν σε

αυτήν, και να συζητήσουν τρόπους για να μειώσουμε το αρνητικό μας αντίκτυπο. Μέσα από την επαφή με τη λίμνη Ζηρού, οι μαθητές μπορούν να αναπτύξουν μια βαθύτερη κατανόηση για τη σημασία της προστασίας των υγροτόπων. Μπορούν να συνειδητοποιήσουν ότι οι υγρότοποι παίζουν έναν κρίσιμο ρόλο στην απορρόφηση του διοξειδίου του άνθρακα, στην προστασία των ακτών από τη διάβρωση και στην παροχή καθαρού νερού. Επιπλέον, μπορούν να μάθουν για τις προσπάθειες που καταβάλλονται για την προστασία της λίμνης και να συμμετάσχουν σε δράσεις εθελοντισμού. Μέσα από την επαφή με τη φύση, οι μαθητές μπορούν να αναπτύξουν μια βαθύτερη κατανόηση για τον κόσμο που τους περιβάλλει, να καλλιεργήσουν μια περιβαλλοντική συνείδηση και να γίνουν ενεργοί πολίτες που θα συμβάλλουν στην προστασία του πλανήτη μας.

3. Συμπεράσματα

Η εκπαιδευτική αξιοποίηση του Κοκκινοπηλού και της Λίμνης Ζηρού προσφέρει ένα μοναδικό πλαίσιο για την προώθηση της αειφορίας και της περιβαλλοντικής ευαισθητοποίησης. Μέσα από τη βιωματική μάθηση, οι μαθητές έχουν την ευκαιρία να συνδεθούν προσωπικά με το φυσικό περιβάλλον, να αναπτύξουν δεξιότητες που θα τους βοηθήσουν στο μέλλον και να εκτιμήσουν την αξία της πολιτιστικής κληρονομιάς. Ταυτόχρονα, η εμπειρία αυτή τους προετοιμάζει να αντιμετωπίσουν τις περιβαλλοντικές προκλήσεις του 21ου αιώνα με υπευθυνότητα και δημιουργικότητα. Η διαμόρφωση περιβαλλοντικά συνειδητοποιημένων πολιτών δεν είναι απλώς μια επιθυμία, αλλά μια αναγκαιότητα για τη βιωσιμότητα του πλανήτη μας. Ο Κοκκινοπηλός και η Λίμνη Ζηρού, μέσα από την εκπαιδευτική τους αξιοποίηση, αποτελούν σημαντικά εργαλεία προς αυτήν την κατεύθυνση, ενισχύοντας την αίσθηση του "ανήκειν" των μαθητών στο φυσικό και πολιτιστικό περιβάλλον και καλλιεργώντας την ευθύνη τους να το προστατεύσουν και να το διατηρήσουν για τις επόμενες γενιές.

Η περιβαλλοντική κρίση δεν μπορεί να περιμένει. Χρειάζεται μια γενιά που να είναι καλά ενημερωμένη, ευαισθητοποιημένη και αποφασισμένη να δράσει. Η εκπαίδευση, τόσο μέσα από περιβαλλοντικά προγράμματα όσο και μέσα από θεσμοθετημένα μαθήματα, αποτελεί το κλειδί για την καλλιέργεια αυτής της γενιάς.

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Η ΑΝΑΠΤΥΞΗ ΤΗΣ ΦΙΛΑΝΑΓΝΩΣΙΑΣ ΜΕΣΑ ΑΠΟ ΤΗ ΔΗΜΙΟΥΡΓΙΑ ΚΟΙΝΟΤΗΤΩΝ ΜΑΘΗΣΗΣ ΣΤΗΝ ΠΡΩΤΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ

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Περίληψη

Η παρούσα εργασία αποσκοπεί στην παρουσίαση διδακτικών προτάσεων και εκπαιδευτικών δράσεων που στοχεύουν στην καλλιέργεια της αγάπης για το διάβασμα στους μαθητές της πρωτοβάθμιας εκπαίδευσης, μέσα από τη συμμετοχή τους σε κοινότητες μάθησης. Οι κοινότητες αυτές μπορούν να λειτουργήσουν ως ομάδες φιλαναγνωσίας, όπου εκπαιδευτικοί και μαθητές μοιράζονται εμπειρίες ανάγνωσης, ανταλλάσσουν σκέψεις και απόψεις και εμπλουτίζουν τις γνώσεις τους, με άξονα το λογοτεχνικό βιβλίο. Μέσα από αυτή τη διαδικασία, ενισχύονται η κριτική σκέψη και η δημιουργικότητα, καλλιεργείται ο γλωσσικός τους πλούτος και διαμορφώνεται μια ουσιαστική και διαρκής σχέση με τη λογοτεχνία, βασισμένη στην αλληλεπίδραση και τη συνεργασία. Οι φιλαναγνωστικές δραστηριότητες οργανώνονται σε τρεις φάσεις: πριν την έναρξη της ανάγνωσης του βιβλίου, κατά τη διάρκεια της ανάγνωσης και μετά την ολοκλήρωσή της. Οι κοινότητες μάθησης στην πρωτοβάθμια εκπαίδευση μπορούν να αποτελέσουν βασικό πυλώνα για την ενίσχυση της φιλαναγνωσίας και να συμβάλουν στη διαμόρφωση αναγνωστών που θα συνοδεύονται από τα βιβλία σε όλη τους τη ζωή.

Λέξεις κλειδιά: κοινότητες μάθησης, φιλαναγνωσία, πρωτοβάθμια εκπαίδευση

1. Εισαγωγή

Η λογοτεχνία ως μορφή τέχνης μεταμορφώνει την αντικειμενική πραγματικότητα, προσδίδοντάς της αισθητική αξία. Προκαλεί βαθιά συναισθήματα, αντικατοπτρίζει τον εσωτερικό κόσμο του συγγραφέα και δημιουργεί δεσμούς μεταξύ εκείνου και του αναγνώστη (Καλογήρου, 1999: 15). Ο ρόλος του εκπαιδευτικού είναι καθοριστικός στην ενίσχυση αυτών των συναισθημάτων, στην καλλιέργεια της ταύτισης και στην προώθηση της αισθητικής απόλαυσης. Ο δάσκαλος λειτουργεί ως πρότυπο για τους μαθητές του, μεταδίδοντας τους λόγους για τους οποίους αξίζει να διαβάζουμε: την ευχαρίστηση, την προσωπική εξέλιξη, το όφελος ή ακόμα και τη φυγή από την καθημερινότητα προς τον κόσμο της φαντασίας (Μαλαφάντης, 2015: 157). Είναι σημαντικό η λογοτεχνία να αντιμετωπίζεται ως αισθητική εμπειρία και να αποσυνδέεται από χρησιμοθηρικές προσεγγίσεις (Μαλαφάντης, 2001: 57). Ο δάσκαλος έχει την ευθύνη να καλλιεργήσει τη λογοτεχνική και αισθητική παιδεία των μαθητών του, φροντίζοντας να έρχονται σε επαφή με ποιοτικά λογοτεχνικά έργα. Έτσι, διαμορφώνονται ολοκληρωμένες προσωπικότητες, αναπτύσσονται κριτικοί αναγνώστες και ενισχύεται η αγάπη για το καλό λογοτεχνικό βιβλίο (Καλογήρου, 1999: 57).

Η λογοτεχνία συνδέεται άμεσα με την έννοια της απόλαυσης, καθώς ο αναγνώστης στρέφεται σε αυτή κυρίως για αισθητικούς και όχι τόσο για πληροφοριακούς λόγους (Μαλαφάντης, 2015: 162). Όπως τονίζει και η Rosenblatt (1993: 14), είναι σημαντικό να δίνεται βάρος τόσο στη λογοτεχνία ως μέσο πληροφόρησης όσο και στην αισθητική της διάσταση. Η παραμέληση της απόλαυσης που προσφέρει η ανάγνωση δεν ανταποκρίνεται στις ανάγκες του νέου ανθρώπου, ο οποίος συνήθως διαβάζει για να καλύψει μια εσωτερική ανάγκη και να βιώσει μια ευχάριστη εμπειρία (Μαλαφάντης, 2015: 163). Οι σύγχρονες θεωρίες της αναπτυξιακής ψυχολογίας υποστηρίζουν ότι τα παιδιά τείνουν να ταυτίζονται με τους ήρωες των λογοτεχνικών βιβλίων που διαβάζουν, γεγονός που τους προσφέρει ευχαρίστηση και ικανοποίηση (Appleyard, 2017).

2. Κοινότητες Μάθησης

Οι κοινότητες μάθησης είναι ομάδες μαθητών, δασκάλων και άλλων μελών της σχολικής κοινότητας που συνεργάζονται για να ενισχύσουν τη μάθηση μέσω της ανταλλαγής εμπειριών και ιδεών. Σε ένα τέτοιο περιβάλλον, ο δάσκαλος δεν μεταδίδει απλώς γνώσεις, αλλά γίνεται και ο καθοδηγητής, που βοηθά τους μαθητές να ανακαλύπτουν τη γνώση μέσω της συνεργασίας και των κοινών ομαδικών δραστηριοτήτων (Ράπτης & Ράπτη, 2007: 160). Η σημασία της αλληλεπίδρασης και της κοινωνικής μάθησης είναι καθοριστική για την καλλιέργεια δεξιοτήτων, αλλά και για τη δημιουργία μιας μαθησιακής κουλτούρας που προάγει την ενεργητική συμμετοχή (Μυλωνάκου, 2008).

Οι κοινότητες μάθησης λειτουργούν με τέτοιο τρόπο ώστε να ενθαρρύνουν την ανταλλαγή ιδεών, τη συλλογική σκέψη και την αμοιβαία υποστήριξη, καθιστώντας τις κατάλληλες για την ανάπτυξη της φιλαναγνωσίας, μιας και η ανάγνωση βιβλίων ενθαρρύνεται μέσω του διαλόγου και της συνεργασίας.

Στις κοινότητες μάθησης, η ανταλλαγή σκέψεων και συναισθημάτων γύρω από τα βιβλία ενθαρρύνει τη φιλαναγνωσία. Μέσω της ομαδικής συζήτησης, οι μαθητές μοιράζονται τις εντυπώσεις τους για τα βιβλία που διάβασαν, μαθαίνουν να εκφράζουν τη γνώμη τους και αναπτύσσουν την ικανότητα να σκέφτονται κριτικά για το περιεχόμενο των βιβλίων.

Στο πλαίσιο των κοινοτήτων μάθησης, οι μαθητές δεν περιορίζονται μόνο στο διάβασμα. Συχνά καλούνται να αναπαραστήσουν τις ιστορίες μέσα από θεατρικές παραστάσεις, να δημιουργήσουν αφίσες ή να γράψουν τις δικές τους εκδοχές για την ιστορία. Αυτές οι δημιουργικές δραστηριότητες εμπλέκουν τους μαθητές ενεργά στη δημιουργία κοινών εμπειριών και ενισχύουν την αγάπη για την ανάγνωση.

3. Φιλαναγνωσία

Ο όρος φιλαναγνωσία αναφέρεται στη θετική και ενεργητική στάση που διαμορφώνει το άτομο απέναντι στον γραπτό λόγο και την ίδια τη διαδικασία της ανάγνωσης. Ως έννοια, η φιλαναγνωσία δεν περιορίζεται στην απλή ανάγνωση, αλλά αναφέρεται σε μια δυναμική και διαρκώς εξελισσόμενη σχέση μεταξύ αναγνώστη και κειμένου, όπου ο αναγνώστης προσεγγίζει το κείμενο όχι παθητικά, αλλά ως ενεργό υποκείμενο (Πατέρα & Τσιλιμένη, 2021). Στο πλαίσιο της εκπαιδευτικής πράξης, η φιλαναγνωσία περιλαμβάνει ποικίλες παιδαγωγικές παρεμβάσεις που αποσκοπούν στην ενίσχυση της σχέσης ανάμεσα στον αναγνώστη και το κείμενο, ενσωματώνοντας δεξιότητες, γνώσεις και αισθητικά κριτήρια (Καρακίτσιος, 2012: 21–33).

Η λογοτεχνία, λόγω των ιδιαίτερων χαρακτηριστικών της, διαδραματίζει καταλυτικό ρόλο στην καλλιέργεια θετικών στάσεων προς την ανάγνωση. Έχει τη δυνατότητα να δημιουργεί βαθύτερη ανάγκη για ανάγνωση, να ενισχύει τη διάθεση για συμμετοχή και να πυροδοτεί τη βιωματική εμπλοκή του αναγνώστη. Επιπλέον, εισάγει τους αναγνώστες σε μια κουλτούρα βιβλιοφιλίας και αναγνωστικής ταυτότητας (Καρακίτσιος, 2012: 67). Η παιδική λογοτεχνία, με την ποικιλομορφία των ειδών και των μορφών της, ενισχύει αποτελεσματικότερα την αναγνωστική διάθεση των παιδιών, ενώ συνδυάζει παιδαγωγικούς, εκπαιδευτικούς και ψυχαγωγικούς στόχους (Μαλαφάντης, 2001).

Το λογοτεχνικό κείμενο, ως πολύπλευρο και πολυδιάστατο είδος, λειτουργεί ως εργαλείο αποκάλυψης συναισθημάτων, σκιαγράφησης χαρακτήρων, αποτύπωσης ηθών και ψυχικών καταστάσεων. Μέσω της αφήγησης και της περιγραφής, αναδεικνύει αισθητηριακές εμπειρίες, εικόνες και εσωτερικά βιώματα. Ο εκπαιδευτικός, αναγνωρίζοντας τις ατομικές εμπειρίες του μαθητή, ενθαρρύνει τη διαδραστική προσέγγιση του λογοτεχνικού κειμένου, προωθώντας μια συναλλακτική σχέση αναγνώστη – κειμένου (Rosenblatt, 1993). Έτσι, ο αναγνώστης δεν παραμένει παθητικός, αλλά εξελίσσεται σε συνομιλητή και συνδημιουργό του νοήματος του κειμένου, αναπλάθοντάς το μέσα από τη δική του προσωπική ματιά και το βιωματικό υπόβαθρο (Κατσίκη-Γκίβαλου, 2013: 36).

Η ανάπτυξη φιλαναγνωσίας και η ενίσχυση της κριτικής αναγνωστικής ικανότητας οφείλουν να αποτελούν βασικούς στόχους του εκπαιδευτικού συστήματος. Ο ρόλος του δασκάλου καθίσταται καθοριστικός (Μαλαφάντης, 2015: 157–159), καθώς καλείται να καθοδηγήσει τους μαθητές στην

επιλογή κατάλληλου αναγνώσματος, λαμβάνοντας υπόψη τις προσωπικές τους προτιμήσεις, και να σχεδιάσει δράσεις που κινητοποιούν θετικά συναισθήματα προς την ανάγνωση και το βιβλίο.

Εντός και εκτός της σχολικής αίθουσας, ο εκπαιδευτικός δημιουργεί αυθεντικά ή προσομοιωμένα αναγνωστικά περιβάλλοντα, στα οποία κυριαρχεί η ευχαρίστηση και η απόλαυση της αναγνωστικής εμπειρίας. Η λογοτεχνία, μέσα από τις αναπαραστάσεις της πραγματικότητας, φέρνει το παιδί σε επαφή με ένα ευρύ φάσμα θεμάτων, συναισθημάτων, χαρακτήρων και οπτικών γωνιών, καλλιεργώντας τη δημιουργική και αποκλίνουσα σκέψη του (Μαλαφάντης, 2015: 163). Η επαφή με το κείμενο αποκτά προσωπικό χαρακτήρα και εξελίσσεται σε ουσιαστική σχέση.

Ο εκπαιδευτικός αναλαμβάνει τον ρόλο του εμψυχωτή και διαμεσολαβητή, προάγοντας συνειδητά τη φιλαναγνωσία και προσφέροντας στους μαθητές αξίες και στάσεις ζωής. Η αναγνωστική σχέση, που οικοδομείται μεταξύ του παιδιού και του βιβλίου, μετατρέπεται σε μέσο αυτογνωσίας και κατανόησης του κόσμου (Κατσίκη – Γκίβαλου, 2008: 30). Χαρακτηριστική είναι η φράση του ήρωα στο μυθιστόρημα Το Χάρτινο Σπίτι του Κάρλος Μαρία Ντομίγκες, που αποτυπώνει τη βαθιά συναισθηματική σύνδεση με το βιβλίο: «κανείς δεν θέλει να χάσει ένα βιβλίο. Προτιμάμε να χάσουμε ένα δαχτυλίδι, ένα ρολόι ή την ομπρέλα μας παρά ένα βιβλίο που ίσως δεν θα ξαναδιαβάσουμε ποτέ, αλλά στον απόηχο του τίτλου του διατηρείται μια αλλοτινή, χαμένη ίσως συγκίνηση».

4.1 Προγράμματα φιλαναγνωσίας μέσα από κοινότητες μάθησης

Τα προγράμματα φιλαναγνωσίας που ενσωματώνονται στην εκπαιδευτική διαδικασία έχουν πάντοτε ως βασικό σημείο εκκίνησης και αναφοράς το λογοτεχνικό βιβλίο. Ο κύριος στόχος τους είναι να καλλιεργήσουν τη διάθεση για ανάγνωση στους νέους, να ενισχύσουν τη σχέση τους με τη λογοτεχνία και να αναδείξουν στάσεις ζωής (Μαλαφάντης, 2006: 395-400). Η υλοποίησή τους γίνεται με πρωτοβουλία του εκπαιδευτικού και έχει ως επίκεντρο ένα λογοτεχνικό έργο, το οποίο επιλέγεται από κοινού με τους μαθητές. Τα προγράμματα αυτά διαρθρώνονται σε επιμέρους ενέργειες και δραστηριότητες, οργανωμένες μέσα σε ένα συγκεκριμένο χρονικό πλαίσιο, με σαφείς στόχους και αναμενόμενα αποτελέσματα που αναλύονται και αξιοποιούνται με δημιουργικό και κριτικό τρόπο. Κοινός τόπος στα προγράμματα φιλαναγνωσίας είναι η ύπαρξη της σχολικής ομάδας ή της κοινότητας που λειτουργεί ως κοινότητα μάθησης. Οι δράσεις αυτές δεν αποτελούν ατομική πορεία του μαθητή προς της ανάπτυξη της φιλαναγνωσίας αλλά κοινή προσπάθεια της σχολικής κοινότητας (Μαλαφάντης, 2015: 165).

Οι δράσεις που αποσκοπούν στην ενίσχυση της φιλαναγνωσίας χωρίζονται σε τρεις φάσεις. Πρώτον, οι δραστηριότητες που προηγούνται της ανάγνωσης, στοχεύουν στην εισαγωγή των μαθητών στο θέμα του βιβλίου, την τόνωση της περιέργειας και του ενδιαφέροντός τους, και στη δημιουργία θετικής προσδοκίας για την ανάγνωση. Δεύτερον, οι δραστηριότητες που υλοποιούνται κατά τη διάρκεια της ανάγνωσης επιδιώκουν να ενθαρρύνουν τους μαθητές να συνεχίσουν την ανάγνωση, να ενισχύσουν την περιέργεια για την εξέλιξη της πλοκής και να ανανεώσουν το ενδιαφέρον τους, αν αυτό έχει εξασθενήσει. Τέλος, οι δραστηριότητες που ακολουθούν την ολοκλήρωση του βιβλίου αποσκοπούν στην ανακεφαλαίωση και εμβάθυνση των νοημάτων, στην ενίσχυση του φιλαναγνωστικού ενδιαφέροντος και στην ενδυνάμωση της αγάπης για το διάβασμα, με τελικό στόχο τη διαμόρφωση σταθερών και διαχρονικών αναγνωστών (Καρακίτσιος, 2011).

Στην παρούσα εργασία, παρουσιάζονται δραστηριότητες φιλαναγνωσίας με βάση το βιβλίο του Μάνου Κοντολέων, Το νησί με τις λέξεις που αγαπάνε. Οι δραστηριότητες αυτές πραγματοποιούνται μέσα σε σχολικές κοινότητες μάθησης και έχουν βασικό σκοπό την ενίσχυση της αγάπης για την ανάγνωση.

4.2 Δραστηριότητες πριν την ανάγνωση

4.2.1 Απόδραση από τη βιβλιοθήκη

Ηλικία: Μαθητές Στ’ δημοτικού
Αριθμός μαθητών: ομάδες των 4 ατόμων

Διάρκεια: 100΄ (20΄η κάθε ομάδα)

Χώρος: η σχολική βιβλιοθήκη

Υλικά: Διάφορα βιβλία που θα χρησιμοποιηθούν ως λύσεις γρίφων, παζλ, γρίφοι, κατασκευές, μηχανισμοί και λουκέτα.

Η σχολική βιβλιοθήκη μεταμορφώνεται σε δωμάτιο απόδρασης. Ο φωτισμός έχει ρυθμιστεί κατάλληλα ώστε να υπάρχει σκοτάδι κλπ. Ο εκπαιδευτικός έχει τον ρόλο του συντονιστή (Game Master) και έχει ζητήσει τη βοήθεια ενός άλλου εκπαιδευτικού, ο οποίος συμμετέχει στο παιχνίδι απόδρασης ως ηθοποιός, βοηθώντας ή εμποδίζοντας τους μαθητές, μέσα στη βιβλιοθήκη.

Οι μαθητές χωρίζονται σε ομάδες των 4 ατόμων και διαδοχικά συμμετέχουν στο παιχνίδι απόδρασης. Σκοπός του παιχνιδιού είναι κάθε ομάδα να αποδράσει από τη βιβλιοθήκη μέσα σε συγκεκριμένο χρόνο, έχοντας ολοκληρώσει με επιτυχία έναν αριθμό διαδοχικών γρίφων και έχοντας καταφέρει να έχει μαζί της, κατά την έξοδο από το δωμάτιο, το βιβλίο Το Νησί με τις λέξεις που αγαπάνε. Ο χρόνος μπορεί να ποικίλει ανάλογα με τον αριθμό των ομάδων και τον αριθμό των γρίφων (για τάξεις των 20 μαθητών, προτείνεται ο χρόνος των 20 λεπτών για κάθε ομάδα).

Ο εκπαιδευτικός εισάγει τους μαθητές στο κλίμα του παιχνιδιού, ανακοινώνοντάς τους την ιστορία στην οποία καλούνται να συμμετέχουν:

«Στη μυστική βιβλιοθήκη του Νησιού των Λέξεων κρύβονται μυστικά από άλλες εποχές. Συγγράμματα, μυθιστορήματα, νουβέλες, ένας ναός γνώσεων και μυστηρίου. Ο βασιλιάς του Νησιού των Λέξεων αναζητά το βιβλίο εκείνο που κρύβει το μεγάλο μυστικό της Γνώσης. Βιβλιοθηκάριος της μυστικής βιβλιοθήκης είναι ο μάγος Σμάον Νελτωνκόνο, θεματοφύλακας της Γνώσης και κάτοχος των απόκρυφων μυστικών των Λέξεων. Δουλεύει στη βιβλιοθήκη πάνω από 250 χρόνια. Πώς γίνεται αυτό; Με τρόπο μαγικό!!! Εισβάλλεις στη βιβλιοθήκη με την ομάδα σου. Θα καταφέρεις να βρεις τα κρυμμένα μυστικά, ξεγελώντας τον βιβλιοθηκάριο; Θα είσαι ανάμεσα σ' αυτούς που θα λύσουν τα αινίγματα που υπάρχουν, ώστε να καταφέρεις να διασώσεις το βιβλίο των Γνώσεων;

ΠΡΟΣΟΧΗ: Πρέπει να βρεις όλα τα στοιχεία για να αποδράσεις μέσα σε 20 λεπτά...

Θα τα καταφέρεις;»

Η κάθε ομάδα, αφού ενημερώνεται από τον εκπαιδευτικό για την υπόθεση της ιστορίας και τον σκοπό του παιχνιδιού, μπαίνει στην ειδικά διαμορφωμένη αίθουσα της βιβλιοθήκης έχοντας μαζί της το πρώτο στοιχείο. Μέσα στη σκοτεινή αίθουσα, πρέπει να βρουν τον τρόπο για να φωτίσουν τον χώρο, ξεκλειδώνοντας ένα λουκέτο χρησιμοποιώντας μόνο την αφή τους. Αφού η αίθουσα αποκτήσει φως, αποκαλύπτεται και ο βιβλιοθηκάριος που βρίσκεται ήδη μέσα στην αίθουσα και ελέγχει την όλη διαδικασία. Προτείνεται ο εκπαιδευτικός, που έχει τον ρόλο του ηθοποιού, να είναι ντυμένος με τα κατάλληλα ρούχα εποχής, συμβάλλοντας στη δημιουργία κλίματος.

Οι μαθητές αναζητούν στοιχεία μέσα στη βιβλιοθήκη που θα τους οδηγήσουν σταδιακά στην επίλυση όλων των γρίφων. Ο πρώτος γρίφος λύνεται μετά από την αποκρυπτογράφηση ενός λεκτικού κώδικα αναγραμματισμών και αντικαταστάσεων λέξεων με ψηφία και οδηγεί στην εύρεση ενός συγκεκριμένου βιβλίου από ένα ράφι της βιβλιοθήκης. Οι μαθητές πρέπει να βρουν το βιβλίο, να το αφαιρέσουν από το ράφι και να το δώσουν στον βιβλιοθηκάριο. Εκείνος τους παραδίδει τον δεύτερο γρίφο.

Ο δεύτερος γρίφος αποτελείται από γεωγραφικές συντεταγμένες και μαθηματικά σύμβολα. Οδηγεί σε συγκεκριμένο ράφι της βιβλιοθήκης, σε συγκεκριμένο βιβλίο, σε συγκεκριμένες σελίδες και σε συγκεκριμένες λέξεις και γράμματα (π.χ. οι αριθμοί 85, 4, 6 παραπέμπουν στη σελίδα 85 του βιβλίου, στην τέταρτη λέξη, στο έκτο γράμμα, το οποίο είναι το Α). Αφού βρεθούν τα γράμματα αυτά, σχηματίζεται η λέξη που είναι και ο τίτλος του επόμενου βιβλίου που αναζητούν οι μαθητές από τα ράφια της βιβλιοθήκης.

Ο τρίτος γρίφος είναι γρίφος παρατηρητικότητας. Σε εμφανή σημεία της βιβλιοθήκης, έχουν τοποθετηθεί αφίσες στις οποίες έχουν υπογραμμιστεί συγκεκριμένες λέξεις. Με τη βοήθεια του βιβλιοθηκάριου, οι μαθητές βρίσκουν τις λέξεις αυτές και τις τοποθετούν στην κατάλληλη θέση προκειμένου να σχηματιστεί ο τίτλος του επόμενου βιβλίου που αναζητούν. Μέσα στο βιβλίο αυτό, βρίσκεται κρυμμένο ένα μικρό κλειδί που ξεκλειδώνει ένα μικρό κουτί που βρίσκεται μέσα στην βιβλιοθήκη και οι μαθητές πρέπει να το βρουν. Μέσα στο κουτί βρίσκεται ένας φάκελος με τον επόμενο γρίφο.

Με ανάλογο τρόπο προχωρούν οι μαθητές και στους υπόλοιπους γρίφους οι οποίοι μπορεί να ποικίλουν από γρίφους παρατηρητικότητας, μαθηματικούς γρίφους, αποκωδικοποίηση λέξεων ή εύρεση κλειδιών που ξεκλειδώνουν λουκέτα και κουτιά. Ο αριθμός των γρίφων ποικίλει ανάλογα με τον αριθμό των μαθητών και την ώρα που θέλει ο εκπαιδευτικός να διαθέσει.

Ο τελικός γρίφος οδηγεί στο βιβλίο Το Νησί με τις λέξεις που αγαπάνε, το οποίο παραδίδεται στους μαθητές ως έπαθλο από τον βιβλιοθηκάριο κατά την έξοδό τους από τη βιβλιοθήκη. Στο τέλος του παιχνιδιού, ο εκπαιδευτικός ρωτάει τους μαθητές εάν μπόρεσαν να αποκωδικοποιήσουν το όνομα του βιβλιοθηκάριου. Η ομάδα που κατάφερε να βγει από τη βιβλιοθήκη σε λιγότερο χρόνο και κατάφερε να βρει το όνομα του βιβλιοθηκάριου, κερδίζει το παιχνίδι.

4.2.2 Γίνετε ντετέκτιβ!

Ηλικία: Μαθητές Δ’ δημοτικού
Αριθμός μαθητών: ομάδες των 4 ή 5 ατόμων
Διάρκεια: 15’
Χώρος: σχολική αίθουσα ή σχολική βιβλιοθήκη
Υλικά: Διάφορα βιβλία που απευθύνονται στην ηλικία των μαθητών, κάρτες πάνω στις οποίες μπορούμε να γράψουμε, 6 χρωματιστοί φάκελοι για κάθε ομάδα (λευκός, κίτρινος, πράσινος, γαλάζιος, κόκκινος, ασημί), ένα μεγάλο τραπέζι.

Τοποθετούμε πάνω σε ένα μεγάλο τραπέζι, στο κέντρο της βιβλιοθήκης ή στη σχολική αίθουσα 30 με 40 βιβλία, έτσι ώστε να φαίνονται τα εξώφυλλά τους. Τα βιβλία είναι τοποθετημένα στην τύχη και μέσα σε αυτά βρίσκεται και το Νησί με τις λέξεις που αγαπάνε. Ο εκπαιδευτικός έχει φτιάξει κάρτες με κάποια χαρακτηριστικά για το βιβλίο αυτό τις οποίες τοποθετεί μέσα στους φακέλους. Οι μαθητές χωρίζονται σε 4 ή 5 ομάδες και σε κάθε ομάδα μοιράζονται 6 φάκελοι με τις αντίστοιχες κάρτες μέσα σε αυτούς.

Σε κάθε κάρτα υπάρχει ένα στοιχείο που οδηγεί τους μαθητές στο συγκεκριμένο βιβλίο. Η σειρά με την οποία δίνονται οι κάρτες δεν είναι τυχαία αλλά είναι φθίνουσας δυσκολίας. Οι μαθητές καλούνται να βρουν το βιβλίο αναλύοντας τα στοιχεία του φακέλου και ψάχνοντας ανάμεσα στα βιβλία που υπάρχουν πάνω στο τραπέζι. Για κάθε φάκελο που ανοίγεται, η ομάδα έχει 2 λεπτά να αναλύσει το στοιχείο και να αναζητήσει το βιβλίο. Εάν στο τέλος του χρόνου δεν το βρει, ανοίγει τον δεύτερο φάκελο. Η κάθε ομάδα μπορεί να συνδυάσει τα στοιχεία των προηγούμενων φακέλων που έχει ανοίξει, αποκλείοντας βιβλία που δεν πληρούν τα χαρακτηριστικά που γράφει ο φάκελος. Ο συνολικός χρόνος που δίνεται στην ομάδα είναι 12 λεπτά. Η ομάδα που θα βρει το βιβλίο στον λιγότερο χρόνο και έχοντας χρησιμοποιήσει τα λιγότερα στοιχεία, ανακηρύσσεται νικήτρια.

Τα στοιχεία που δίνονται στους φακέλους είναι:
1ο στοιχείο: Πολύ μικρό μέρος του βιβλίου είναι εικονογραφημένο.
2ο στοιχείο: Το βιβλίο εκδόθηκε το 2020.
3ο στοιχείο: Το βιβλίο χωρίζεται σε τρία μέρη.
4ο στοιχείο: Ο συγγραφέας του βιβλίου γεννήθηκε στην Αθήνα.
5ο στοιχείο: Το βιβλίο έχει 110 σελίδες.
6ο στοιχείο: Ο τίτλος του βιβλίου αποτελείται από εφτά λέξεις.

4.3 Δραστηριότητες κατά την ανάγνωση

4.3.1 Ομάδες λέξεων

Ηλικία: Μαθητές Γ’ - Δ’ δημοτικού
Αριθμός μαθητών: οι μαθητές μιας σχολικής τάξης
Διάρκεια: 35’
Χώρος: σχολική αίθουσα
Υλικά: βαζάκια, μολύβι, χαρτί, χρωματιστά χαρτόνια, χρωματιστός φάκελος

Η δραστηριότητα πραγματοποιείται μόλις ολοκληρωθεί η ανάγνωση του πρώτου μέρους του βιβλίου και πριν ξεκινήσει το δεύτερο μέρος.

Σκοπός της δραστηριότητας είναι οι μαθητές να μπουν στη θέση των κατοίκων του Νησιού της ιστορίας και να στείλουν στον ηγεμόνα λέξεις, που αποτελούν την πρώτη ύλη των ιστοριών. Έτσι, δίνεται στους μαθητές ο χρόνος ώστε να βρουν τις κατάλληλες λέξεις που εκφράζουν ανάλογα συναισθήματα.

Συγκεντρώνουμε τις λέξεις και τις βάζουμε σε βαζάκια ή σε κουτιά,. Σε κάθε βαζάκι γράφουμε ένα τίτλο για την ομάδα λέξεων που θα μπουν μέσα.

«λέξεις αγάπης», «λέξεις τρυφερές», «λέξεις αισιόδοξες», «λέξεις συμπόνιας»

Όταν έχουν γεμίσουν όλα τα βαζάκια, αδειάζουμε τις λέξεις και τις τοποθετούμε πάνω σε χρωματιστά χαρτόνια σε εμφανές σημείο στην τάξη. Στη συνέχεια, με «πρώτη ύλη» τις λέξεις που συγκεντρώθηκαν, γράφουμε μαζί με τους μαθητές φράσεις και προτάσεις για να τις στείλουμε στον ηγεμόνα του Νησιού και να του αποδείξουμε ότι υπάρχουν ακόμα άνθρωποι με συναισθήματα και ιδέες.

Οι προτάσεις αυτές τοποθετούνται σε έναν χρωματιστό φάκελο και μπορούν να εμπλουτίζονται σε τακτά χρονικά διαστήματα.Σκοπός: Με τη δημιουργία ενός lapbook οι μαθητές εργάζονται ομαδικά και προωθούν τη δημιουργική τους σκέψη. Τα θέματα που παρουσιάζονται στο εσωτερικό του βοηθούν τους μαθητές να συγκεντρώσουν τις θεματικές του λογοτεχνικού βιβλίου με το οποίο έχουν μέχρι εκείνη τη στιγμή ασχοληθεί και έτσι το ενδιαφέρον τους για την πορεία της αφήγησης να ανανεωθεί. Η δημιουργική σκέψη και η φαντασία των μαθητών ενισχύεται καθώς το παραγόμενο υλικό έχει μεγάλο βαθμό πρωτοτυπίας και δημιουργικότητας. Τέλος, καθώς το υλικό αυτό μπορεί να εμπλουτίζεται κατά τρόπο δυναμικό, οι μαθητές έχουν τη δυνατότητα να επανέρχονται στο τέλος κάθε θεματικής ενότητας και να προσθέτουν στοιχεία. Έτσι, οι ήρωες που τοποθετούνται στο lapbook ανανεώνονται, η χρονογραμμή εμπλουτίζεται, οι τοποθεσίες αλλάζουν, ανάλογα με την πορεία της αφήγησης. Η αγάπη για τη διαδικασία της ανάγνωσης, με αυτόν τον τρόπο, ενισχύεται καθώς οι μαθητές εμπλέκονται δυναμικά στην παραγωγή δημιουργικού υλικού.

4.3.2 Οι άνθρωποι πίσω από τις λέξεις

Ηλικία: Μαθητές Δ - ΣΤ’ δημοτικού
Αριθμός μαθητών: ομάδες των 4 – 5 ατόμων
Διάρκεια: 20’
Χώρος: σχολική αίθουσα
Υλικά: χρωματιστοί φάκελοι, μολύβι, χαρτί

Η δραστηριότητα αυτή πραγματοποιείται μόλις ολοκληρωθεί η ανάγνωση της δεύτερης ενότητας του βιβλίου και αφού οι μαθητές έχουν διαβάσει τις έξι ιστορίες. Οι μαθητές χωρίζονται σε έξι ομάδες και τους δίνεται ένας χρωματιστός φάκελος (λευκός, κίτρινος, πράσινος, γαλάζιος, κόκκινος, ασημί). Κάθε ομάδα φαντάζεται και περιγράφει το πρόσωπο που δημιούργησε την ιστορία.

Ζητάμε από τους μαθητές να γίνουν όσο το δυνατό πιο συγκεκριμένοι και αναλυτικοί στην περιγραφή τους. Για να τους βοηθήσουμε, έχουμε ετοιμάσει ορισμένες ερωτήσεις στις οποίες μπορούν να απαντήσουν (φύλο, ηλικία, εξωτερική περιγραφή, χαρακτηριστικά προσώπου, επάγγελμα, χόμπι, ιδιαίτερες ασχολίες, αγαπημένο χρώμα, σημαντική στιγμή στη ζωή του κλπ.).

π.χ. Την ιστορία στον κίτρινο φάκελο την έγραψε μια νεαρή κοπέλα, 20 χρονών, με κόκκινα μαλλιά και μεγάλα αμυγδαλωτά μάτια, η οποία εργάζεται ως δασκάλα στο μικρό σχολείο που βρίσκεται στο νοτιότερο μέρος του Νησιού. Αγαπάει την μουσική και παίζει κιθάρα και είναι ιδιαιτέρως θλιμμένη διότι μόλις έχασε τον αγαπημένο της σκίουρο.

Στη συνέχεια βάζουν μέσα στους φακέλους τις περιγραφές τους και οι φάκελοι κλείνονται. Μόλις ολοκληρωθεί η ανάγνωση του βιβλίου, ανοίγονται οι φάκελοι, διαβάζονται οι περιγραφές και διαπιστώνεται πόσο κοντά βρίσκονται στην αφήγηση του βιβλίου.

4.4 Δραστηριότητες μετά την ανάγνωση

4.4.1 Ο φάκελος με τις λέξεις που αγαπάνε

Ηλικία: Μαθητές Δ' - Στ' δημοτικού
Αριθμός μαθητών: ομάδες των 4 ατόμων - ατομικά
Διάρκεια: 45'
Χώρος: σχολική αίθουσα
Υλικά: χαρτόνια, ψαλίδι, χάρακας, συρραπτικό, χαρτί, μολύβι, φάκελος μικρού μεγέθους

Η δραστηριότητα αυτή χωρίζεται σε δύο μέρη. Στο πρώτο μέρος, χωρίζονται οι μαθητές σε έξι ομάδες, όσες και οι ιστορίες του βιβλίου Το Νησί με τις λέξεις που αγαπάνε. Κάθε ομάδα μαθητών, επιλέγει μία από τις έξι ιστορίες του βιβλίου. Σε κάθε ομάδα δίνεται ένα χαρτόνι ίδιου χρώματος με τον φάκελο της ιστορίας που επέλεξε. Οι μαθητές κατασκευάζουν φακέλους μεγάλου μεγέθους ακολουθώντας τις οδηγίες που δίνονται από τον δάσκαλο.

Στη συνέχεια, ο δάσκαλος ανακοινώνει στους μαθητές το εξής:

«Έχουν περάσει 20 χρόνια από τότε που οι ηγεμόνες του Νησιού παρέδωσαν την εξουσία στους εκλεκτούς αφηγητές ιστοριών αγάπης. Μια μεγάλη πλημμύρα, όμως, κατέστρεψε όλους τους φακέλους με τις ιστορίες που φυλάσσονταν από τους νέους ηγεμόνες. Είστε οι τελευταίοι που μπόρεσαν να διαβάσουν τις ιστορίες, όπως ακριβώς γράφτηκαν στους χρωματιστούς φακέλους.

Πρέπει να διασώσετε τις σημαντικότερες λέξεις, φράσεις και προτάσεις των ιστοριών αυτών, προκειμένου να μεταφερθούν στις επόμενες γενιές και να μη χαθούν σπουδαίες ιστορίες. Γράψτε και φυλάξτε μέσα στον φάκελο που κατασκευάσατε όσες λέξεις, φράσεις ή προτάσεις νομίζετε ότι δεν πρέπει να λησμονηθούν. Γίνετε εσείς οι συνεχιστές του έργου των σπουδαίων ηγεμόνων του Νησιού».

Οι μαθητές γεμίζουν τους φακέλους που κατασκεύασαν με τις σπουδαιότερες λέξεις από τις ιστορίες που επέλεξαν. Στη συνέχεια, οι φάκελοι ανοίγονται και διαβάζονται μέσα στην τάξη.

Στο δεύτερο μέρος της δραστηριότητας, μοιράζεται σε κάθε μαθητή ένα μικρό φακελάκι, ίδιου χρώματος για όλους. Μέσα σε αυτό, κάθε μαθητής γράφει μία μόνο λέξη «αγάπης». Ο φάκελος κλείνει και παραδίδεται στον δάσκαλο. Στη συνέχεια, ο δάσκαλος μοιράζει σε κάθε μαθητή, κατά τρόπο τυχαίο, τους φακέλους και ζητά να ανοιχτούν όταν θα βρίσκονται μόνοι τους στο σπίτι τους.

Με αυτή την τελική δραστηριότητα, οι μαθητές γίνονται οι νέοι εμπνευσμένοι ηγεμόνες του Νησιού.

5. Συμπεράσματα

Η ενίσχυση της φιλαναγνωσίας αποτελεί διαχρονικά έναν από τους βασικούς στόχους της εκπαίδευσης, καθώς συμβάλλει καθοριστικά στην ανάπτυξη της γλωσσικής ικανότητας, της κριτικής σκέψης και της πολιτισμικής συνείδησης των μαθητών (Μαλαφάντης, 2015). Στο πλαίσιο αυτό, η αξιοποίηση των κοινοτήτων μάθησης στη σχολική τάξη αναδεικνύεται ως μια ιδιαίτερα αποτελεσματική παιδαγωγική προσέγγιση.

Οι κοινότητες μάθησης δημιουργούν ένα υποστηρικτικό και ενθαρρυντικό περιβάλλον, μέσα στο οποίο οι μαθητές έρχονται σε επαφή με τη λογοτεχνία. Η ανάγνωση παύει να αποτελεί μια αποκλειστικά ατομική και αξιολογούμενη δραστηριότητα και μετατρέπεται σε μια συλλογική εμπειρία που σχετίζεται με τη χαρά και την προσωπική έκφραση. Μέσω αυτής της διαδικασίας καλλιεργούνται σημαντικές κοινωνικές και επικοινωνιακές δεξιότητες, όπως η ενεργητική ακρόαση, ο σεβασμός στη διαφορετικότητα και η υπευθυνότητα στο πλαίσιο της ομάδας. Η δυνατότητα των μαθητών να συνδέουν το περιεχόμενο των κειμένων με προσωπικές εμπειρίες και βιώματα ενισχύει την κατανόηση και δημιουργεί βαθύτερους δεσμούς με την αναγνωστική πράξη.

Οι κοινότητες μάθησης συμβάλλουν στην αναγνώριση και ενίσχυση της μοναδικής αναγνωστικής πορείας κάθε μαθητή. Μέσα από την αλληλεπίδραση με τα κείμενα και την ομάδα και κυρίως μέσα από τα παιχνίδια φιλαναγνωσίας, τα παιδιά διαμορφώνουν την προσωπική τους σχέση με το βιβλίο, ανακαλύπτουν τις προτιμήσεις τους και οικοδομούν την αυτοεικόνα τους ως αναγνώστες.

Τέλος, ο ρόλος του εκπαιδευτικού στην οργάνωση, την εμψύχωση και τον συντονισμό των κοινοτήτων μάθησης είναι καθοριστικός. Με την κατάλληλη παιδαγωγική καθοδήγηση, δημιουργεί ένα κλίμα εμπιστοσύνης, ενθαρρύνοντας τη συμμετοχή όλων των μαθητών και διασφαλίζοντας την ποιότητα της αναγνωστικής αλληλεπίδρασης (Μαλαφάντης, 2006).

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Η ΑΞΙΟΠΟΙΗΣΗ ΤΗΣ ΤΕΧΝΗΣ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΓΙΑ ΤΗΝ ΕΝΙΣΧΥΣΗ ΤΟΥ ΑΙΣΘΗΜΑΤΟΣ ΚΟΙΝΩΝΙΚΗΣ ΑΛΛΗΛΕΓΓΥΗΣ ΠΡΟΣ ΠΛΗΓΕΝΤΕΣ ΑΠΟ ΦΥΣΙΚΕΣ ΚΑΤΑΣΤΡΟΦΕΣ ΩΣ ΠΑΡΑΓΟΝΤΑΣ ΠΡΟΩΘΗΣΗΣ ΤΗΣ ΕΝΕΡΓΟΥΣ ΣΥΜΜΕΤΟΧΗΣ ΤΩΝ ΠΟΛΙΤΩΝ

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Περίληψη

Η ετοιμότητα, η ενσυναίσθηση και η καλλιέργεια του εθελοντισμού αποτελούν βασικούς πυλώνες της ενεργού πολιτειότητας, ιδιαίτερα στις σύγχρονες κοινωνίες που δοκιμάζονται ολοένα συχνότερα από φυσικές καταστροφές με αυξανόμενες κοινωνικοοικονομικές και πολιτιστικές συνέπειες.

Η εκπαίδευση ενηλίκων αποτελεί έναν βασικό παράγοντα για την ευαισθητοποίηση της κοινότητας απέναντι στις φυσικές καταστροφές, καθώς η εκπαίδευση σε θέματα διαχείρισης και αλληλεγγύης αποτελεί ουσιαστική επένδυση στην ανθεκτικότητα της κοινωνίας, ενώ ταυτόχρονα οι ενήλικοι εκπαιδευόμενοι θα λειτουργήσουν, στη συνέχεια, ως πρότυπα προς μίμηση για τη νέα γενιά.

Η πρόταση της συγκεκριμένης εργασίας περιλαμβάνει την αξιοποίηση της τέχνης (εικαστική τέχνη, φωτογραφία) ως εναλλακτική προσέγγιση για μια πιο στοχαστική μάθηση που μπορεί να οδηγήσει στην αύξηση της ενσυναίσθησης και της θετικής ανταπόκρισης πολιτών σε περιόδους καταστροφών, διαδραματίζοντας σημαντικό ρόλο στην καλλιέργεια μιας κουλτούρας κοινωνικής συνοχής και αλληλοϋποστήριξης.

Η πρόταση βασίζεται σε τμήμα έρευνας με ποσοτικά και ποιοτικά δεδομένα από δείγμα 31 εκπαιδευομένων Σχολείου Δεύτερης Ευκαιρίας (2023–2024). Τα ευρήματα ανέδειξαν ότι η επαφή με την τέχνη ενίσχυσε τη συνειδητοποίηση των συνεπειών των φυσικών καταστροφών, την κατανόηση των συναισθημάτων των πληγέντων και την αναγνώριση της σημασίας της ετοιμότητας και της ενεργού πολιτειότητας.

Λέξεις κλειδιά: Φυσικές Καταστροφές, Τέχνη, Σχολεία Δεύτερης Ευκαιρίας, Ενεργός πολίτης, Εκπαίδευση Ενηλίκων, Φωτογραφία

1. Εισαγωγή

Η επαίδευση ενηλίκων για τις φυσικές καταστροφές στον σύγχρονο κόσμο είναι ζωτικής σημασίας, καθώς η συχνότητα και η ένταση των φυσικών καταστροφών, όπως οι σεισμοί, οι πλημμύρες και οι πυρκαγιές, έχουν αυξηθεί λόγω της κλιματικής αλλαγής.

Η ικανότητα των ενηλίκων να συμμερίζονται τα συναισθήματα των άλλων και να προσφέρουν χωρίς προσδοκία ανταμοιβής θεωρούνται κρίσιμες αξίες και διαδραματίζουν σημαντικό ρόλο για την παροχή άμεσης βοήθειας και την αποκατάσταση μετά από φυσικές καταστροφές, καθώς οι ενήλικες είναι αυτοί που καλούνται να πάρουν κρίσιμες αποφάσεις σε περιόδους έκτακτης ανάγκης για να προστατεύσουν τους πιο αδύναμους και να οργανώσουν συλλογικές δράσεις. Συνεπώς, η εκπαίδευσή τους σε θέματα πρόληψης, διαχείρισης και αλληλεγγύης αποτελεί ουσιαστική επένδυση στην ανθεκτικότητα της κοινωνίας,

Η σύνδεση αυτής της εκπαίδευσης με σύγχρονες διδακτικές παρεμβάσεις μέσω της τέχνης μπορεί να ενδυναμώσει τις κοινότητες και να προάγει μια κουλτούρα κοινωνικής συνοχής και αλληλοβοήθειας, καθώς σύμφωνα με την Bamford (2006) η τέχνη στην εκπαίδευση μπορεί να ενισχύσει την ανάπτυξη κοινωνικών δεξιοτήτων, την ανάπτυξη κοινωνικής ευαισθησίας και να προάγει την ενσυναίσθηση μεταξύ των μαθητών.

Συγκεκριμένα, η παρατήρηση και η συζήτηση γύρω από έργα τέχνης που απεικονίζουν ανθρώπινες εμπειρίες αφυπνίζει τα συναισθήματα, και η αξιοποίηση της τέχνης, πέρα από τις ισχυρές

συναισθηματικές αντιδράσεις που μπορεί να προκαλέσει, εγείρει ακόμα και την εσωτερική κινητοποίηση, καθώς η αισθητική εμπειρία ενισχύει την ενδοσκόπηση, οδηγώντας σε αλλαγή στάσεων και σε μεγαλύτερη κοινωνική συμμετοχή.

Υποστηρίζεται, εξάλλου, ότι η τέχνη διευρύνει τη φαντασία και ενεργοποιεί την κριτική σκέψη μέσα από μια αναστοχαστική συζήτηση (Κόκκος, 2011, 2015), ενισχύοντας έτσι την ικανότητα για ενσυναίσθηση.

Τέλος, η επαφή με φωτογραφίες που απεικονίζουν φυσικές καταστροφές αποτελεί οπτικό τεκμήριο των συνεπειών των καταστροφών και φέρνει την πραγματικότητα πιο κοντά στον εκπαιδευόμενο με άμεσο, συγκινησιακό και τεκμηριωμένο τρόπο, "παγιδεύοντας" το συναίσθημα της στιγμής.

2. Κυρίως μέρος

2.1. Μέθοδος της έρευνας

Η έρευνα ακολούθησε μικτή μεθοδολογική προσέγγιση. Αρχικά αξιοποιήθηκε ερωτηματολόγιο για την αποτύπωση των αρχικών στάσεων των εκπαιδευομένων. Στη συνέχεια, στο πλαίσιο της διδακτικής παρέμβασης, με καταιγισμό ιδεών και ερμηνευτική προσέγγιση έργων τέχνης, συλλέχθηκαν ποιοτικά δεδομένα, προκειμένου να διερευνηθεί η πιθανή μεταβολή των συναισθημάτων πριν και μετά την παρέμβαση. Τα δεδομένα προέκυψαν από τα γραπτά τεκμήρια των εκπαιδευομένων, την εφαρμογή της θεατρικής τεχνικής «ρόλος στον τοίχο», τις καταγραφές στον πίνακα της τάξης, καθώς και από τις σημειώσεις της ερευνήτριας από τις συζητήσεις και τις παρατηρήσεις στην τάξη.

Η εσωτερική εγκυρότητα ενισχύθηκε μέσω της αξιοποίησης διαφορετικών πηγών δεδομένων, ενώ η αξιοπιστία της έρευνας διασφαλίστηκε με τη σαφή περιγραφή της διαδικασίας, τη συστηματική καταγραφή των δεδομένων και τη χρήση ενιαίου συνόλου ερωτήσεων για την προσέγγιση των έργων σε όλα τα τμήματα.

Το δείγμα της έρευνας αποτέλεσαν 31 εκπαιδευόμενοι του Σχολείου Δεύτερης Ευκαιρίας Χανίων κατά τη σχολική χρονιά 2023-2024, με ετερογενή ηλικιακά και κοινωνικά χαρακτηριστικά (βλ. Πίνακας 1). Αναλυτικότερα:

Πίνακας 1: Χαρακτηριστικά του δείγματος

Κατηγορίες	Μεταβλητές	F
Φύλο	Άνδρες	13
	Γυναίκες	18
Ηλικία	Μέχρι 30	3
	31-40	7
	41-51	12
	52 και άνω	9
Κύκλοι	Ά κύκλος	10
	Ά κύκλος	21

Η διδακτική παρέμβαση ξεκίνησε με καταιγισμό ιδεών για όλα τα τμήματα, όπου στον πίνακα καταγράφηκαν οι απόψεις των εκπαιδευόμενων για το πώς νομίζουν ότι αισθάνονται οι πληγέντες και ποιες είναι οι σκέψεις τους και στη συνέχεια συγκεντρώθηκαν στον πίνακα και τα δικά τους συναισθήματα και οι δικές τους σκέψεις απέναντι στους πληγέντες (με μπλέ χρώμα).

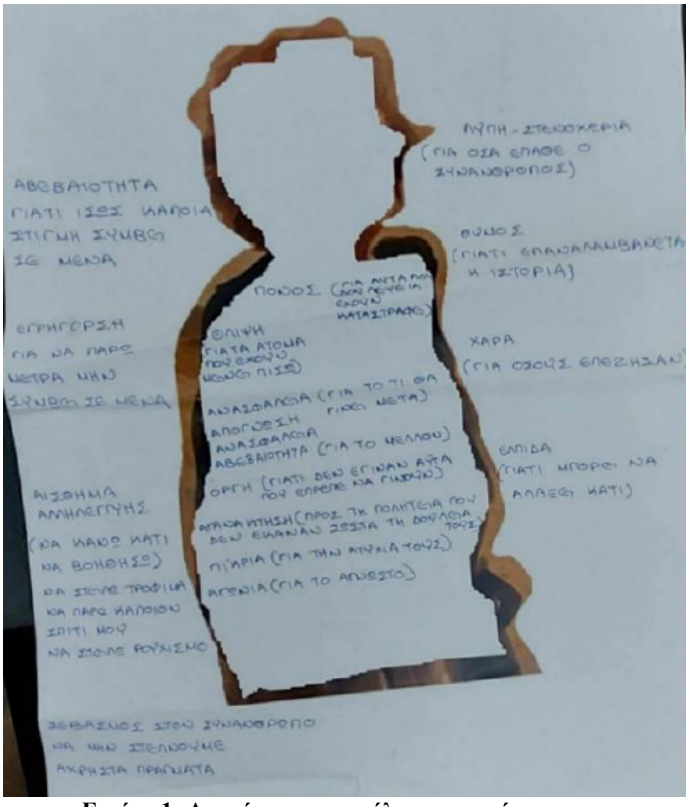
Ακολούθησε η ερμηνευτική προσέγγιση του πίνακα ζωγραφικής «Η κραυγή» του ζωγράφου Εντβάρντ Μουνκ και της φωτογραφίας «Γυναίκα στην πυρκαγιά της Εύβοιας», με δημιουργό τον Κωνσταντίνο Τσακαλίδη, μέσα από εργαλείο κατάλληλων ερωτήσεων που είχε φτιάξει η ερευνήτρια.

Οι πηγές των έργων αυτών βρίσκονται στις διαδικτυακές σελίδες https://parallaximag.gr/top/fotia-evvoia-dyo-fotografies-grothia-sto-stomachi, https://skyandtelescope.org/press-releases/astronomical-sleuths-link-krakatoa-to-edvard-munchs-painting-the-scream/ αντίστοιχα.

Ο συγκεριμένος πίνακας μπορεί να αποτελέσει ένα ισχυρό εικαστικό εργαλείο για την καλλιέργεια ενσυναίσθησης απέναντι στις συνέπειες των φυσικών καταστροφών, καθώς τα έντονα χρώματα, η παραμόρφωση και η σπαρακτική έκφραση του κεντρικού προσώπου αποδίδουν με συγκλονιστικό τρόπο το βίωμα του τρόμου και της απόγνωσης που λειτουργεί ως συμβολική αναπαράσταση του πώς αισθάνεται κάποιος τη στιγμή μιας φυσικής απειλής.

Από την άλλη η συγκεκριμένη φωτογραφία καταγράφει την πραγματικότητα με άμεσο τρόπο, δείχνοντας την ανθρώπινη πλευρά μιας πραγματικής καταστροφής, και έτσι είναι πιο εύκολο να αναγνωρίσει κανείς τον εαυτό του μέσα της («θα μπορούσα να είμαι εγώ»).

Ως καταστάλαγμα της μαθησιακής εμπειρίας στον Α΄ κύκλο επιλέχθηκε η θεατρική τεχνική «ρόλος στον τοίχο» (εικόνα 1), όπου σε ένα χαρτί είχε αποτυπωθεί από την ερευνήτρια το περίγραμμα της γυναίκας από τη φωτιά της Εύβοιας και οι συμμετέχοντες κλήθηκαν να γράψουν μέσα τι νιώθει/τι σκέφτεται η γυναίκα και έξω τι νιώθουν/τι σκέφτονται αυτοί, μετά τη διδακτική παρέμβαση. Στους εκπαιδευόμενους του Β΄ κύκλου πραγματοποιήθηκε συμπλήρωση στον πίνακα της τάξης, με κόκκινο χρώμα, των επιπλέον συναισθημάτων και σκέψεων που αναδείχθηκαν με τη συζήτηση.



Εικόνα 1: Αποτύπωμα του ρόλου στον τοίχο

2.2. Αποτελέσματα της έρευνας

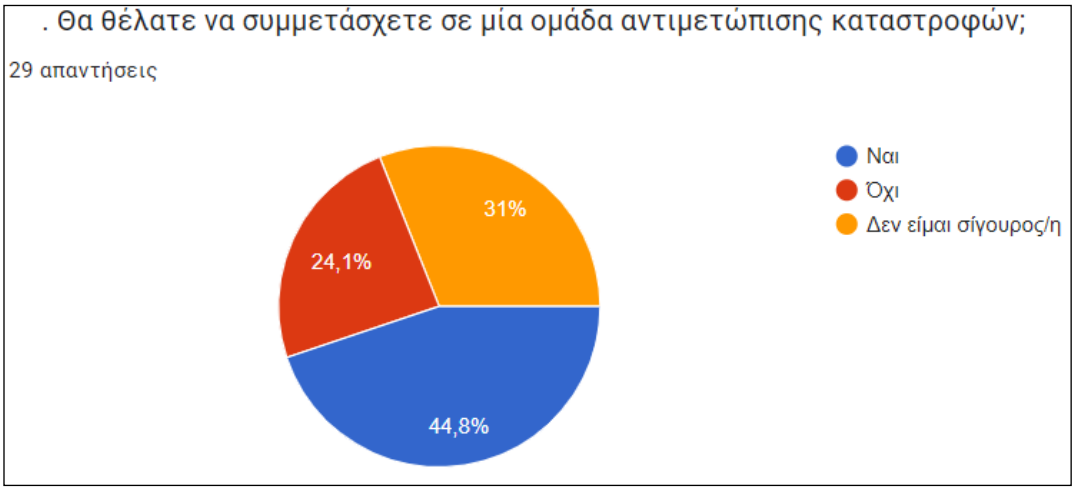
2.2.1.Αποτελέσματα Ποσοτικής Έρευνας

Σύμφωνα με την ανάλυση των ποσοτικών δεδομένων προκύπτουν:

- Ως προς τη διερεύνηση της στάσης απέναντι στον εθελοντισμό οι εκπαιδευόμενοι φαίνεται να μην έχουν αναπτύξει επαρκώς τη στάση τους απέναντι σε αυτόν κατά ποσοστό 55,1 %, καθώς στην ερώτηση «Θα θέλατε να συμμετάσχετε σε μια ομάδα αντιμετώπισης καταστροφών;» το 31% απάντησε ότι δεν είναι σίγουρο και το 24,1% απάντησε αρνητικά (εικόνα 2)

- Τα παραπάνω εξηγούν και τη μειωμένη δράση τους (97,6%), καθώς στην ερώτηση «Συμμετέχετε σε ομάδα αντιμετώπισης καταστροφών ή σε συγκέντρωση αγαθών πρώτης ανάγκης;» το 75% απάντησε αρνητικά και το 22, 6% ότι δεν είναι σίγουρο (εικόνα 3).

Εικόνα 2: Συμμετοχή σε ομάδα αντιμετώπισης Φυσικών Καταστροφών

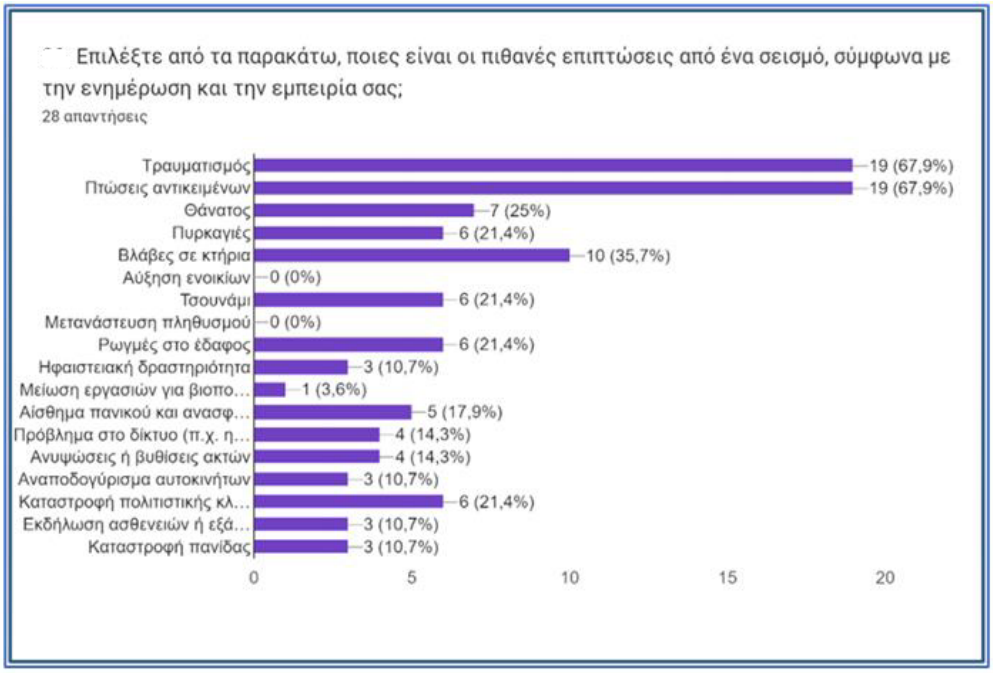


Εικόνα 3: Διαθεσιμότητα για συμμετοχή σε ομάδα αντιμετώπισης φυσικών καταστροφών

Τα παραπάνω αποτελέσματα πιθανώς οφείλονται στο γεγονός ότι, στην καθημερινότητα, οι άνθρωποι συχνά εστιάζουν στο πληροφοριακό επίπεδο, χωρίς να εμβανθύνουν στην ψυχική διάσταση της εμπειρίας, καθώς η συναισθηματική αποστασιοποίηση λειτουργεί πολλές φορές ως μηχανισμός άμυνας.

- Επιπλέον, φαίνεται να μην έχουν συνειδητοποιήσει τις πολλαπλές συνέπειες των καταστροφών, καθώς από την ανάλυση των αποτελεσμάτων προκύπτει ότι οι συμμετέχοντες αναγνωρίζουν περισσότερο τις υλικές συνέπειες σε αυτούς και στα δίκτυα που έχουν δημιουργήσει, τις συνέπειες που αναφέρονται σε θέματα σωματικής υγείας, στην εμφάνιση σύνοδων φυσικών καταστροφών και λιγότερο στις καταστροφές που αφορούν την πολιτιστική κληρονομιά, τις ψυχολογικές επιδράσεις, τις επιδράσεις στο φυσικό περιβάλλον και τις κοινωνικές συνέπειες
- Ειδικότερα, οι ψυχολογικές συνέπειες είχαν επιλεχθεί μόνο από δύο συμμετέχοντες στο ερωτηματολόγιο, ως αποτέλεσμα των καταστρεπτικών συνεπειών ενός σεισμού, ενώ το φαινόμενο της μετανάστευσης από κανέναν (εικόνα 4).

Οι συμμετέχοντες πιθανώς δεν σκέφτηκαν το φαινόμενο της μετανάστευσης του πληθυσμού και τα ψυχολογικά αποτελέσματα ως συνέπειες μιας φυσικής καταστροφής, γιατί αυτές οι διαστάσεις αυτές είναι λιγότερο «ορατές» και δεν παρουσιάζονται με την ίδια ένταση από τα μέσα μαζικής ενημέρωσης, όπως οι υλικές καταστροφές.



Εικόνα 4: Επιπτώσεις από ένα σεισμό

2.2. Αποτελέσματα ποιοτικής έρευνας

Μετά την πραγματοποίηση της διδακτικής παρέμβασης, καταρχήν αναδείχθηκαν δύο ακόμα συνέπειες των φυσικών καταστροφών, οι ψυχολογικές συνέπειες και το φαινόμενο της μετανάστευσης (που στο ερωτηματολόγιο δεν είχε καθόλου επιλεχθεί ως επίπτωση) και μάλιστα οι εκπαιδευόμενοι εμφάνισαν μεγάλη διαθεσιμότητα να καλοδεχτούν αυτούς που μεταναστεύουν για λόγους φυσικής καταστροφής, όπως διαπιστώνεται από τα λόγια τους («Να είμαστε φιλικοί», «να τους καλοδεχτούμε, να τους δώσουμε κουράγιο», «γιατί δεν ξέρουμε τι έχουν περάσει», «να πάρω κάποιον σπίτι μου»).

Η κατηγοριοποίηση των απαντήσεων των εκπαιδευόμενων στην ποιοτική έρευνα, πριν και μετά τη διδακτική παρέμβαση, κατέδειξε αλλαγή και για τους δύο κύκλους στον εμπλουτισμό των δικών τους συναισθημάτων και σκέψεων απέναντι στους πληγέντες. Ο Α΄ κύκλος φάνηκε, μάλιστα, να ωφελήθηκε περισσότερο στη συνειδητοποίηση των συναισθημάτων των πληγέντων, όπως προκύπτει από τον μεγαλύτερο αριθμό αναφορών που καταγράφηκαν στη δραστηριότητα «ρόλος στον τοίχο» μετά την παρέμβαση.

Μέσα από την επαφή τους με την τέχνη αντιλήφθηκαν τον πόνο («για αυτά που δούλεψαν και έχουν καταστραφεί», «για αυτά που έζησαν»), την κούραση («πώς θα σηκωθεί πάλι»), το άγχος, την απόγνωση, το φόβο («για τη ζωή τους»), τον θυμό («γιατί επαναλαμβάνεται η ιστορία», «δεν έκανε σωστά τη δουλειά της η Πολιτεία»), την οργή («γιατί δεν έγιναν αυτά που έπρεπε»), την ανασφάλεια («τι θα γίνει μετά», μπορεί να γίνει κάποιος «άστεγος, χωρίς δουλειά», «μπορεί να μη έχει που να πάει»), τη θλίψη και άλλα συναισθήματα που νιώθουν οι πληγέντες, όπως διακρίνεται από τα λόγια τους.

Οι εκπαιδευόμενοι δείχνουν να μπαίνουν περισσότερο στη θέση του πληγέντα και στο πώς αισθάνεται, φτάνοντας μέχρι και στην αναγνώριση της έντονης απόγνωσης, ώστε να «θέλει να δώσει τέλος στη ζωή του». «Φαντάσου κάποιος να χάσει τους δικούς του και την περιουσία του!».

Επίσης, φάνηκε να αναπτύχθηκε περισσότερο το αίσθημα της κοινωνικής αλληλεγγύης και του εθελοντισμού απέναντι στους πληγέντες, όπως προέκυψε από τις λεκτικές αναφορές των

συμμετεχόντων («να στείλω τρόφιμα, ρουχισμό», «να πάρω κάποιον σπίτι μου»), σε συνδυασμό με την ανάδειξη της αξίας του σεβασμού προς τον συνάνθρωπο («να μη στέλνω άχρηστα πράγματα»).

Επιπρόσθετα, η εμπειρία των άλλων λειτούργησε ως καθρέφτης, διαταράσσοντας την ψευδαίσθηση ότι «σε εμάς δεν θα συμβεί» και κινητοποιώντας τους για περαιτρω ενημέρωση & πρόληψη («να είμαι προετοιμασμένος για να προστατευτώ», «να πάρω μέτρα να μην συμβεί σε μένα»).

Τέλος, αναφέρθηκαν στο ζήτημα της πολιτειότητας και στον τρόπο με τον οποίο οι ίδιοι οφείλουν να δράσουν, επισημαίνοντας πέρα από τα μέτρα πρόληψης και τον εθελοντισμό, την ανάγκη άσκησης πίεσης προς το κράτος («ξεσηκωμός», «σωστοί πολίτες», «αντίδραση σε λάθος αποφάσεις»). Παράλληλα αρκετοί εκπαιδευόμενοι από τον Β΄ κύκλο διατύπωσαν την άποψη ότι όσοι διαθέτουν οικονομικούς πόρους θα μπορούν να ανταπεξέρχονται αποτελεσματικότερα στις αρνητικές συνέπειες μιας φυσικής καταστροφής, καθώς οι ίδιοι θα έχουν τη δυνατότητα να επενδύσουν χρήματα για να επιταχύνουν τις διαδικασίες αποκατάστασης και ταυτόχρονα να εξασφαλίσουν καλύτερες συνθήκες διαβίωσης κατά τη διάρκειά τους.

Κατά τη διαδικασία της διδακτικής παρέμβασης οι εκπαιδευόμενοι συνέκριναν την φιγούρα από τον πίνακα ζωγραφικής που είχε ανοιχτό το στόμα και κρατούσε την κεφαλή του με τη γυναίκα, στη φωτογραφία, που είχε επίσης ανοικτό στόμα και κρατούσε την καρδιά της, αντιλαμβανόμενοι ότι η ζωγραφική αποδίδει με συμβολικό, αλλά ρεαλιστικό τρόπο την εμπειρία του πόνου. Επίσης, σημείωσαν ότι στον πίνακα είδαν μια στιγμή τρόμου που μπορεί να είναι «από οτιδήποτε», ενώ στην φωτογραφία η γυναίκα «βγάζει την ψυχή της για το τι γίνεται τώρα στην πυρκαγιά».

Στη διαδικασία της ανατροφοδότησης ένας εκπαιδευόμενος ήταν άμεσος για τα συναισθήματά του: «Μου άρεσε ο πίνακας του Μουνκ γιατί μου έβγαλε την "βουβιά"». Κάποιος άλλος σχολιάζει: «ο πίνακας μου έβγαλε πιο δυνατό συναίσθημα, κόκκινος ουρανός, απόγνωση, τρόμος».

Όμως, υπήρξαν και οι αντίθετες απόψεις: «Ο πίνακας με τρομάζει λόγω του προσώπου, έτσι που είναι ζωγραφισμένο», «είναι πιο οικεία η φωτογραφία σε μένα». Στη φωτογραφία «είναι σα να το ζω μπροστά μου», «είναι πιο συναισθηματικό στη φωτογραφία, στον πίνακα είναι πιο καλλιτεχνικό», αναδεικνύοντας τον διαφορετικό τρόπο πρόσληψης των δύο έργων.

Επιπρόσθετα, μία εκπαιδευόμενη, εμπνευσμένη από τη φωτογραφία που απεικόνιζε τη γυναίκα κατά τη διάρκεια της πυρκαγιάς στην Εύβοια, καθώς και από τη «μετατροπή» της σε σκίτσο από τον Χρήστο Παπανίκα ώστε να προσομοιάζει στην «Κραυγή», προχώρησε και η ίδια στη δημιουργία ενός ζωγραφικού έργου (εικόνα 5) με την ίδια θεματική. Μέσα από αυτή τη διαδικασία επιχείρησε να μεταπλάσει τη φωτογραφική αποτύπωση σε ζωγραφική αναπαράσταση, μέσα από τη δική της οπτική.

Μέσα από τη ζωγραφική της προσπάθησε να αποδώσει όχι μόνο το οπτικό γεγονός, αλλά κυρίως τα συναισθήματα του φόβου, της απόγνωσης που βιώνει ένα ανθρώπινο πλάσμα μέσα σε συνθήκες καταστροφής. Ταυτόχρονα, συμμετέχοντας σε αυτή τη δημιουργική διαδικασία ανέπτυξε μεγαλύτερη ενσυναίσθηση για τα θύματα των φυσικών καταστροφών και εξέφρασε την ανάγκη της για αλληλεγγύη και άμεση εθελοντική προσφορά.

Εικόνα 5: Ζωγραφιά της Μαρίας, εκπαιδευόμενης του Β΄ κύκλου

3. Συμπεράσματα

Μετά τις παρεμβάσεις παρουσιάζεται μια μετατόπιση της αρχικής στάσης των εκπαιδευόμενων απέναντι στον εθελοντισμό, καθώς, όπως είχε αποτυπωθεί στις απαντήσεις τους στο ερωτηματολόγιο, υπήρχε μειωμένη διαθεσιμότητα και δράση προς αυτήν την κατεύθυνση. Η μετατόπιση αυτή μπορεί να ιδωθεί υπό το πρίσμα της μετασχηματίζουσας μάθησης (Mezirow, 1991).

Συγκεκριμένα φάνηκε να αυξάνεται η ενσυναίσθηση των εκπαιδευόμενων και να γίνεται εμφανής η αντίληψη της κατάστασης των πληγέντων από αυτούς, καθώς και η συνειδητοποίηση των συναισθημάτων τους. Παράλληλα οι εκπαιδευόμενοι δείχνουν να προβληματίζονται για τη δική τους δράση απέναντι σε αυτούς, τόσο κατά τη διάρκεια μιας καταστροφής, όσο και μετά, αναδεικνύοντας τη διαθεσιμότητά τους για προσφορά χρόνου, ενέργειας και αγαθών για τη στήριξή τους. Η έμφαση που δόθηκε στα συναισθήματα και στην κατανόηση της εμπειρίας των πληγέντων ευθυγραμμίζεται με τη βιβλιογραφία που αναδεικνύει τον ρόλο του συναισθηματικού παράγοντα στην εκπαίδευση για ετοιμότητα και ανθεκτικότητα (Börner, 2023), αλλά και με ευρύτερες θεωρήσεις της εκπαίδευσης ενηλίκων, οι οποίες αναγνωρίζουν ότι οι συναισθηματικές εμπειρίες μπορούν να λειτουργήσουν ως καταλύτες μετασχηματιστικής μάθησης (Mezirow, 1991 & Illeris, 2014).

Επίσης, οι εκπαιδευόμενοι προτάσσουν και την κοινωνική πίεση απέναντι στο κράτος για περισσότερη κινητοποίηση σε θέματα φυσικών καταστροφών και την αναγκαιότητα λήψης μέτρων πρόληψης και αποκατάστασης, όπως διακρίνεται μέσα από τα τεκμήρια και τα λόγια τους.

Συνεπώς, φάνηκε ότι η αξιοποίηση της τέχνης στην εκπαιδευτική διαδικασία, ενεργοποιώντας «τις αισθήσεις, το συναίσθημα και το νου» (Μέγα, 2011), μπορεί να οδηγήσει, με αβίαστο τρόπο, στον προβληματισμό, στην ενδοσκόπηση, στην αναθεώρηση στάσεων και στη μεγαλύτερη κοινωνική συμμετοχή, ενώ παράλληλα να κινητοποιήσει τη δημιουργικότητα των εκπαιδευόμενων στην εκδήλωση μιας προσωπικής δημιουργίας.

Με άλλα λόγια η εκπαίδευση ενηλίκων σε θέματα ενσυναίσθησης και εθελοντισμού, μέσα από τη δύναμη της τέχνης, μπορεί να συμβάλει ουσιαστικά στην οικοδόμηση μιας ανθεκτικής και αλληλέγγυας κοινωνίας, ενισχύοντας την ανάγκη για συλλογική προετοιμασία, εθελοντική δράση και ενεργή πολιτειότητα. Ωστόσο, στο πεδίο της εκπαίδευσης για φυσικές καταστροφές παραμένει σχετικά περιορισμένη η έρευνα που εξετάζει συνδυαστικά την αξιοποίηση της τέχνης ως μέσο ενίσχυσης της ενσυναίσθησης και της ενεργού πολιτειότητας, γεγονός που αναδεικνύει τη συμβολή της παρούσας παρέμβασης στη συγκεκριμένη θεματική.

Μια μελλοντική έρευνα θα μπορούσε να στοχεύει στην υλοποίηση της παρέμβασης σε εκπαιδευομένους από περισσότερα ΣΔΕ, προκειμένου να διερευνηθεί η ομοιότητα ή η διαφοροποίηση των αποτελεσμάτων και να εξεταστεί η αναπαραγωγιμότητά τους σε ευρύτερο και γεωγραφικά διαφοροποιημένο δείγμα.

Τέλος, η αξιοποίηση της τέχνης στην εργασία αυτή μπορεί να αποτελέσει ένα έναυσμα για να χρησιμοποιηθεί και από άλλους εκπαιδευτές ενηλίκων, ώστε να εμπλουτίσουν με αυτόν τον τρόπο τη διδασκαλία τους, πειραματιζόμενοι με νέα εργαλεία, ιδιαίτερα όταν απευθύνονται σε ευάλωτες ομάδες πληθυσμού.

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ΜΙΑ ΥΠΟΘΕΣΗ ΓΙΑ ΤΡΕΙΣ: ΤΟ ΕΚΠΑΙΔΕΥΤΙΚΟ ΑΦΗΓΗΜΑΤΙΚΟ ΠΑΙΧΝΙΔΙ «ΜΙΚΡΟΙ ΕΡΕΥΝΗΤΕΣ, ΜΙΚΡΟΙ ΑΦΗΓΗΤΕΣ» ΩΣ ΜΑΘΗΣΗ ΚΑΙ ΩΣ ΕΜΠΕΙΡΙΑ ΣΤΗΝ ΠΡΟΣΧΟΛΙΚΗ ΕΚΠΑΙΔΕΥΣΗ

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Περίληψη

Το παιχνίδι συνιστά βασικό αναπτυξιακό εργαλείο στην προσχολική ηλικία, λειτουργώντας ως μέσο γνωστικής, κοινωνικής και γλωσσικής ενίσχυσης. Στο πλαίσιο αυτό, η παρούσα μελέτη εξετάζει την επίδραση του αφηγηματικού εκπαιδευτικού παιχνιδιού «Μικροί Ερευνητές, Μεγάλοι Αφηγητές» στην ανάπτυξη των αφηγηματικών δεξιοτήτων νηπίων, με ιδιαίτερη έμφαση στην ικανότητά τους για αυθόρμητη, ελεύθερη παραγωγή λόγου και την ενσωμάτωση λεξιλογίου σχετικού με το είδος του αστυνομικού μυστηρίου. Η εφαρμογή του προγράμματος πραγματοποιήθηκε το πρώτο τρίμηνο του σχολικού έτους 2021–2022, ενώ οι αφηγήσεις των παιδιών συλλέχθηκαν διαδοχικά με τη βοήθεια αφηγηματικών καρτών και αξιολογήθηκαν με βάση τις πέντε βασικές αφηγηματικές ενότητες του Cawelti (1976). Τα ευρήματα υποδεικνύουν ουσιαστική πρόοδο στην αφηγηματική δομή, στη γλωσσική επάρκεια και στη χρήση αφηγηματικών στρατηγικών. Παράλληλα, σημαντική εξέλιξη διαπιστώθηκε και στα ιχνογραφήματα των παιδιών. Η θετική ανατροφοδότηση από γονείς και εκπαιδευτικό ανέδειξε την παιδαγωγική αξία της προσέγγισης, ενισχύοντας τη σημασία της βιωματικής, παιγνιώδους μάθησης στην προσχολική εκπαίδευση.

Λέξεις κλειδιά: Προσχολική ηλικία, αφηγηματικά παιχνίδια, παιγνιώδης μάθηση, αφηγηματικές ικανότητες, λογοτεχνικός γραμματισμός

Εισαγωγή

Η προσχολική εκπαίδευση, αποτελεί ένα κρίσιμο και ουσιαστικό στάδιο για τη σφαιρική ανάπτυξη των παιδιών – ψυχοκινητικά, κοινωνικά, γνωστικά και συναισθηματικά. Κατά την περίοδο αυτή, τα παιδιά παρουσιάζουν ραγδαία εξέλιξη, ιδίως όταν τα ερεθίσματα που δέχονται προέρχονται από δραστηριότητες με παιγνιώδη χαρακτήρα (Kieff & Casbergue, 2017), ενώ ταυτόχρονα αρχίζουν να διαμορφώνουν και να παράγουν δομημένο αφηγηματικό λόγο.

Σύμφωνα με τους Κανέλλου, Κορβέση, Ράλλη, Μουζάκη, Αντωνίου, Διαμαντή και Παπαϊωάννου (2016), ο αφηγηματικός λόγος – όπως προκύπτει μέσα από την καθημερινή χρήση του και σε συνάρτηση με την ηλικία των παιδιών – μπορεί να οριστεί ως η χρήση τουλάχιστον δύο διαδοχικών φράσεων για την περιγραφή ενός γεγονότος ή μιας προσωπικής εμπειρίας. Πρόκειται, στην ουσία, για έναν αρχέγονο και αυθόρμητο τρόπο με τον οποίο το παιδί σκέφτεται, θυμάται και σχετίζεται με τον κόσμο γύρω του (Makinen et al., 2014). Αυτή η μορφή λόγου είναι ιδιαίτερα σύνθετη, καθώς προϋποθέτει τόσο γλωσσικές όσο και γνωστικές δεξιότητες (Νάνου, 2005) και, σε πιο ευρύ πλαίσιο, περιλαμβάνει οποιαδήποτε μορφή αφήγησης η οποία εμπεριέχει εμπειρίες και γεγονότα που διακρίνονται από αιτιακή σύνδεση και χρονολογική διαδοχή (Βρετουδάκη, 2017).

Η Τζουριάδου (1995) επισημαίνει ότι ο αφηγηματικός λόγος των παιδιών προσχολικής ηλικίας δεν είναι μόνο γλωσσικό επίτευγμα, αλλά και ένα πολύτιμο εργαλείο. Η ανάλυσή του μπορεί να αποκαλύψει κρίσιμα στοιχεία για το επίπεδο γλωσσικής ανάπτυξης του παιδιού. Οι αφηγηματικές ικανότητες, μάλιστα, εξελίσσονται σταδιακά και αποτελούν ισχυρούς δείκτες για τη μελλοντική μαθησιακή πορεία, την κοινωνική ένταξη (Stadler & Ward, 2005· Kendeou et al., 2009) και, ευρύτερα, για την κατηγοριοποίησή του εντός ή εκτός του φάσματος της τυπικής αναπτυξιακής τροχιάς (Curenton & Lucas, όπως αναφέρεται στη Μάρα, 2017). Η αδυναμία ανάπτυξης αυτών των δεξιοτήτων ενδέχεται να επηρεάσει αρνητικά τόσο την κοινωνική ζωή (π.χ. δυσκολία στην επικοινωνία των σκέψεών του) όσο και την ακαδημαϊκή απόδοση του παιδιού, δεδομένου ότι η

κατανόηση κειμένων, η επίλυση μαθηματικών προβλημάτων κ.ά. απαιτούν επαρκείς γλωσσικές ικανότητες.

Με βάση τα παραπάνω, πληθώρα ερευνών τονίζει τη σημασία της αξιολόγησης του αφηγηματικού λόγου, προκειμένου να εντοπιστούν ενδεχόμενες μαθησιακές δυσκολίες (Mäkinen et al., 2014). Όπως αναφέρει και η Νικολοπούλου (στο Ράλλη & Σιδηροπούλου, 2012), η συμβολή του αφηγηματικού λόγου δεν περιορίζεται στη γνωστική ανάπτυξη – αγγίζει και την ψυχοσυναισθηματική και κοινωνικοπολιτισμική διάσταση, στοιχεία θεμελιώδη για την ομαλή κοινωνική ένταξη των παιδιών.

Αναφορικά με το ίδιο το παιχνίδι, δεν υπάρχει ένας καθολικά αποδεκτός ορισμός, αφού πρόκειται για πολυδιάστατη έννοια που μπορεί να λάβει τη μορφή συμπεριφοράς, διαδικασίας ή προσέγγισης δραστηριοτήτων. Όπως αναφέρεται στο Αναλυτικό Πρόγραμμα Προσχολικής Εκπαίδευσης της Κύπρου (ΥΠΑΝ, 2020: 5), το παιχνίδι αποτελεί ταυτόχρονα μαθησιακή διαδικασία και αναπτυξιακό εργαλείο, οργανωτικό πλαίσιο της γνώσης, αλλά και αναφαίρετο δικαίωμα του παιδιού. Είναι μια κοινωνική πρακτική που έχει νόημα για τα ίδια τα παιδιά και επιτρέπει την έκφραση και ενίσχυση των συναισθημάτων, των αναγκών, των κινήτρων, των γνώσεων και των δεξιοτήτων τους. Αναμφίβολα, αποτελεί βασικό μέσο βιωματικής μάθησης και σφαιρικής ανάπτυξης (Kieff & Casbergue, 2017), ενώ, όταν μια δραστηριότητα ενδύεται τον παιγνιώδη χαρακτήρα, ενεργοποιεί υψηλότερα επίπεδα μεταγνωστικής επεξεργασίας και αυτορρύθμισης. Η ευελιξία του παιχνιδιού μειώνει το αίσθημα φόβου στα παιδιά, ενισχύοντας την αυτοεκτίμησή τους (Sheridan, 2014).

Η ενασχόληση με το παιχνίδι και την αφήγηση στη συγκεκριμένη μελέτη, βασίζεται στην καίρια σημασία που έχουν και τα δύο, κατά τα πρώτα έτη της ζωής ενός παιδιού. Το εκπαιδευτικό αφηγηματικό παιχνίδι που σχεδιάστηκε εστιάζει σε θεματικούς κώδικες, αφηγηματική μακροδομή και βασικά δομικά χαρακτηριστικά που συναντώνται στις ιστορίες αστυνομικού μυστηρίου. Όπως αναφέρει ο Cawelti (1976), οι ιστορίες αυτού του είδους δομούνται γύρω από συγκεκριμένα αφηγηματικά στοιχεία, τα οποία άλλοτε εμφανίζονται με γραμμική σειρά και άλλοτε με πιο ευέλικτη, ακόμα και αποσπασματική διάταξη. Η επιλογή του συγκεκριμένου είδους έγινε με γνώμονα τον "φορμουλαϊκό" του χαρακτήρα, δηλαδή την επαναληπτικότητα στη δομή, τη ροή της πλοκής και τους σταθερούς ρόλους των χαρακτήρων (Τσούτσουβα, 2010). Με βάση αυτό το πρότυπο αναπτύχθηκε το αφηγηματικό παιχνίδι «Μικροί ερευνητές, μεγάλοι αφηγητές», με σκοπό να διερευνηθεί η επίδρασή του στην αφηγηματική έκφραση των παιδιών, στον εμπλουτισμό του σχετικού λεξιλογίου αστυνομικού μυστηρίου, καθώς και να αξιολογηθεί συνολικά η αξία του παιχνιδιού.

2. Κυρίως μέρος

2.1 Σκοπός και Ερευνητικά Ερωτήματα

Για τη σύλληψη και ανάπτυξη του εκπαιδευτικού αφηγηματικού παιχνιδιού «Μικροί ερευνητές, μεγάλοι αφηγητές», αξιοποιήθηκε ένα σύνολο είκοσι επτά ιστοριών αστυνομικού μυστηρίου, προσαρμοσμένων για παιδιά προσχολικής ηλικίας. Οι ιστορίες αυτές μελετήθηκαν διεξοδικά ώστε να εντοπιστούν τα βασικά αφηγηματικά τους στοιχεία και το ειδικό λεξιλόγιο που σχετίζεται με το αστυνομικό μυστήριο, τα οποία και αποτέλεσαν τη βάση για τον σχεδιασμό των δραστηριοτήτων και των γλωσσικών προκλήσεων που ενσωματώνονται στο παιχνίδι.

Ο βασικός στόχος της παρούσας μελέτης ήταν να περιγράψει, να αναλύσει και να τεκμηριώσει πώς και σε ποιο βαθμό μπορεί ένα αφηγηματικό παιχνίδι εκπαιδευτικού χαρακτήρα – και συγκεκριμένα το «Μικροί ερευνητές, μεγάλοι αφηγητές» – να ενισχύσει την αφηγηματική ικανότητα των παιδιών. Επιπλέον, διερευνήθηκε κατά πόσο οι συμμετέχοντες ενσωμάτωσαν αυθόρμητα στις αφηγήσεις τους λέξεις και έννοιες που ανήκουν στο εξειδικευμένο λεξιλόγιο του είδους.

Στο τελευταίο στάδιο της έρευνας, ζητήθηκε από τα παιδιά, τους γονείς τους, καθώς και την υπεύθυνη εκπαιδευτικό να εκφράσουν την άποψή τους για την αξία και την αποτελεσματικότητα του παιχνιδιού. Το παρόν άρθρο αποτυπώνει ένα μέρος αυτής της ερευνητικής εργασίας, εστιάζοντας

κυρίως στα αποτελέσματα που αφορούν τις αφηγηματικές δεξιότητες που ανέπτυξαν τα παιδιά κατά τη διάρκεια της εφαρμογής.

2.2 Δείγμα

Το ερευνητικό δείγμα συγκροτήθηκε από τρία παιδιά προσχολικής ηλικίας, τα οποία επιλέχθηκαν βάσει συγκεκριμένων κριτηρίων, που αφορούσαν στα ιδιαίτερα χαρακτηριστικά και στο αναπτυξιακό τους προφίλ. Πιο αναλυτικά, τα κριτήρια επιλογής περιλάμβαναν: |α| την ηλικιακή τους καταλληλότητα, |β| τα προσωπικά τους ενδιαφέροντα – με έμφαση στην έκθεση σε πλούσια αναγνωστικά ερεθίσματα και την έμφυτη έλξη προς τις αφηγήσεις – καθώς και |γ| την τεκμηριωμένη εισήγηση της υπεύθυνης εκπαιδευτικού του τμήματος.

Τα χαρακτηριστικά των παιδιών που συμμετείχαν στην παρούσα μελέτη αποτυπώνονται συνοπτικά στον ακόλουθο πίνακα:

Πίνακας 1: Χαρακτηριστικά συμμετεχόντων παιδιών

Ψευδώνυμο	Ορφέας	Πάρης	Άρτεμις
Φύλο	Άρρεν	Άρρεν	Θήλυ
Ηλικία	5 και 9/12	5 και 7/12	5 και 9/12

2.3 Συλλογή και ανάλυση δεδομένων

Η υλοποίηση του εκπαιδευτικού αφηγηματικού παιχνιδιού, διαρθρώθηκε σε τρεις θεματικούς κύκλους και πραγματοποιήθηκε στο πλαίσιο δημόσιου νηπιαγωγείου στην Κύπρο, κατά τη διάρκεια του πρώτου τριμήνου του σχολικού έτους 2021–2022. Πριν από την έναρξη της εφαρμογής του προγράμματος, πραγματοποιήθηκε προδιαγνωστικός έλεγχος, κατά τον οποίο χρησιμοποιήθηκαν πέντε αφηγηματικές κάρτες. Οι κάρτες αυτές παρουσιάστηκαν στα παιδιά με χρονολογική σειρά και ζητήθηκε από κάθε παιδί ξεχωριστά να συνθέσει και να αφηγηθεί μια ιστορία, με στόχο την αρχική αξιολόγηση των αφηγηματικών του δεξιοτήτων. Η αφήγηση ήταν πλήρως ελεύθερη, χωρίς κατευθυντικό πλαίσιο ή προκαθορισμένο λεξιλόγιο.

Το ερευνητικό πρόγραμμα περιλάμβανε συνολικά είκοσι επτά συναντήσεις, διάρκειας σαράντα λεπτών η καθεμία. Η κάθε συνάντηση περιλάμβανε εναλλακτικά είτε την ακρόαση μιας δεκαπεντάλεπτης ιστορίας αστυνομικού μυστηρίου είτε την υλοποίηση του εκπαιδευτικού αφηγηματικού παιχνιδιού ή ημιδομημένων παιγνιωδών δραστηριοτήτων. Όλες οι συναντήσεις ηχογραφήθηκαν, απομαγνητοφωνήθηκαν, κωδικοποιήθηκαν και στη συνέχεια αξιολογήθηκαν.

Η συλλογή των δεδομένων προέκυψε μέσα από την ανάλυση των διαλόγων ανάμεσα στα παιδιά και την ερευνήτρια, την επεξεργασία των φύλλων εργασίας που ενσωματώνονταν στο πλαίσιο του παιχνιδιού, καθώς και τις προσωπικές, ελεύθερες αφηγήσεις των παιδιών που δόθηκαν στο τέλος κάθε κύκλου. Η αποτίμηση των δεδομένων βασίστηκε τόσο στη συντρέχουσα όσο και στην τελική αξιολόγηση, σύμφωνα με τη θεωρητική προσέγγιση της μακροδομής αστυνομικού μυστηρίου του Cawelti (1976).

Σύμφωνα με τον Cawelti, οι ιστορίες αστυνομικού μυστηρίου συγκροτούνται από πέντε θεμελιώδη αφηγηματικά στοιχεία, τα οποία μπορούν να εμφανίζονται είτε με γραμμική σειρά είτε σε διαφορετική διάταξη ή/και να συνυπάρχουν:

|α| η εισαγωγή του ερευνητή,
|β| η παρουσίαση του εγκλήματος και η άγνοια,
|γ| η διεξαγωγή της έρευνας και η πορεία προς τη γνώση,
|δ| η εξιχνίαση και η ενοχοποίηση, και
|ε| η έκβαση και η απονομή της δικαιοσύνης.

Η ανάλυση του υλικού επικεντρώθηκε στην αναγνώριση αυτών των αφηγηματικών ενοτήτων στις ελεύθερες αφηγήσεις των παιδιών, με στόχο την καταγραφή του βαθμού ενσωμάτωσης χαρακτηριστικών των ιστοριών μυστηρίου στις αφηγηματικές τους επιδόσεις.

3. Αποτελέσματα

3.1 Βελτίωση Αφηγηματικής Ικανότητας

Η αφηγηματική ικανότητα των παιδιών παρουσίασε σαφή βελτίωση καθ' όλη τη διάρκεια του παιχνιδιού. Όσο το πρόγραμμα εξελισσόταν, τα παιδιά άρχισαν να ενσωματώνουν περισσότερα δομικά στοιχεία στις ελεύθερες αφηγήσεις τους. Η αξιολόγηση της εξέλιξης αυτής πραγματοποιήθηκε σε στάδια, με την πρώτη αξιολόγηση να γίνεται πριν από την έναρξη του προγράμματος, με βάση τη θεωρία της μακροδομής του αστυνομικού μυστηρίου του Cawelti (1976) και να ακολουθούνται οι τελικές αξιολογήσεις για κάθε κύκλο παιχνιδιού. Σε κάθε στάδιο, η αφηγηματική παραγωγή του κάθε παιδιού αξιολογήθηκε με γνώμονα τον αριθμό και τη συνάφεια των δομικών στοιχείων του αστυνομικού μυστηρίου που περιλάμβανε.

Τα αποτελέσματα του προδιαγνωστικού ελέγχου και των τελικών αξιολογήσεων παρουσιάζονται στον Πίνακα 2.

Πίνακας 2: Εμφάνιση δομικών στοιχείων αστυνομικού μυστηρίου στις ελεύθερες αφηγήσεις κάθε παιδιού (α: εισαγωγή ερευνητή, β: έγκλημα και άγνοια, γ: έρευνα και μέθοδος προς τη γνώση, δ: εξιχνίαση, γνώση και ενοχοποίηση και ε: έκβαση)

Ψευδώνυμο	Ορφέας	Πάρης	Άρτεμις
Προδιαγνωστικός έλεγχος	2 (β, ε)	0	0
Τελική Αξιολόγηση	5 (α, β, γ, δ, ε)	5 (α, β, γ, δ, ε)	4 (α, γ, δ, ε)

Ενδεικτικά, παρατίθεται η αξιολόγηση ενός από τους συμμετέχοντες, του Ορφέα, η οποία πραγματοποιήθηκε με την ολοκλήρωση του πρώτου κύκλου του παιχνιδιού. Ο Ορφέας, μετά την παρουσίαση των πέντε αφηγηματικών καρτών (βλ. Εικόνα 1), ανέφερε την ιστορία: «Ένας κλέφτης ήρθε και έκλεψε τη γατούλα, αλλά ο ντετέκτιβ ήρθε και έσωσε την γατούλα και μετά η ιστορία τέλειωσε».

Εικόνα 1: Αφηγηματικές κάρτες Ορφέα – Υπόθεση #1

Η αφήγηση αυτή αξιολογήθηκε σύμφωνα με την δομική ανάλυση του Cawelti (1976). Στην εν λόγω ιστορία, ο Ορφέας χρησιμοποίησε δύο από τα βασικά δομικά στοιχεία του αστυνομικού μυστηρίου: (α) την εισαγωγή του ερευνητή και (β) την εξιχνίαση του εγκλήματος.

Αντίθετα, στην τρίτη αξιολόγηση, η οποία έλαβε χώρα με την ολοκλήρωση του Κύκλου Γ' του παιχνιδιού, ο Ορφέας, βασισμένος σε πέντε νέες αφηγηματικές κάρτες (βλ. Εικόνα 2), ανέφερε την ιστορία: «Μια φορά και έναν καιρό ήταν ο Άγιος Βασίλης, ήταν στη βιβλιοθήκη του, έβαλε τα δωράκια αντί για βιβλία, τα έβαλε στη σάκα του και πήγε να πιάσει το τελευταίο δώρο, αλλά εξαφανίστηκε. Και έπρεπε να τηλεφωνήσει στον ντετέκτιβ σκύλο. Ο σκύλος ακολούθησε τα ίχνη του κλέφτη, έψαξε παντού αλλά δεν τον βρήκε. Ωστόσο, βρήκε κάτι που έμοιαζε με τα δαχτυλικά αποτυπώματα του Αγίου Βασίλη. Τα ακολούθησε και βρήκε τον ένοχο. Τον έκανε ανάκριση, ήταν κορίτσι και μετά την φωτογράφισαν και την έβαλαν φυλακή».

Εικόνα 2: Αφηγηματικές κάρτες Ορφέα – Υπόθεση #3

Στην τρίτη περίπτωση, ο Ορφέας χρησιμοποίησε πέντε δομικά στοιχεία του αστυνομικού μυστηρίου, περιλαμβάνοντας: (α) την εισαγωγή του ερευνητή, (β) την παρουσίαση του εγκλήματος και την άγνοια, (γ) τη διαδικασία της έρευνας και την μέθοδο προς τη γνώση, (δ) την εξιχνίαση και ενοχοποίηση και (ε) την έκβαση και την τιμωρία του εγκληματία.

Αυτή η διαφοροποίηση μεταξύ των πρώτων και τελευταίων αξιολογήσεων, καταδεικνύει την πρόοδο στην αφηγηματική ικανότητα του Ορφέα, η οποία ενισχύθηκε μέσω της συμμετοχής του στο εκπαιδευτικό αφηγηματικό παιχνίδι.

3.2 Μελέτη Ιχνογραφημάτων

Η μελέτη των δεδομένων της έρευνας ανέδειξε την αντανάκλαση της βελτιωμένης αφηγηματικής ικανότητας των παιδιών στα ιχνογραφήματά τους (βλ. Πίνακας 3), τα οποία αποτελούσαν μέρος των δραστηριοτήτων του εκπαιδευτικού αφηγηματικού παιχνιδιού.

Πίνακας 3: Δομικά στοιχεία ιχνογραφημάτων (α: εισαγωγή ερευνητή, β: έγκλημα και άγνοια, γ: έρευνα και μέθοδος προς τη γνώση, δ: εξιχνίαση, γνώση και ενοχοποίηση και ε: έκβαση)

Όνομα Παιδιού	Ορφέας	Πάρης	Άρτεμις
Κύκλος Α' (1ο ,2ο, 3ο)	α, ε / Απουσία / α, γ, ε	α, ε / α, γ / α, β, ε	α / α, γ / α, β, γ
Κύκλος Β' (4ο, 5ο)	ε / α, β, ε	Απουσία / 0	β / α, β, ε
Κύκλος Γ' (6ο)	β, δ, ε	α, β, δ, ε	α, β, δ, ε

Στον **Κύκλο Α'**, τα παιδιά δημιούργησαν τρία ελεύθερα ιχνογραφήματα, σύμφωνα με το προγραμματισμένο σενάριο. Το πρώτο ιχνογράφημα πραγματοποιήθηκε μετά την ολοκλήρωση ενός σεναρίου που αφορούσε την κλοπή ενός σκύλου, με τα παιδιά-ντετέκτιβ να αναλαμβάνουν τον ρόλο της ανακάλυψης του ενόχου, βάσει των διαθέσιμων στοιχείων. Ζητήθηκε από τα παιδιά να ζωγραφίσουν την ιστορία του αστυνομικού μυστηρίου που μόλις είχαν δραματοποιήσει. Στο ιχνογράφημα του **Ορφέα** (Εικόνα 3α), τα δομικά στοιχεία που αποτυπώνονται είναι δύο: (α) ο ερευνητής (ρόλος) και (β) η έκβαση (λύση του μυστηρίου, εντοπίστηκε ο σκύλος). Παρόμοια, τα ιχνογραφήματα του **Πάρη** (Εικόνα 3β) και της **Άρτεμις** (Εικόνα 3γ) αναπαριστούν τα ίδια δομικά στοιχεία. Ενδιαφέρον έχει η συναισθηματική απόδοση στο πρόσωπο του ντετέκτιβ, με τον **Πάρη** να εξηγεί ότι τον ζωγράφισε χαρούμενο «επειδή βρήκε το σκυλάκι», εκφράζοντας χαρά και ικανοποίηση για την επίτευξη του στόχου του.

Εικόνα 3 (Από αριστερά προς δεξιά: α| Πάρης, β| Ορφέας, γ| Άρτεμις)

Στον **Κύκλο Γ'**, τα παιδιά δημιουργήσανε ελεύθερα ιχνογραφήματα στο τέλος μίας από τις συναντήσεις του κύκλου, έχοντας ως οδηγία να σχεδιάσουν μια ιστορία αστυνομικού μυστηρίου. Στο ιχνογράφημα του **Ορφέα** (Εικόνα 4α), ο Ορφέας απεικόνισε τη μητέρα του έξω σε μια αυλή και έναν κλέφτη που της έκλεψε τα κοτσιδάκια από τα μαλλιά της. Όπως αναφέρει ο ίδιος: «Ο ένοχος ήταν κορίτσι, η αδερφή της μαμάς μου και είναι λυπημένη, έπιασε τα μαλλιά της κοτσάκια για να μην καταλάβουν ότι είναι κλέφτης». Στο εν λόγω ιχνογράφημα, εντοπίζονται τρία δομικά στοιχεία: (α) το έγκλημα (κλοπή), (β) η ενοχοποίηση (αδερφή της μάνας) και (γ) η έκβαση (φυλακή).

Στο ιχνογράφημα του **Πάρη** (Εικόνα 4β), από τα αριστερά προς τα δεξιά, φαίνεται η κρυψώνα του ενόχου, με έναν κλέφτη ντυμένο στα μαύρα, έναν λύκο και έναν ντετέκτιβ, όλα αυτά σε ένα δάσος. Σύμφωνα με τον ίδιο, ο κλέφτης συνεργαζόταν με τον λύκο και του ζήτησε να κλέψει το καπέλο του ντετέκτιβ. Ωστόσο, ο ντετέκτιβ κατάφερε να συλλάβει τον λύκο με τη χρήση ενός διχτυού. Στο ιχνογράφημα αυτό αποτυπώνονται τέσσερα δομικά στοιχεία: (α) η εισαγωγή του ερευνητή, (β) το έγκλημα (κλοπή), (γ) η ενοχοποίηση (λύκος) και (δ) η έκβαση (σύλληψη του λύκου).

Τέλος, στο ιχνογράφημα της **Άρτεμις** (Εικόνα 4γ), από τα αριστερά προς τα δεξιά, εικονίζεται ο αστυνομικός σταθμός, ο ντετέκτιβ και ο ένοχος (κλέφτης) στη φυλακή. Στο εν λόγω ιχνογράφημα εντοπίζονται τέσσερα δομικά στοιχεία: (α) η εισαγωγή του ερευνητή, (β) το έγκλημα (κλοπή), (γ) η ενοχοποίηση και (δ) η έκβαση (φυλακή).

Εικόνα 4 (Από αριστερά προς δεξιά: α| Πάρης, β| Ορφέας, γ| Άρτεμις)

4. Συζήτηση Αποτελεσμάτων

Οι αφηγηματικές ικανότητες των παιδιών σχετίζονται άμεσα με την εξέλιξή τους, επηρεάζοντας κυρίως την κατανόηση, τον γραμματισμό και τις αναγνωστικές δεξιότητες (Brown, Garzarek, & Donegan, 2014), και η ανάπτυξή τους είναι καθοριστική για τη συνολική τους ανάπτυξη. Στην παρούσα εργασία, εξετάζεται η βελτίωση των αφηγηματικών δεξιοτήτων των παιδιών μέσω του εκπαιδευτικού αφηγηματικού παιχνιδιού «Μικροί Ερευνητές, Μεγάλοι Αφηγητές», το οποίο εντάσσεται σε μια ευρύτερη ερευνητική προσπάθεια. Τα αποτελέσματα υπήρξαν ιδιαιτέρως ενθαρρυντικά, καθώς τα παιδιά ενσωμάτωσαν σημαντικά δομικά στοιχεία του αφηγηματικού είδους του μυστηρίου στις ελεύθερες αφηγήσεις τους, βελτιώνοντας αισθητά τις αφηγηματικές τους ικανότητες.

Ένα από τα βασικά ερευνητικά ερωτήματα που τέθηκαν αφορούσε την ικανότητα των παιδιών να εφαρμόζουν τη μακροδομή ιστοριών αστυνομικού μυστηρίου στις αφηγήσεις τους. Η τελική αξιολόγηση ανέδειξε ουσιαστική βελτίωση στο αφηγηματικό προϊόν όλων των παιδιών σε σύγκριση

με τον αρχικό, προδιαγνωστικό έλεγχο. Μέσα από τη συμμετοχή τους στο παιχνίδι, τα παιδιά ανέπτυξαν τη δεξιότητα της δομημένης αφήγησης, ενσωματώνοντας προοδευτικά περισσότερα αφηγηματικά στοιχεία, γεγονός που καταδεικνύει τη σταδιακή εσωτερίκευση της μακροδομής. Παρότι υφίσταται ακόμη περιθώριο ανάπτυξης, η συμβολή του παιχνιδιού ήταν καθοριστική, καθώς, σύμφωνα με σχετική βιβλιογραφία, η συμμετοχή σε παιχνίδια ρόλων ενισχύει σημαντικά την αφηγηματική παραγωγή μέσω της ενεργητικής εμπλοκής και της διαλογικής διαδικασίας (Fisher, Hirsch-Pasek, Golinkoff, & Singer, 2011; Nicolopoulou, 2005).

Σημαντική υπήρξε και η συμβολή του επιλεγμένου λογοτεχνικού υλικού, καθώς τα βιβλία που περιλαμβάνονταν στο πακέτο παρείχαν πλούσια γλωσσικά και αφηγηματικά ερεθίσματα. Οι ιστορίες μυστηρίου βοήθησαν τα παιδιά να έρθουν σε επαφή με τις βασικές έννοιες και διαδικασίες του συγκεκριμένου αφηγηματικού είδους, ενισχύοντας τη γνωστική τους εξοικείωση με τις αφηγηματικές δομές. Καθώς προχωρούσε η διαδικασία, τα παιδιά ενσωμάτωναν σταδιακά τα ειδικά δομικά στοιχεία των ιστοριών στις αφηγήσεις τους, επιβεβαιώνοντας προηγούμενες διαπιστώσεις ότι τα παιδιά της προσχολικής ηλικίας δύνανται να κατακτήσουν γραμματισμούς διαφορετικών λογοτεχνικών ειδών μέσα από κατάλληλα υποστηριζόμενες πρακτικές (Χατζησαββίδης, 2002).

Επιπλέον, καταλυτικός αποδείχθηκε ο ρόλος των αφηγηματικών καρτών που αξιοποιήθηκαν στο πλαίσιο του παιχνιδιού. Οι κάρτες αυτές βοήθησαν ουσιαστικά τα παιδιά να συγκρατούν, να ανακαλούν και τελικά να εφαρμόζουν τα δομικά στοιχεία των ιστοριών μυστηρίου. Διαπιστώθηκε ότι όσο περισσότερες κάρτες είχαν στη διάθεσή τους (ιδίως στις περιπτώσεις με πέντε κάρτες), τόσο πιο πλήρεις και δομημένες ήταν οι αφηγήσεις τους. Το γεγονός ότι τα αφηγηματικά στοιχεία ενσωματώνονταν λειτουργικά στις αφηγήσεις τους τεκμηριώνει ότι τα παιδιά είχαν εσωτερικεύσει και εμπεδώσει τις σχετικές αφηγηματικές δομές. Σύμφωνα με τους Kaderavek και Sulzby (2000), οι εικόνες αποτελούν καθοριστικό εργαλείο για την ενίσχυση της αφηγηματικής παραγωγής, υποστηρίζοντας παράλληλα και την εργαζόμενη μνήμη – στοιχείο ιδιαίτερα κρίσιμο για τα μικρότερα παιδιά, τα οποία δεν μπορούν να επεξεργαστούν μεγάλο όγκο πληροφοριών ταυτόχρονα (Eaton, Collis, & Lewis, 1999).

Επιπροσθέτως, οι αφηγήσεις των παιδιών εξελίχθηκαν δυναμικά, με σαφή πρόοδο σε ανώτερα αφηγηματικά στάδια και ενσωμάτωση περισσότερων αφηγηματικών ενοτήτων. Αυτή η εξέλιξη καταδεικνύει μια αυξανόμενη ικανότητα σύνθεσης και ανασύνθεσης της αφήγησης, η οποία ενισχύθηκε από τη συμμετοχή τους στο εκπαιδευτικό πρόγραμμα. Παράλληλα, παρατηρήθηκε εμπλουτισμός του λεξιλογίου με όρους σχετικούς με το αφηγηματικό είδος, όπως «υπόθεση», «ύποπτος», «δαχτυλικά αποτυπώματα», και «ανάκριση», γεγονός που ενίσχυσε τόσο τη γλωσσική έκφραση όσο και την κατανόηση των αφηγηματικών δομών.

Η συμμετοχή στο παιχνίδι ενίσχυσε τον ενθουσιασμό των παιδιών, τα οποία ανέφεραν με χαρά πως «μάθαμε πώς λειτουργούν οι αληθινοί ντετέκτιβ και ποια εργαλεία χρησιμοποιούν για να λύσουν μια υπόθεση». Το σχόλιο αυτό υποδεικνύει τη θετική επίδραση της βιωματικής μάθησης και της εφαρμογής θεωρητικών εννοιών σε ρεαλιστικά, λειτουργικά σενάρια. Τέλος, η ανατροφοδότηση από την εκπαιδευτικό και τους γονείς ήταν ιδιαίτερα θετική, τόσο ως προς την ενεργή συμμετοχή των παιδιών όσο και ως προς τα μαθησιακά αποτελέσματα. Τα οφέλη αυτά έγιναν ιδιαίτερα εμφανή κατά την ολοκλήρωση του προγράμματος, ενισχύοντας την εκπαιδευτική αξία της προτεινόμενης διδακτικής μεθόδου.

5. Συμπεράσματα

Η παρούσα ερευνητική προσπάθεια, ανέδειξε τη σημασία της αξιοποίησης του αφηγηματικού παιχνιδιού ως διδακτικού εργαλείου για την ενίσχυση των αφηγηματικών ικανοτήτων παιδιών προσχολικής ηλικίας. Η εφαρμογή του προγράμματος «Μικροί Ερευνητές, Μεγάλοι Αφηγητές» οδήγησε σε ουσιαστική βελτίωση τόσο της ποιότητας όσο και της δομής των αφηγήσεων των παιδιών. Τα ευρήματα καταδεικνύουν ότι, μέσα από τη συστηματική εμπλοκή τους στο παιχνίδι, τα παιδιά ανέπτυξαν αυξημένη ικανότητα οργάνωσης και σύνθεσης αφηγηματικών δομών, με σταδιακή μετάβαση σε πιο σύνθετα και ολοκληρωμένα αφηγηματικά στάδια.

Η ενσωμάτωση λεξιλογίου σχετικού με το αφηγηματικό είδος του αστυνομικού μυστηρίου και η χρήση ειδικών όρων αποδεικνύει όχι μόνο τη γλωσσική ενδυνάμωση των παιδιών, αλλά και την εμβάθυνση στην κατανόηση του είδους. Παράλληλα, η χρήση υποστηρικτικού υλικού, όπως αφηγηματικές κάρτες και επιλεγμένα λογοτεχνικά βιβλία, αποδείχθηκε καθοριστικής σημασίας στην ενίσχυση της εργαζόμενης μνήμης και της αφηγηματικής οργάνωσης, επιτρέποντας στα παιδιά να συγκρατούν και να εφαρμόζουν με ακρίβεια τα δομικά στοιχεία του είδους.

Η θετική επίδραση της βιωματικής προσέγγισης επιβεβαιώθηκε τόσο από τα ποιοτικά δεδομένα της συμμετοχής και του ενθουσιασμού των παιδιών όσο και από τη θετική ανατροφοδότηση εκπαιδευτικού και γονέων. Η ενεργή εμπλοκή, η παιγνιώδης αλληλεπίδραση και η αξιοποίηση ρεαλιστικών σεναρίων αποτέλεσαν βασικά στοιχεία για την επιτυχή ενίσχυση των αφηγηματικών και γλωσσικών δεξιοτήτων.

Συνολικά, τα αποτελέσματα της παρούσας μελέτης επιβεβαιώνουν ότι η ενσωμάτωση αφηγηματικών παιχνιδιών με σαφή παιδαγωγική στόχευση και κατάλληλο υποστηρικτικό υλικό μπορεί να αποτελέσει ένα αποτελεσματικό διδακτικό μέσο για την καλλιέργεια του προφορικού λόγου, της αφήγησης και του πρώιμου γραμματισμού. Οι παρατηρούμενες αλλαγές ενισχύουν τη σημασία της παιγνιώδους και πολυτροπικής μάθησης στο πλαίσιο της προσχολικής εκπαίδευσης και θέτουν τις βάσεις για περαιτέρω ερευνητικές διερευνήσεις και εφαρμογές.

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ΤΠΕ ΚΑΙ ΣΥΜΠΕΡΙΛΗΨΗ ΣΤΗ ΦΥΣΙΚΗ ΑΓΩΓΗ: ΠΡΟΩΘΩΝΤΑΣ ΤΗΝ ΚΟΙΝΩΝΙΚΗ ΕΝΣΩΜΑΤΩΣΗ ΜΑΘΗΤΩΝ ΜΕ ΨΥΧΟΚΟΙΝΩΝΙΚΟΥΣ ΦΡΑΓΜΟΥΣ ΣΤΗΝ ΠΡΩΤΟΒΑΘΜΙΑ ΕΚΠΑΙΔΕΥΣΗ

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Περίληψη

Στην παρούσα μελέτη διερευνάται η ενσωμάτωση των σύγχρονων Τεχνολογιών Πληροφορίας και Επικοινωνιών (ΤΠΕ) στη διδασκαλία της Φυσικής Αγωγής (ΦΑ) ως εργαλείο ενίσχυσης της κοινωνικής ενσωμάτωσης των μαθητών του Δημοτικού Σχολείου με ψυχοκοινωνικούς φραγμούς. Ουσιαστικά, διερευνάται ο βαθμός στον οποίο η αξιοποίηση των ΤΠΕ δύναται να ενισχύσει τους μαθητές αυτούς, προάγοντας ουσιαστικές κοινωνικές αλληλεπιδράσεις, αυξάνοντας την ενεργό συμμετοχή τους στο εν λόγω μάθημα και συνάμα, συμβάλλοντας στη δημιουργία ενός συμπεριληπτικού μαθησιακού περιβάλλοντος.

Λέξεις κλειδιά: ΤΠΕ, ΦΑ, συμπερίληψη, ψυχοκοινωνικοί φραγμοί

1. Εισαγωγή

Η ΦΑ αποτελεί ένα εμπλουτισμένο μαθησιακό περιβάλλον, στο οποίο είναι υπαρκτός ο ανταγωνισμός, αναγνωρίζονται οι δυνατότητες και οι αδυναμίες του καθενός, αναλαμβάνονται ποικίλοι ρόλοι, αναπτύσσονται στρατηγικές και τεχνικές, το αίσθημα της δικαιοσύνης, ο σεβασμός, ακολουθούνται κανόνες κι οδηγίες, επαυξάνονται τα κίνητρα και συγχρόνως βελτιώνεται η μνήμη, η προσοχή και η αναλυτική σκέψη. Σκοπός του μαθήματος είναι αφενός η βελτίωση της σωματικής κίνησης και αφετέρου των γνωστικών, συναισθηματικών και κοινωνικών πεδίων (Bailey et al., 2009). Ωστόσο, στα παιδιά ενδεχομένως εκλείπουν τα κίνητρα ενασχόλησης με τον αθλητισμό, κι επομένως κρίνεται αναγκαία η δημιουργία κατάλληλων συνθηκών για την υποστήριξή τους προς αυτή την κατεύθυνση (Syuro, Takahiko, & Hidetaka, 2020).

Η ενσωμάτωση των ΤΠΕ στο μάθημα της ΦΑ αναμφίβολα ενισχύει τη γνωστική, τη συναισθηματική και την ψυχοκινητική μάθηση, εξυπηρετώντας συνάμα την ταυτόχρονη ανατροφοδότηση που λαμβάνουν οι μαθητές, γεγονός που μπορεί να πραγματοποιηθεί μόνο με τη χρήση τους. Οι ΤΠΕ αποτελούν εργαλεία προώθησης της αυτοκατευθυνόμενης και συνεργατικής μάθησης, κάνοντας την τελευταία να δύναται να λάβει χώρα και δίχως τη βοήθεια των εκπαιδευτικών. Επιπλέον, οι μαθητές έχουν τη δυνατότητα, εργαζόμενοι σε μικρές ομάδες, να παρέχουν βοήθεια στους συμμαθητές τους, γεγονός που ενισχύει το θετικό μαθησιακό περιβάλλον για το σύνολο των μαθητών (Koh, Tan, Camire, Paculdar, & Chua, 2021).

2. Κυρίως μέρος

2.1 Οφέλη από την ενσωμάτωση των ΤΠΕ στη διδασκαλία

Οι ΤΠΕ λειτουργούν ως παρακινητές των μαθητών, αυξάνοντας τα κίνητρά τους με τις δυνατότητες που διαθέτουν, τους ωθούν σε περαιτέρω εξάσκηση, διορθώνουν τις εκτελέσεις των ασκήσεων που εκτελούν, υποστηρίζοντας έτσι την αυτονομία τους. Ταυτόχρονα προσθέτουν νέες στρατηγικές στη διαδικασία της διδασκαλίας, καλύπτοντας τις ψυχολογικές ανάγκες των παιδιών (SHAPE America, 2017).

Μέσω των ΤΠΕ διευκολύνεται η προώθηση παιδαγωγικών καινοτομιών, αυξάνονται τα επίπεδα απόλαυσης των μαθητών, βελτιώνεται η αντίληψη του εαυτού όπως και η προσοχή τους, ενώ

ικανοποιούνται ποικιλοτρόπως οι διαφορετικές ανάγκες τους (Komar, Chow, Kawabata, & Choo, 2022). Το περιεχόμενο της διδασκαλίας δύναται να εξατομικεύεται εστιάζοντας στα δυνατά σημεία αλλά και τις αδυναμίες του κάθε μαθητή. Επιπλέον, παρέχεται η δυνατότητα να παρακολουθούν εκπαιδευτικά προγράμματα χωρίς την παρουσία του εκπαιδευτικού, γεγονός που τείνει να αυξάνει τις συνολικές γνώσεις τους (Barrow, Markman, & Rouse, 2009).

Αναφορικά με τους μαθητές με ειδικές εκπαιδευτικές ανάγκες, οι επαναλαμβανόμενες αποτυχίες που ενδεχομένως έρχονται αντιμέτωποι, δύναται να αμβλυνθούν μέσω της χρήσης ΤΠΕ, καθώς οι τελευταίες τείνουν να αυξάνουν τα κίνητρα για μάθηση (Fernandez-Lopez, Rodríguez-Fórtiz, Rodríguez-Almendros, & Martínez-Segura, 2013).

Με τη χρήση των ΤΠΕ πραγματοποιούνται προσομοιώσεις, ευνοείται η παραγωγή υλικού για διαφορετικά επίπεδα μαθητών, ενώ στο διαδίκτυο είναι διαθέσιμα ποικίλα εργαλεία τόσο σχετικά με την αξιολόγηση των μαθητών όσο και με τις μεθόδους διδασκαλίας. Εξίσου πολλαπλά είναι και τα τεστ που εντοπίζουν τις ειδικές εκπαιδευτικές ανάγκες των μαθητών (Billingsley, Israel, & Smith, 2011).

Στο σύγχρονο πολυπολιτισμικό συμπεριληπτικό σχολείο φοιτούν μαθητές με ιδιαιτερότητες, κι αν ληφθεί υπόψη πως και το περιβάλλον στο οποίο διαβιούν οι μαθητές βρίσκεται σε άρρηκτη σχέση με τις κοινωνικές τους επιδόσεις (Παπακωνσταντίνου, 1986), διαπιστώνεται αυτομάτως η επιτακτική ανάγκη που υπάρχει για την άρση των ψυχοκοινωνικών εμποδίων αυτών των μαθητών και την προσπάθεια ενίσχυσης της κοινωνικής τους συμπεριφοράς.

Αναλυτικότερα, μαθητές προερχόμενοι από οικογένειες μεταναστών, διακατεχόμενοι από αισθήματα φόβου, άγχους και ανασφάλειας, απόρροια των αλλαγών που βιώνουν, έρχονται αντιμέτωποι με ψυχολογικούς φραγμούς, οι οποίοι ουκ ολίγες φορές οδηγούν στην κοινωνική τους απομόνωση και περιθωριοποίηση (Liambas, Tourtouras, & Kaskaris, 2007). Ακολούθως, μετανάστες και πρόσφυγες μαθητές παρουσιάζουν αυξημένες πιθανότητες εμφάνισης κοινωνικών προβλημάτων, καθώς έρχονται αντιμέτωποι με προκλήσεις στη χώρα υποδοχής τους, συμπεριλαμβανομένων των οικονομικών προβλημάτων, των γλωσσικών εμποδίων, τις προκαταλήψεις και τον ρατσισμό, όπως και την πιθανή απώλεια μελών της οικογένειάς τους (Hebebrandetal, 2016).

Επιπλέον, μαθητές μη τυπικής ανάπτυξης, με ειδικές εκπαιδευτικές ανάγκες ή με προβλήματα συμπεριφοράς συχνά αντιμετωπίζουν κοινωνικές δυσκολίες και χαρακτηρίζονται από ανεπαρκείς κοινωνικές δεξιότητες, ενώ η ανεπάρκειά τους αυτή επηρεάζοντας την επικοινωνία τους με τους άλλους, επηρεάζει κατ' επέκταση και τη συμμετοχή τους σε ομαδικές δραστηριότητες, με αποτέλεσμα τον συχνό αποκλεισμό τους και την περιθωριοποίησή τους από τους συμμαθητές τους (Yukselen & Yaban, 2013).

Επιπροσθέτως, μαθητές με μαθησιακές δυσκολίες έρχονται αντιμέτωποι με πολλαπλούς κοινωνικούς φραγμούς, αισθανόμενοι απόρριψη, κυρίως λόγω των υποσυνείδητων πεποιθήσεων που έχουν υιοθετήσει αναφορικά με την αποτυχία τους (Πολυχρόνη, Χατζηχρήστου & Μπίμπου, 2006). Στην πλειοψηφία τους οι μαθητές αυτοί τείνουν να απομονώνονται και να κλείνονται στον εαυτό τους, ενώ δεν σπανίζουν τα προβλήματα συμπεριφοράς και η εμφάνιση επιθετικότητας απέναντι στους συμμαθητές τους. Αξιοσημείωτες είναι δε, οι δυσκολίες που παρουσιάζουν στη δημιουργία φιλικών σχέσεων, όπως και στην ένταξή τους σε ομάδες συνομηλίκων (Milne & Schmidt, 1996). Ωστόσο, εκτός από τις ψυχολογικές δυσκολίες που συνοδεύουν της μαθησιακές δυσκολίες, ακόμα ένα χαρακτηριστικό των παιδιών αυτών είναι η δυσκολία προσαρμογής τους σε μεταβαλλόμενες καταστάσεις (Λιβανίου, 2004), όπως αυτή της πανδημίας.

Άξια λόγου είναι και η αύξηση της ενδοοικογενειακής βίας εν μέσω πανδημίας και ειδικότερα της παιδικής κακοποίησης, απόρροια του εγκλεισμού και του περιορισμού των μετακινήσεων, η οποία επηρέασε αναμφίβολα την ψυχική υγεία όλων των μελών της οικογένειας και κατά το πλείστον των παιδιών (Ebert & Steinert, 2021).

Παιδιά μονογονεϊκών οικογενειών τείνουν επίσης να παρουσιάζουν αυξημένες ψυχολογικές και συναισθηματικές δυσκολίες, μιας και η μονογονεϊκότητα είναι συνυφασμένη με το τέλος μιας μακροχρόνιας ασφαλιστικής σχέσης, η διακοπή της οποίας συνιστά τραυματική εμπειρία. Η ψυχολογία των παιδιών χάνει την ηρεμία της και διαταράσσεται, το παιδί αναγκάζεται σε ταχείες προσαρμογές, ενώ δεν εκλείπει η απόδοση ευθυνών στον εαυτό του (Κοσμόπουλος, 2006).

Όπως προκύπτει, προκειμένου να καλυφθούν οι ανάγκες του συνόλου των μαθητών στη σύγχρονη κοινωνία της πληροφορίας, κρίνεται αναγκαία η παρουσία μιας μετασχηματικής παιδαγωγικής, η οποία θα τους συνδράμει στην κατεύθυνση της απόκτησης δεξιοτήτων του 21ου αιώνα, ούτως ώστε να καταστούν ικανοί να ανταπεξέλθουν ως δημιουργικοί, κριτικά σκεπτόμενοι και ενεργοί πολίτες (Φιλιππούσης, 2015). Τα ψηφιακά μέσα δύνανται να συνδράμουν προς αυτή την κατεύθυνση, παρέχοντας τη δυνατότητα δημιουργικής συνεργασίας και κοινωνικής αλληλεπίδρασης (Παπαδημητρίου & Σοφός, 2019), συνδυαστικά με το μάθημα της Φυσικής Αγωγής, που αποτελεί ένα ιδιαίτερα ευνοϊκό περιβάλλον για τη διαμόρφωση του χαρακτήρα των παιδιών (Shields & Bredemeier, 1995).

2.2 Εφαρμογές και πλατφόρμες ως ενισχυντές της εκπαιδευτικής διαδικασίας

Πληθώρα εφαρμογών και πλατφορμών λειτουργούν ως ενισχυντές της διδασκαλίας και της μάθησης προωθώντας την κοινωνική ενσωμάτωση όλων των μαθητών και ιδίως εκείνων με ψυχοκοινωνικούς φραγμούς.

Η *μοντελοποίηση* βίντεο (video modeling) αποτελεί μία δημοφιλή και αποτελεσματική παρέμβαση, η οποία βασισμένη στην τεχνολογία, προβάλλει την επιθυμητή συμπεριφορά στόχο (Plavnick, MacFarland & Ferreri, 2015). Πρόκειται για μία εφαρμογή, με σημαντική συμβολή στην εκμάθηση δεξιοτήτων, απαιτώντας λιγότερο χρόνο εκπαίδευσης και χωρίς ιδιαίτερο κόστος (Charlop-Christy, Le, & Freeman, 2000).

Πιο συγκεκριμένα, η μοντελοποίηση, βασισμένη στη θεωρία της κοινωνικής μάθησης, είναι στην ουσία η προβολή μιας δεξιότητας η οποία υποδεικνύεται από ένα μοντέλο. Στη συνέχεια οι μαθητές με προτροπή του εκπαιδευτικού, εστιάζουν σε συγκεκριμένα στοιχεία της επίδειξης, ενώ ακολουθεί η εκτέλεση της ίδιας άσκησης από τους ίδιους (Nikopoulos & Keenan, 2006).

Η χρήση της μοντελοποίησης αυξάνει τη συχνότητα αλληλεπιδράσεων μεταξύ συνομηλίκων, τη συμμετοχή σε παιχνίδια, ενώ ενδείκνυται σε παρεμβάσεις που αφορούν άτομα με αναπηρίες ή αναπτυξιακές δυσκολίες, με προβλήματα ενσωμάτωσης αλλά και δυσκολίες κοινωνικών δεξιοτήτων (Bellini & Akullian, 2007). Η μοντελοποίηση τείνει να συμβάλλει στην ελαχιστοποίηση της διάσπασης προσοχής, λειτουργώντας συνάμα ως οπτικοακουστικό διεγερτικό (LeBlanc et al., 2003), όπως εξίσου είναι εξαιρετικά χρήσιμη στη διδασκαλία μαθητών που βρίσκονται στο φάσμα του αυτισμού προκειμένου για τη βελτίωση των κοινωνικών και επικοινωνιακών δεξιοτήτων τους (Plavnick, & Vitale, 2016).

Εκτός από τη σημαντική συμβολή της στην ανάπτυξη κινητικών δεξιοτήτων, η μοντελοποίηση συμβάλλει εξίσου στην ανάπτυξη δεξιοτήτων μίμησης, στη διδασκαλία της συναισθηματικής συμπεριφοράς, όπως επίσης και στη βελτίωση των αθλητικών επιδόσεων (Canella-Malone, Mizrachi, Sabielny & Jimerez, 2013).

Εν γένει, η μοντελοποίηση δύναται να χρησιμοποιηθεί στο πλαίσιο του μαθήματος της ΦΑ προκειμένου να συντελέσει στην εκμάθηση δεξιοτήτων και συμπεριφορών, μεταλαμπαδεύοντας γνώσεις που αφορούν κανόνες παιχνιδιών, ορθές συμπεριφορές στον χώρο του αθλητισμού, χρήση οργάνων και εξοπλισμού (Judge & Morgan, 2020). Η στείρα παραδοσιακή διδασκαλία όπου κυριαρχούν οι λεκτικές οδηγίες, εμπλουτίζεται από ένα σύνολο οπτικών μέσων και οι μαθητές μπαίνουν στη διαδικασία του αυτοστοχασμού, καθώς και σε διαδικασία σκέψης για τους τρόπους που θα επιτύχουν τον στόχο τους (Tissot & Evans, 2003). Τέλος, η μοντελοποίηση συμβάλλει στην αυτορρύθμιση της μάθησης, καθώς η σχέση μεταξύ μάθησης-παρατήρησης-αυτορρύθμισης είναι ισχυρή, με αποτέλεσμα οι μαθητές να απολαμβάνουν τον έλεγχο των μαθησιακών εμπειριών τους, με τους εκπαιδευτικούς να αποκτούν συνεργατικό ρόλο (Alderman & MacDonald, 2015).

Τα *exergames,* συνδυάζοντας το ψηφιακό παιχνίδι με την άσκηση, παρακινούν τους χρήστες στην εκτέλεση ασκήσεων με τρόπο ιδιαίτερα ελκυστικό, αυξάνοντας σε αρκετές περιπτώσεις τις σωματικές, τις κοινωνικές αλλά και τις γνωστικές τους δεξιότητες (Staiano & Calvert, 2011). Τα εν λόγω παιχνίδια περιλαμβάνουν ποικίλες αθλητικές δραστηριότητες, όπως αερόβια γυμναστική, ποδηλασία, χορό, kickboxing, πολεμικές τέχνες (Lieberman, 2006) και συνδυάζονται με την ύπαρξη

σε ορισμένες περιπτώσεις personal trainers, που αφενός παρακολουθούν την πρόοδο των συμμετεχόντων κι αφετέρου τους παρακινούν (Lieberman, 2006)

Απευθυνόμενα σε πολλές ηλικιακές ομάδες, τα exergames ενθαρρύνουν τους συμμετέχοντες να ανταγωνιστούν τόσο ατομικά όσο και ομαδικά με άλλους παίκτες, διευκολύνοντας τη σωματική δραστηριότητα και από το περιβάλλον του σπιτιού, ξεπερνώντας συνάμα τις ενδεχόμενες δυσκολίες της απόστασης. Λειτουργώντας ως κίνητρο, αποτελούν πολύτιμη παρέμβαση, συμβάλλοντας στη σωματική υγεία, στην αποκατάσταση από τραυματισμούς, στις χρόνιες παθήσεις και τις σωματικές αλλά και ψυχικές ασθένειες. Πρόκειται για παιχνίδια που περιλαμβάνουν ένα συγκεκριμένο στόχο που πρέπει να επιτευχθεί, κανόνες που διεγείρουν τη δημιουργικότητα μέσα σε όρια και σύστημα ανατροφοδότησης (Larsen, Schou, Lund, & Langberg, 2013).

Οι παίκτες με κινήσεις του σώματός τους ελέγχουν τις κινήσεις του χαρακτήρα στην οθόνη, χρησιμοποιώντας και παράλληλα αναπτύσσοντας δεξιότητες συντονισμού των διαφόρων μελών του σώματός τους σε γρήγορους χρόνους. Επιπλέον, η δυνατότητα που τους δίδεται να συνεργάζονται σε ομάδα και να ανταγωνίζονται, όπως και η δυνατότητα καταγραφής της ταχύτητας, της δύναμης και του χρόνου αντίδρασης, συμβάλλουν στην κοινωνική αλληλεπίδραση, στην ανάπτυξη πνευματικών ικανοτήτων, στην ενίσχυση της γνωστικής απόδοσης, κι εν γένει στη βελτίωση της υγείας και την παρακίνηση για σωματική δραστηριότητα (Staiano & Calvert, 2011).

Τα exergames δύνανται να αποτελέσουν σημαντική παρέμβαση σε μαθητές που έχουν υιοθετήσει έναν καθιστικό τρόπο ζωής (Hansen & Sanders, 2010), συμβάλλοντας στην απώλεια βάρους μακροπρόθεσμα, προσφέροντας πολλαπλά οφέλη στη φυσική τους κατάσταση (Unnitman, Houser, Fernhall, 2006), συμπεριλαμβανομένης της αύξησης των καρδιακών παλμών και της ενεργειακής δαπάνης (Graves, Ridgers & Gareth, 2010). Οι παίκτες έχουν την ευκαιρία να καλλιεργήσουν φιλίες μεταξύ τους, μειώνοντας αυτομάτως την ενδεχόμενη κοινωνική τους απομόνωση και το αίσθημα της μοναξιάς κι αυξάνοντας την αυτοεκτίμησή τους (Staiano & Calvert, 2011).

Η χρήση των exergames προσφέρει πολλαπλά πλεονεκτήματα κι αποτελεί επιλογή για τους μαθητές που για κάποιο λόγο αποκλείονταν από τα πραγματικά αθλήματα, δεν επιθυμούν να συμμετέχουν ή φέρουν κάποια μορφή αναπηρίας. Συμβάλλοντας στη διδασκαλία της ισορροπίας, του συντονισμού και της ευκινησίας, δίνουν τη δυνατότητα στους χρήστες να μεταφέρουν μετέπειτα αυτές τις δεξιότητες στα πραγματικά αθλήματα. Συνάμα, προσφέρουν σημαντική βελτίωση στις ακαδημαϊκές επιδόσεις, αφού συμβάλλουν στην ανάπτυξη της χωρικής επίγνωσης, της προσοχής, των σχέσεων αιτίου-αποτελέσματος και στον σχεδιασμό των ενεργειών (Papastergiou, 2009).

Το Edmodo αποτελεί μία ασφαλή πλατφόρμα εκμάθησης στην οποία οι εκπαιδευτικοί μπορούν να δημιουργήσουν προφίλ τόσο για τους ίδιους όσο και για τους μαθητές τους, όπου σε μία εικονική τάξη μπορούν να επικοινωνούν και να συνεργάζονται. Μέσω της πλατφόρμας προάγεται ο διαμοιρασμός περιεχομένου, η συμμετοχή των μαθητών σε εργασίες, κουίζ, η συμμετοχή σε δημοσκοπήσεις και η λήψη σχολίων από τους εκπαιδευτικούς, ακόμα και από το σπίτι. Η πλατφόρμα, έχοντας παραπάνω από 6,5 εκατομμύρια χρήστες, αποτελεί έναν από τους κορυφαίους ιστότοπους, που προωθώντας την καινοτομία, ευνοεί την εικονική αλληλεπίδραση (Hoesny, Chyani & Aziz, 2020).

Οι εκπαιδευτικοί ΦΑ έχουν τη δυνατότητα να βλέπουν όλες τις δημοσιεύσεις στο Edmodo, γεγονός που εξασφαλίζει την απουσία εκφοβισμού, ενώ επιτρέπεται η συμμετοχή των γονέων. Οι μαθητές μπορούν να μελετήσουν ανεξάρτητα, να συνεργαστούν αρμονικά με τους συμμαθητές τους, να προβούν σε σχολιασμούς μεταξύ τους και σε διόρθωση των δικών τους λαθών ή και των λαθών των συμμαθητών τους. Η χρήση της πλατφόρμας συμβάλλει στην ανάπτυξη της κριτικής σκέψης, στη διευκόλυνση της γνωστικής επεξεργασίας και στην εν γένει καθοδήγηση κι επέκταση του τρόπου σκέψης (Kurniawan, 2015).

Η συγκεκριμένη πλατφόρμα, εξασφαλίζοντας την πρόσβαση και σε κορυφαίους ειδικούς, συνιστά ένα αποτελεσματικό εργαλείο για τη δημιουργία ενός ασφαλούς μαθησιακού περιβάλλοντος εκτός τάξης (Halimah & Abdullah, 2022).

Η πλατφόρμα διδασκαλίας πολυμέσων (*Multimedia Teaching Platform*) ευνοεί τη διάδοση πληροφοριών μετατρέποντας τη σε μία βολική και συνάμα γρήγορη διαδικασία. Τα πολυμέσα

συνιστούν συνδυασμό κειμένου, γραφικών, κινούμενων εικόνων, βίντεο, ήχου και άλλων στοιχείων, τα οποία διεγείρουν τις πολλαπλές αισθήσεις των μαθητών στη διδασκαλία, βελτιώνοντας τη μνήμη τους, την κατανόηση κι εν γένει την ποιότητα της διδασκαλίας (Lin, 2017).

Το *Moodle* (Modular Object-Oriented Learning Environment) αποτελεί μία πλατφόρμα διδασκαλίας που προάγει τη μικτή διδασκαλία. Πρόκειται για πλατφόρμα που είναι ιδιαίτερα χρήσιμη για τη διδασκαλία των αθλημάτων. Αποτελώντας μία ευέλικτη πλατφόρμα διδασκαλίας της ΦΑ ευνοεί διαφοροποιημένους τρόπους επικοινωνίας και αλληλεπίδρασης, διαθέτοντας διαδικτυακό φόρουμ, συνομιλίες, σενάρια, δυνατότητα εργασιών για το σπίτι και ποικίλες άλλες δραστηριότητες (Feng, 2018).

Η Moodle αποτελεί ένα εικονικό περιβάλλον μάθησης που παρέχει βοήθεια στους εκπαιδευτικούς προκειμένου να δημιουργήσουν διαδικτυακές κοινότητες μάθησης. Είναι ειδικά σχεδιασμένη πλατφόρμα για την εξ αποστάσεως εκπαίδευση, ωστόσο μπορεί να χρησιμοποιηθεί και για την ενίσχυση των εννοιών του μαθήματος. Συγκεκριμένα, πρόκειται για ένα χρήσιμο εργαλείο διδασκαλίας, το οποίο υποστηρίζει τη δημιουργία πολλών διαφορετικών τύπων περιεχομένου, δύναται να λειτουργεί ως φόρουμ επικοινωνίας μεταξύ όλων των μελών της σχολικής κοινότητας και είναι ιδιαίτερα εύκολο στη χρήση. Αποτελεί λογισμικό ανοικτού κώδικα, υποστηρίζει την εισαγωγή νέων λειτουργιών ή προσαρμόζεται στις υπάρχουσες για να καλύψει τις συγκεκριμένες ανάγκες του σχολείου (Uden, Sinclair, Tao, & Libero, 2014).

Η Moodle προσφέρει στους εκπαιδευτικούς τη δυνατότητα να σχεδιάσουν τη διδασκαλία τους με διαφορετικό τρόπο, ενσωματώνοντας και στοιχεία παιχνιδοποίησης. Η συμβολή της πλατφόρμας συνδράμει στη δημιουργία online μαθημάτων και ευνοεί την αλληλεπίδραση. Είναι ιδιαίτερα φιλική στους χρήστες, παρουσιάζει το μάθημα με ελκυστικό τρόπο, είναι προσαρμόσιμη σε χρήστες με διαφορετικές ανάγκες, διευκολύνει την ανάθεση και την αξιολόγηση των χρηστών, παρέχοντάς τους συνεχή υποστήριξη, διευκολύνει την οργάνωση του εκπαιδευτικού υλικού, την ηλεκτρονική υποβολή εργασιών, προσφέρει ασφάλεια στη μεταφορά πληροφοριών με τον κάθε χρήστη να μπορεί να επιλέξει τη γλώσσα που επιθυμεί, οπότε ενδείκνυται για πολυπολιτισμικά ακροατήρια. Επιπλέον, διαθέτει χώρο δημοσκοπήσεων, δυνατότητα ύπαρξης βιντεοσκοπημένων διαλέξεων και οι χρήστες μπορούν να διατυπώνουν τις απόψεις τους τόσο για το μάθημα όσο και για τον εκπαιδευτικό. Πρόκειται για πλατφόρμα που υποστηρίζει πολλαπλά στυλ διδασκαλίας κάνοντας το μάθημα ομαδοσυνεργατικό, ενώ αποτελεί μια σχετικά οικονομική πρόταση (Βακιρτζόγλου, 2019).

Τα *MOOCs* αποτελούν μαθήματα που λόγω της ανοικτότητας που τα χαρακτηρίζει, επιτρέπουν στους χρήστες τους τη συμμετοχή από οποιοδήποτε σημείο με μοναδική προϋπόθεση την πρόσβαση στο διαδίκτυο. Εξασφαλίζουν την ελευθερία μελέτης αναφορικά με τον τόπο, τον χρόνο, τον ρυθμό επιλογής, υποστηρίζοντας την ανεξάρτητη μάθηση και ευνοώντας την αυτό-μάθηση μέσα σε ένα πραγματικά μαθητοκεντρικό περιβάλλον. Η πλατφόρμα επιτρέπει την επαναχρησιμοποίηση του υλικού και των δεδομένων, ευνοεί τον διαμοιρασμό της γνώσης, την επικοινωνία, τη διαδραστικότητα και μέσα από τα πλούσια μέσα που είναι διαθέσιμα, ευνοεί την ενεργητική συμμετοχή των μαθητών (Rosewell & Jansen, 2014).

Η πλατφόρμα εξυπηρετεί την υποστήριξη μαθητών διαφορετικών πολιτισμικών πλαισίων, προάγοντας την ισότητα και τον εκδημοκρατισμό της εκπαίδευσης, υποστηρίζοντας τους μαθητές με τον καλύτερο δυνατό τρόπο (Barber, 2013).

Το *My Fitness Pal* αποτελεί μια εφαρμογή μέτρησης θερμίδων, έναν ευρέως χρησιμοποιούμενο ιχνηλάτη θερμίδων. Επιτρέπει στους χρήστες να εισάγουν την ημερήσια πρόσληψη της τροφής τους, να παρακολουθούν, αναλύοντας τις προσληφθείσες θερμίδες και τα θρεπτικά συστατικά, παρέχοντάς τους ανατροφοδότηση. Επιτρέπει στους χρήστες να θέτουν στόχους βάρους και διατροφής, συμβουλεύοντάς τους για την ποσότητα θερμίδων ώστε να επιτευχθεί ο στόχος τους (Higgins, 2016).

Τα *έξυπνα ρολόγια* και η ένταξή τους στην ηλεκτρονική μάθηση παρέχουν τη δυνατότητα στους μαθητές να διαχειρίζονται τον χρόνο τους, να επικοινωνούν, να ακούν την ανάγνωση κειμένων και να τα μετατρέπουν σε ομιλία (Labus, Milutinovic, Stepanic, Stevanovic, & Milinovic 2015).

3. Συμπεράσματα

Μέσω της παρούσας μελέτης επανέρχεται στο προσκήνιο το ζήτημα του επαναπροσδιορισμού και της βελτίωσης αναφορικά με την ενσωμάτωση των ΤΠΕ στο εκπαιδευτικό σύστημα και ιδίως στο μάθημα της ΦΑ. Διαπιστώθηκε πως αν και στην τελευταία η σωματική δραστηριότητα και η αλληλεπίδραση αποτελούν θεμελιώδεις παράγοντες της εκπαιδευτικής διαδικασίας, η χρήση των ΤΠΕ προωθεί τη συμπερίληψη και τη συμμετοχή όλων των μαθητών, συμβάλλοντας στη δημιουργία περιβαλλόντων που μειώνουν τους αποκλεισμούς και παράλληλα ευνοούν τη συνεργασία μεταξύ όλων των μελών της εκπαιδευτικής κοινότητας.

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ΣΥΜΠΕΡΙΛΗΨΗ ΚΑΙ ΔΙΚΑΙΟΣΥΝΗ ΣΤΗΝ ΕΚΠΑΙΔΕΥΣΗ ΚΑΙ ΣΤΗΝ ΚΟΙΝΩΝΙΑ ΣΕ ΚΟΡΙΤΣΙΑ ΜΕ ΣΥΝΔΡΟΜΟ TURNER. ΤΟ ΠΑΡΑΔΕΙΓΜΑ ΤΕΣΣΑΡΩΝ ΓΥΝΑΙΚΩΝ

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Περίληψη

Η παρούσα έρευνα αποτελεί μια μελέτη περίπτωσης τεσσάρων γυναικών με σύνδρομο Turner. Εξετάζεται η δυναμική των εκπαιδευτικών, κοινωνικών και πολιτιστικών προκλήσεων που αντιμετωπίζουν, καθώς και οι στρατηγικές που ενδυναμώνουν την ενσωμάτωσή τους στην κοινωνία και την εκπαίδευση. Η μελέτη βασίστηκε σε ημιδομημένες συνεντεύξεις με τα ίδια τα κορίτσια ή και τους γονείς τους προκειμένου να κατανοηθούν οι προσωπικές τους εμπειρίες, οι ανάγκες τους και οι δυσκολίες που αντιμετωπίζουν. Ο σκοπός της μελέτης ήταν να αναδειχθούν οι εμπειρίες και οι αντιλήψεις γυναικών με σύνδρομο Turner όσον αφορά την εκπαίδευση, την κοινωνική τους ενσωμάτωση και τις ψυχολογικές τους ανάγκες και να αναδείξει τις στρατηγικές και τις πρακτικές που μπορούν να ενισχύσουν την ένταξη και την υποστήριξη τους, προάγοντας ταυτόχρονα τη συμμετοχή τους σε κοινότητες δημιουργίας και συνεργασίας.

Λέξεις-κλειδιά: Σύνδρομο Turner, Συμπερίληψη, Κοινωνική Δικαιοσύνη, Συμμετοχική Εκπαίδευση, Υποστήριξη σε Ευπαθείς Ομάδες, Κοινωνική Συμμετοχή.

1.Εισαγωγή

Το σύνδρομο Turner (Turner Syndrome - TS) αποτελεί μια σπάνια γενετική ανωμαλία φυλοσχετιζόμενη με τα θήλεα και χαρακτηρίζεται από την πλήρη ή μερική απουσία ενός εκ των δύο χρωμοσωμάτων X (Gravholt et al., 2017). Έλαβε το όνομά του από τον Dr Henry Turner, καθώς τα χαρακτηριστικά του TS περιγράφηκαν αρχικά από τον Turner το 1938, ωστόσο η μονοσωμία χρωμοσωμάτων X παθογονικότητας ταυτοποιήθηκε το 1959 όπου ο Ford και οι συνεργάτες του αναγνώρισαν τη χρωμοσωμική βάση του συνδρόμου, διαπίστωσαν ότι οι ασθενείς παρουσίασαν 45 χρωμοσώματα με ένα μόνο X χρωμόσωμα καθώς και διαταραχές σε ακοή και όραση.

Το σύνδρομο προκύπτει από μια αυθόρμητη μη τυπική αναδιάταξη του γενετικού υλικού κατά τη διάρκεια της γονιμοποίησης, συνήθως λόγω της μη διαχωριστικής διαίρεσης του χρωμοσώματος X στον πατέρα ή τη μητέρα (Tian et al., 2020). Δεν είναι γνωστά τα αίτια που προκαλούν το σύνδρομο και είναι αδύνατο να προληφθεί, αν και είναι δυνατή η προγεννητική διάγνωση και εμφανίζεται και με μορφή μωσαικισμού.

Το 99% των εμβρύων με TS αποβάλλονται και μόνο το 1% επιβιώνει και φαίνεται να ευθύνεται για περίπου 10% των αποβολών (Ranke & Saenger, 2001; Nielsen & Wohlert, 1991). Δεδομένου ότι μόλις το 30% των περιπτώσεων TS διαγιγνώσκονται νωρίς, η σωστή και έγκαιρη διαχείριση με επακόλουθη βελτίωση στην ποιότητα ζωής, δεν επιτυγχάνεται στους περισσότερους ασθενείς.

Επιπλέον, το σύνδρομο Turner μπορεί να σχετίζεται με άλλες γενετικές ανωμαλίες, όπως οι ισχυρές αλλαγές στη δομή του χρωμοσώματος X (διπλό σύνδρομο Turner ή ισόμορφη μονογονιδιακή διέλευση), αλλά αυτές οι περιπτώσεις είναι εξαιρετικά σπάνιες (Sybert & McCauley, 2004).

Ο επιπολασμός του συνδρόμου είναι 1: 2.500-3.000 βιώσιμες γεννήσεις θήλεων (Ranke & Saenger 2001; Pinsker 2012; Wiedemann & Glatzl 1991; Zhang F & Zhang Z. 2015).

Τα βασικά κλινικά χαρακτηριστικά περιλαμβάνουν κοντό ανάστημα, καθυστέρηση ή ανεπάρκεια ωρίμανσης του αναπαραγωγικού συστήματος, καρδιαγγειακές ανωμαλίες, και ενίοτε δυσκολίες στην ακοή ή την όραση. Παρότι οι περισσότερες γυναίκες με Turner έχουν φυσιολογική νοημοσύνη, παρατηρούνται συχνά γνωστικές δυσκολίες —ιδίως στους τομείς της αριθμητικής, της

οπτικοχωρικής επεξεργασίας και της εκτελεστικής λειτουργίας (Temple & Carney, 1995; Ross et al., 2000).

Τα χαρακτηριστικά του Turner κατά τη γέννηση διέχονται από γενική αυξητική διαταραχή, η οποία ξεκινάει στη μήτρα καθώς τα νεογνά γεννιούνται με ύψος 3 cm μικρότερο του μέσου φυσιολογικού όρου (Giovanelli & Balestrazzi, 1996) και στη συνέχεια, παρουσιάζουν επιπλέον καθυστέρηση στην αύξηση του ύψους ανάμεσα στα 3 και τα 12 χρόνια της ηλικίας. Επιπλέον παρατηρείται πλατύ στήθος, φουσκωμένα άκρα, πεταχτά αυτιά και κοντός και πλατύς λαιμός.

Επιπρόσθετα χαρακτηριστικά στην πορεία ανάπτυξης, εκδηλώνονται με καθυστέρηση της ανάπτυξης, υμενώδη αυχένα, αμηνόρροια και, σε αρκετές περιπτώσεις, κώφωση (Walton, 1977). Άλλα χαρακτηριστικά κλινικά σημεία είναι τα εξής:, χαμηλό όριο τριχοφυΐας στο μέτωπο, ήπιες σκελετικές διαταραχές, βραχύ τέταρτο μετακάρπιο, ασυνήθης γωνία των αγκώνων, βλάβες στη λεμφική παροχέτευση. Επιπλέον, συνήθως νεφρική και καρδιακή δυσπλασία με στένωση της αορτής, μέτρια έως βαριά νοητική καθυστέρηση σε συχνότητα 10%, υπανάπτυκτα δευτερογενή χαρακτηριστικά του φύλου και, δυσγένεση των ωοθηκών που συνοδεύεται από την έλλειψη παραγωγής ωοθηκικών οιστρογόνων. Το τελικό ύψος των γυναικών με σύνδρομο Turner είναι 1,45 m ανάλογα με τη χώρα προέλευσης (Ranke, 1996). Ωστόσο, πολλά άτομα παντρεύονται και περνούν αρκετά προσαρμοσμένη ενήλικη ζωή (Aicardi, 1992). Επιπροσθέτως, συνοδεύουν το σύνδρομο προβλήματα με το συκώτι, το θυρεοειδή, την ακοή ή την όραση. Στην ενήλικη ζωή ενδέχεται να αναπτυχθεί οστεοπόρωση.

Όπως όλα τα υπόλοιπα άτομα τυπικής ανάπτυξης, έτσι και τα κορίτσια με σύνδρομο Turner παρουσιάζουν φυσιολογική νοημοσύνη και ιδιαίτερες λεκτικές ικανότητες (Χρυσανθόπουλος, 2012). Όμως, σε κάποιες περιπτώσεις σημειώνεται χαμηλός μέσος όρος νοητικού πηλίκου (I.Q.) και μειωμένη αίσθηση χώρου και κατεύθυνσης (Καρλαύτης, 2002). Όσον αφορά τη γνωστική ανάπτυξη, στα παιδιά με σύνδρομο Turner ανιχνεύονται συνήθως μαθησιακές δυσκολίες που δεν συνοδεύονται από κάποια άλλη αναπτυξιακή διαταραχή ή νοητική υστέρηση (Φράγκου, 2020). Στο σύνδρομο Turner οι προφορικές ικανότητες είναι συνήθως φυσιολογικές, ενώ προσβάλλονται οι οπτικοχωρικές και οπτικοαντιληπτικές ικανότητες, η κινητική λειτουργία, η μη λεκτική μνήμη, οι εκτελεστικές λειτουργίες και οι ικανότητες προσοχής. Τα ελλείμματα μπορεί να σχετίζονται, είτε με γενετικούς είτε με ενδοκρινικούς παράγοντες. Η αντιμετώπιση είναι περισσότερο συμπτωματικού χαρακτήρα. Για παράδειγμα ορμόνες και οιστρογόνα είναι σε θέση να υποβοηθήσουν την ανάπτυξη κατά την εφηβεία, όπως επίσης και να αποτρέψουν την όψιμη έναρξη της οστεοπόρωσης.

Ωστόσο, τα κορίτσια με σύνδρομο Turner βιώνουν συχνά μειωμένη αυτοεκτίμηση, κοινωνική απομόνωση και αυξημένο άγχος, ιδιαίτερα στην εφηβική ηλικία (Cardoso et al., 2004). Παρόλο που δεν παρουσιάζουν δυσλεξία ή γενικευμένη μαθησιακή διαταραχή, η δυσκολία στη βραχύχρονη μνήμη, στη λογικομαθηματική σκέψη και στην οργάνωση της πληροφορίας επηρεάζει σημαντικά τη σχολική τους επίδοση (Hong & Reiss, 2011).

Έρευνες έχουν δείξει ότι τα κορίτσια με TS είναι περισσότερο ευάλωτα σε καταστάσεις σχολικού εκφοβισμού (bullying) λόγω του διαφορετικού σωματότυπου και της κοινωνικής αμηχανίας (Elgar, 2005). Η συστηματική ψυχολογική στήριξη και η στοχευμένη εκπαιδευτική παρέμβαση από νωρίς αποτελούν καθοριστικούς παράγοντες για την αυτονομία και την επιτυχία τους (Bondy, 2007).

Η ένταξη των μαθητών με σύνδρομο Turner στο γενικό σχολείο απαιτεί παιδαγωγική ευαισθησία και εξατομικευμένη υποστήριξη. Οι μαθησιακές και κοινωνικές τους ανάγκες συχνά παραβλέπονται, λόγω ελλιπούς ενημέρωσης του εκπαιδευτικού προσωπικού για τη φύση του συνδρόμου (Χουβαρδάς, 2019). Παρά τις πρόνοιες της ελληνικής νομοθεσίας για συμπεριληπτική εκπαίδευση (Ν. 3699/2008, Ν. 4547/2018), στην πράξη η εφαρμογή παραμένει αποσπασματική.

Η εκπαιδευτική συμπερίληψη δεν αφορά μόνο την ακαδημαϊκή επίδοση, αλλά και τη συνολική συμμετοχή των μαθητών στη σχολική ζωή. Ειδικά για το σύνδρομο Turner, η παρουσία ψυχολόγων, ειδικών παιδαγωγών και κατάλληλων στρατηγικών διαφοροποιημένης διδασκαλίας μπορεί να κάνει τη διαφορά (Παπαδοπούλου, 2016).

Η πορεία των κοριτσιών με Turner στην ενηλικίωση εμπεριέχει επιπλέον προκλήσεις, τόσο στον επαγγελματικό τομέα όσο και στις διαπροσωπικές σχέσεις. Ο στιγματισμός λόγω του χαμηλού

αναστήματος ή της ατελούς σεξουαλικής ανάπτυξης παραμένει υπαρκτός. Η κοινωνική ευαισθητοποίηση και η προώθηση της διαφορετικότητας μέσα από την εκπαίδευση αποτελούν βασικά προαπαιτούμενα για τη διασφάλιση ισότιμης συμμετοχής αυτών των γυναικών στην κοινωνία (Φράγκου, 2020).

2. Μεθοδολογία

Η παρούσα έρευνα αποτελεί μια μελέτη περίπτωσης τεσσάρων γυναικών και η μεθοδολογία που ακολουθήθηκε βασίζεται σε ποιοτική προσέγγιση. Ο σκοπός της μελέτης ήταν να αναδειχθούν οι εμπειρίες και οι αντιλήψεις γυναικών με σύνδρομο Turner όσον αφορά την εκπαίδευση, την κοινωνική τους ενσωμάτωση και τις ψυχολογικές τους ανάγκες. Για τη συλλογή των δεδομένων χρησιμοποιήθηκαν ημιδομημένες συνεντεύξεις και έγινε θεματική ανάλυση του περιεχομένου τους.

2.1 Υποκείμενα έρευνας- συμμετέχοντες

Η έρευνα περιλάμβανε τέσσερις γυναίκες με σύνδρομο Turner, ηλικίας 22-50 ετών που ζούνε σε διάφορες περιοχές στην Ελλάδα και έχουν οι τρεις ελληνική καταγωγή (η Κ, η Λ. και η Χ.) και η Α. είναι Κυπρια -Φιλανδή. Έχουν διαγνωστεί με το ST στην αρχή της εφηβικής τους ηλικίαςκαι πλέον είναι ενήλικες. Οι συμμετέχουσες συμμετείχαν εθελοντικά στην έρευνα και ενημερώθηκαν πλήρως για τους σκοπούς και τη διαδικασία της έρευνας.

2.2 Διεξαγωγή των Συνεντεύξεων

Οι συνεντεύξεις διεξήχθησαν σε ατομικό επίπεδο και πραγματοποιήθηκαν δια ζώσης ή μέσω διαδικτυακής πλατφόρμας, ανάλογα με την προτίμηση και τη διαθεσιμότητα των συμμετεχουσών. Κάθε συνέντευξη είχε διάρκεια περίπου 45-60 λεπτών και καταγράφηκε πλήρως με ηχογράφηση, με την έγκριση των συμμετεχουσών. Ωστόσο, οι συμμετέχουσες ανταποκρίθηκαν και σε γραπτές απαντήσεις σε συνεχές κείμενο για λόγους διαφάνειας και ερευνητικούς όπου παρατίθεται στο παράρτημα 2.

Προηγήθηκαν συναντήσεις διαδικτυακές με βιντεοκλήσεις για γνωριμία και ενημέρωση του σκοπού της έρευνας, όπου και υπήρξε μεγάλη προθυμία[1].

Το ερωτηματολόγιο της συνέντευξης (Παράρτημα 1), περιλαμβάνει τις εξής άξονες- θεματικές που αφορούν:

Την εκπαίδευση (Προκλήσεις που συνδέονται με τη μάθηση, τη σχολική εμπειρία και την υποστήριξη από τους δασκάλους).

Την κοινωνική ενσωμάτωση (Εμπειρίες κοινωνικής αποδοχής ή απομόνωσης, συμπεριλαμβανομένων εμπειριών εκφοβισμού ή κοινωνικής απόρριψης).

Την ψυχολογική υποστήριξη (Ανάγκες για ψυχολογική υποστήριξη, εκτίμηση της αυτοεκτίμησης και αντιμετώπιση των συναισθημάτων που συνδέονται με το σύνδρομο).

Και την επαγγελματική ζωή (Δυσκολίες και επιτυχίες στην ενήλικη ζωή, με έμφαση στις προκλήσεις στην επαγγελματική αποκατάσταση και τις σχέσεις στο χώρο εργασίας).

2.3 Ανάλυση Δεδομένων

Για την ανάλυση των δεδομένων, χρησιμοποιήθηκε η μέθοδος της θεματικής ανάλυσης (Braun & Clarke, 2006).

Η διαδικασία ανάλυσης περιελάμβανε τα εξής βήματα:

α. Την ανάγνωση των συνεντεύξεων. Οι ηχογραφημένες συνεντεύξεις μεταγράφηκαν και διαβάστηκαν προσεκτικά για να εντοπιστούν τα πρώτα θέματα.

β. Κωδικοποίηση των δεδομένων. Κάθε συνέντευξη κωδικοποιήθηκε με βάση τα επαναλαμβανόμενα μοτίβα, λέξεις ή φράσεις που εμφανίζονταν σε όλες τις συνεντεύξεις.

γ. Δημιουργία θεματικών κατηγοριών**.** Τα δεδομένα οργανώθηκαν σε θεματικές κατηγορίες. Αυτές οι θεματικές κατηγορίες ανέδειξαν τις κύριες περιοχές ενδιαφέροντος των συμμετεχουσών, όπως οι μαθησιακές δυσκολίες, η κοινωνική ένταξη και οι ψυχολογικές ανάγκες και διερευνήθηκαν οι σχετικές συσχετίσεις.

[1] Όσον αφορά την Χ. η μικρότερη σε ηλικία με δυσκολίες στην ανάπτυξη επικοινωνίας, κρίθηκε από την ίδια και τη μητέρα της , να γράψει η μητέρα της το κείμενο - απάντηση.

δ. Εξαγωγή συμπερασμάτων. Τα θέματα που προέκυψαν από την ανάλυση των συνεντεύξεων συζητήθηκαν για την εξαγωγή των τελικών συμπερασμάτων.

Ο παρακάτω πίνακας καταγράφει τα βασικά θέματα που αναδείχθηκαν από τις συνεντεύξεις και τους αντίστοιχους κωδικούς που χρησιμοποιήθηκαν στην ανάλυση των δεδομένων.

Κωδικοί	**Θέματα**	**Υποθέματα**
Τ1	Μαθησιακές δυσκολίες	Δυσκολίες στην απορρόφηση γνώσεων, ανάγκη για εξατομικευμένη διδασκαλία
Τ2	Κοινωνική ενσωμάτωση	Σχολικό εκφοβισμός, κοινωνική απομόνωση, επιρροή του κοντού αναστήματος
Τ3	Ψυχολογική υποστήριξη	Χαμηλή αυτοεκτίμηση, ανάγκη ψυχολογικής υποστήριξης από μικρή ηλικία
Τ4	Στήριξη από εκπαιδευτικούς και την οικογένεια	Μη αναγνώριση αναγκών από δασκάλους, υποστήριξη από την οικογένεια
Τ5	Υποστήριξη στην ενηλικίωση	Επαγγελματικές δυσκολίες, αποδοχή στην κοινωνία και στην εργασία
Τ6	Ενημέρωση και εκπαίδευση της κοινωνίας	Έλλειψη ενημέρωσης για το σύνδρομο Turner, ανάγκη για εκπαιδευτικά προγράμματα στα σχολεία

3. Αποτελέσματα

Τα δεδομένα ανέδειξαν επαναλαμβανόμενα μοτίβα δυσκολιών που συνδέονται με την έλλειψη αναγνώρισης του συνδρόμου στο σχολείο και στην κοινωνία. Ταυτόχρονα, κατέστη φανερό πως η προσωπική ανθεκτικότητα και η υποστήριξη από συγκεκριμένους εκπαιδευτικούς έπαιξαν σημαντικό ρόλο στην πορεία ζωής των συμμετεχουσών.

Αναλυτικότερα, με βάση την κωδικοποίηση των θεμάτων παρατίθενται χαρακτηριστικά αποσπάσματα των συνεντεύξεων.

Τ1: Μαθησιακές δυσκολίες

Η Λ. (49) αναφέρει χαρακτηριστικά: *«διάβαζα απίστευτες ώρες επειδή δεν μπορούσα να τα μάθω εύκολα… ξεχνάω γρήγορα… δεν μάθαινα γρήγορα»*, ενώ η Α. (31) περιγράφει επανειλημμένα δυσκολίες σε όλα τα στάδια της εκπαίδευσης: *«δυσκολία να θυμηθώ τι έχω διαβάσει… με έλεγαν τεμπέλα ενώ δεν ήμουν»*. Παρόμοια εμπειρία είχε και η Κ. (50), η οποία σημειώνει: *«είχα μαθησιακές δυσκολίες στα μαθηματικά και τη φυσική που δεν αναγνωρίστηκαν ποτέ από τους καθηγητές μου»*. Η Χ. (22) δεν αναφέρει άμεσες μαθησιακές δυσκολίες, αλλά γίνεται αντιληπτή κάποια υποβόσκουσα ανάγκη για καθοδήγηση, λόγω της *έλλειψης γνώσης και ενδιαφέροντος από δασκάλους και καθηγητές*.

Τ2: Κοινωνική ενσωμάτωση

Η Α. (31) βιώνει έντονο κοινωνικό αποκλεισμό και εκφοβισμό: *«ήμουν πάντα η πιο κοντή του σχολείου… γενικό μπούλινγκ υπήρχε»*, ενώ αντίστοιχα η Κ. (50) αναφέρει προβλήματα κοινωνικής ένταξης στο γυμνάσιο λόγω *«χαμηλής αυτοεκτίμησης… το κοντό ανάστημα μου δημιουργούσε πρόβλημα στην κοινωνική ζωή, όχι τόσο στο σχολείο»*. Η Λ. σημειώνει: *«δεν ήμουν κοινωνική, αισθανόμουν μειονεκτικά»*, αποδίδοντας τη δυσκολία στην έλλειψη κατανόησης των καθηγητών. Η Χ., αν και πιο προστατευμένη σε ειδικά σχολικά περιβάλλοντα (ΕΕΝΕΓΗΛ, ΚΔΑΠ), παρουσιάζει έμμεσες δυσκολίες στην κοινωνική αποδοχή, δηλώνοντας ότι *«δεν ξεκλειδώνεται εύκολα»* και *«έχει φίλους με κοινά, αλλά αυτονομία δύσκολη»*.

Τ3: Ψυχολογική υποστήριξη

Η Κ. τονίζει την ανάγκη για ψυχολογική στήριξη: *«η ψυχολογική υποστήριξη είναι απαραίτητη από την εφηβεία και μετά»*, ενώ η Λ. σημειώνει πως ένιωθε πάντα διαφορετική, παρά την «φυσιολογική» ανατροφή: *«αισθανόμουν διαφορετική… έκλεινα τον εαυτό μου»*. Η Α. περιγράφει την πορεία της αυτογνωσίας της όταν ανακάλυψε μόνη της ότι έχει σύνδρομο Turner, τονίζοντας την *έλλειψη υποστήριξης από την οικογένεια και τον πατέρα ειδικά*, και τις συνέπειες στην αυτοεκτίμησή

της. Η Χ., παρόλο που δείχνει να έχει θετική διάθεση, φαίνεται να *αποσύρεται όταν δεν αισθάνεται κατανόηση*, υποδεικνύοντας την ανάγκη για ευαίσθητη και εξατομικευμένη ψυχολογική στήριξη.

Τ4: Στήριξη από εκπαιδευτικούς και την οικογένεια

Η Κ. εξηγεί: *«οι καθηγητές και τα παιδιά στο σχολείο δεν μπορούσαν να καταλάβουν την ιδιαιτερότητά μου… ούτε η οικογένειά μου ήξερε πώς να με στηρίξει»*. Η Α. τονίζει τη στήριξη συγκεκριμένων καθηγητών: *«είχα πέντε καθηγητές που με βοηθούσαν… έχουμε επαφή μέχρι σήμερα»*, όμως καταγράφει και σοβαρή κακοποιητική συμπεριφορά από άλλους: *«με έλεγε βλάκα, άχρηστη… μου έσχιζε τετράδια»*. Η Χ. βίωσε θετική σχέση με τη μητέρα της, αλλά και *αδιαφορία από εκπαιδευτικούς*, ενώ η Λ. είχε υποστήριξη από τη μητέρα της στα ιδιαίτερα, όμως *το σχολικό σύστημα δεν εντόπισε ποτέ τις ανάγκες της*.

Τ5: Υποστήριξη στην ενηλικίωση

Η Κ. αναφέρει ότι *«λόγω μικρού αναστήματος είναι δύσκολο να μας επιλέξουν για δουλειά και δύσκολα μας κρατούν»*. Η Α. περιγράφει γενικευμένες δυσκολίες στην ενήλικη ζωή: *«μαγείρεμα, δουλειές σπιτιού, διαχείριση χρημάτων, εργασία πλήρους ωραρίου»*, με έλλειψη αντοχής, συγκέντρωσης και κοινωνικών δεξιοτήτων. Η Χ. έχει ενταχθεί σε προστατευμένα πλαίσια (ΚΔΑΠ), όμως δεν φαίνεται να είναι ακόμα αυτόνομη επαγγελματικά. Η Λ. δεν αναφέρεται εκτενώς στην επαγγελματική της ζωή, αλλά τονίζει την *ανάγκη για αποδοχή και ευαισθησία στην κοινωνία*, προϋπόθεση για την ένταξη.

Τ6: Ενημέρωση και εκπαίδευση της κοινωνίας

Όλες οι συμμετέχουσες κάνουν σαφή αναφορά στην έλλειψη ενημέρωσης. Η Κ. επισημαίνει: *«ήταν σχεδόν άγνωστο το σύνδρομο Turner… πρέπει να γίνει ευρέως γνωστό όπως και άλλα σύνδρομα»*. Η Λ. συμφωνεί, λέγοντας: *«να γίνουν οι άνθρωποι ευαίσθητοι και ενσυναίσθητοι»*. Η Α. έμαθε για το σύνδρομο μέσω ειδικής αγωγής και τονίζει: *«τότε άρχισα να ψάχνομαι… η διάγνωση δυσλεξίας ήρθε πολύ αργά»*. Η Χ., μέσω της μητέρας της, δηλώνει: *«η συνεργασία με το σχολείο πρέπει να στηρίζεται στη γνώση και το ενδιαφέρον… υπάρχει ελλιπής ψυχολογική στήριξη για το σύνδρομο Turner»*.

4. Συμπεράσματα - Προτάσεις

Η ποιοτική ανάλυση των συνεντεύξεων αποκαλύπτει ότι οι γυναίκες με σύνδρομο Turner αντιμετωπίζουν σημαντικές προκλήσεις στην εκπαίδευση και την κοινωνική ενσωμάτωση, που σχετίζονται με την έλλειψη αναγνώρισης των αναγκών τους από τους εκπαιδευτικούς και το κοινωνικό περιβάλλον.

Οι μαρτυρίες αναδεικνύουν την έλλειψη συστηματικής ενημέρωσης, τις μαθησιακές δυσκολίες, και την κοινωνική απομόνωση που βιώνουν τα κορίτσια με σύνδρομο Turner. Παράλληλα όμως, η προσωπική επιμονή και η σποραδική υποστήριξη από εκπαιδευτικούς λειτούργησαν ενδυναμωτικά. Κοινό αίτημα και των τεσσάρων είναι η αναγνώριση του συνδρόμου στα σχολεία και η δημιουργία υποστηρικτικών δομών.

Οι μαθησιακές δυσκολίες των συμμετεχουσών συχνά παρερμηνεύτηκαν ως «τεμπελιά» ή «ανικανότητα», γεγονός που επιδείνωσε την αυτοεικόνα τους. Η κοινωνική αποδοχή επηρεάστηκε σημαντικά από το εμφανές χαρακτηριστικό του συνδρόμου – το χαμηλό ανάστημα – καθώς και από τη γενικότερη αδυναμία ενσωμάτωσης. Παρά τις προκλήσεις, η υποστήριξη από ευαισθητοποιημένους εκπαιδευτικούς και η ψυχολογική ενδυνάμωση μέσω της αυτογνωσίας, συνέβαλαν θετικά στην αυτονομία και την ενδυνάμωση των συμμετεχουσών.

Υπάρχει σημαντική έλλειψη γνώσης σχετικά με το σύνδρομο Turner τόσο στην εκπαίδευση όσο και στην κοινωνία, γεγονός που οδηγεί σε ελλιπή αναγνώριση και υποστήριξη των κοριτσιών. Αυτό το κενό στην ενημέρωση για το σύνδρομο και η έλλειψη υποστήριξης από το εκπαιδευτικό και κοινωνικό σύστημα, δημιουργούν εμπόδια στην ισότιμη συμμετοχή αυτών των γυναικών. Η ευαισθητοποίηση και η εκπαίδευση του κοινωνικού συνόλου, αλλά και η ενίσχυση της εκπαιδευτικής υποστήριξης, αποτελούν καθοριστικούς παράγοντες για τη βελτίωση της ποιότητας ζωής τους.

Στη συνέχεια, με βάση τα αποτελέσματα της έρευνάς μας, θα μπορούσαμε να προτείνουμε καθιέρωση επιμόρφωσης εκπαιδευτικών σχετικά με το σύνδρομο Turner και τις μαθησιακές ιδιαιτερότητες που το συνοδεύουν. Ενίσχυση της ψυχολογικής υποστήριξης στα σχολεία, ιδιαίτερα για κορίτσια στην εφηβεία που αντιμετωπίζουν δυσκολίες αυτοεκτίμησης.

Σημαντική επίσης, θεωρείται η ανάπτυξη εκπαιδευτικών προγραμμάτων ευαισθητοποίησης για μαθητές και γονείς σχετικά με το Turner και τη σημασία της συμπερίληψης. Καθώς και η δημιουργία προγραμμάτων mentoring από άτομα με Turner προς νεότερες κοπέλες, ώστε να ενισχυθεί η αίσθηση ταύτισης και υποστήριξης.

Καταλυτικές αναδεικνύονται οι πολιτικές πρόσβασης στην εργασία για γυναίκες με Turner ώστε να αρθούν τα κοινωνικά εμπόδια και να δοθούν ευκαιρίες ίσης συμμετοχής.

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Παράρτημα 1

Ερωτηματολόγιο Συνέντευξης για Κορίτσια με Σύνδρομο Turner:

Πες μας λίγα λόγια για τη δική σου εμπειρία στο σχολείο. Ποιες είναι οι μεγαλύτερες δυσκολίες που αντιμετώπισες;

Έχεις αισθανθεί ποτέ ότι οι δάσκαλοι ή οι συμμαθητές σου δεν καταλάβαιναν τις ανάγκες σου; Πώς το αντιμετώπισες ;

Ποιες στρατηγικές ή υποστήριξη από τους δασκάλους ή την οικογένειά σου έχουν βοηθήσει την ένταξή σου στο σχολικό περιβάλλον;

Υπάρχουν συγκεκριμένα παραδείγματα όταν ένιωσες ότι σε αποδέχτηκαν ή σε βοήθησαν να συμμετέχεις πλήρως σε κάποια δραστηριότητα ή μάθημα;

Ποιες είναι οι κυριότερες ανάγκες που έχεις για να νιώθεις ότι μπορείς να συμμετέχεις και να προσφέρεις στο σχολείο και στην κοινότητα;

Πώς πιστεύεις ότι η κοινωνία θα μπορούσε να ενισχύσει την υποστήριξη και την αποδοχή των κοριτσιών με Σύνδρομο Turner;

Παράρτημα 2

Συνεντεύξεις

Α) Κ. 50 ετών

Τα σχολικα μου χρόνια τα θυμάμαι με αγάπη δεν ειχα κσποιο πρόβλημα ένταξης ουτε με τα παιδια στο σχολιο ουτε με τους δασκαλους. Τουλσχιστων κατα την διάρκεια του δημοτικου. Στο γυμνάσιο ειχα καποια ζητηματα ένταξης στις παρεες με τους συνομηλικους μου λογο χαμηλης αυτοεκτίμησης που ειχα. Αυτο συνέβαινε λογο της χαμηλης ανάπτυξης που ειχα, κυριο σύμπτωμα του Τέρνερ. Ηταν περισσότερο

δικο θεμα γιαυτό η ψυχολογική υποστήριζη ειναι απαραίτητη απο την εφηβια και μετα. Οι καθηγητές και τα παιδιά στο σχολείο δεν μπορουσαν να καταλαβουν την ιδιαιτεροτητα μου εκτος απο το κοντο ανάστημα, ηταν σχεδον αγνωστο το συνδρομο Τερνερ και πολυ σπανια ο κοσμος ερχονταν σε επαφη με ατομα που εχουν το συγκεκριμένο σύνδρομο. Οποτε τις μαθησιακες δυσκολιες που εχα στα μσθηματικα και την φυσικη δεν τις αναγνωρισαν οι καθηγητές μου. Ουτε καποια υποστήριζη ειχα πανω σε αυτα. Φυσικα και η οικογένεια μου δεν ηξερε πως να με στηριξει και να με βοηθήσει με τις μαθησιακες δυσκολιες που ειχα αλλσ κσι ουτε στο κομμάτι της κοινωνικοποιησης μου. Απο ένστικτο μου φεροντουσαν εντελώς φυσιολογικα. Τα χρονθα που πηγενα σχολειο ηταν ολα αγνωστα για την ειδική αγωγη, στηριξη σε παιδια πιυ το εχουν ανάγκη. Ετσι δεν ενοιωθα οτι υστερουσα ή ότι ειχα αναγκη στηρηξγς στο σχολείο. Τουναντίον ειχα αναγκη αποδοχης απο του συνομηλικους μου σε παρεες, αποκλειστικά στην κοινωνικη μου ζωη και οχι σε σχεση με τις σχολικες δραστηριοτητες.

Στο θεμα της προσφορας δεν ειχα καποιο προβλημα ουτε στο σχολείο ουτε στην κοινωνια. Βέβαια, οσον αφορα την ενηληκη ζωη στο θεμα της εργασίας εχουμε καποια μικρα θεματακια λογο μικρου αναστηματος στο θεμα της προσληψης, πολυ δυσκολα μας επιιλεγουν, αλλα και αφου μας επιλεγουν δυσκολα μας κρατανε. Πρεπει λοιπον να γινει ευρέως γνωστό το συνδρομο Τέρνερ για να υπάρξει καλύτερη υποστήριζη και αποδοχη των κοριτσιων με Τέρνερ. Οπως και με τα αλλα συνδρομα, του αυτισμου κτλπ. ετσι θα πρεπει μεθοδικα να μπει και στα σχολεία, δηλαδή δασκαλοι να ειναι γνωστες και αυτου του συνδρόμου ουτως ωστε οταν ενα παιδι βρεθει με τις συγκεκριμένες μαθησιακές δυσκολιες να βοηθηθει. Και φυσικά να το βοηθησουν και στην κοινωνικοποιηση του.

Β) Λ. 49 ετών

Η δική μου εμπειρία στο σχολείο ήταν αρνητική επειδή το μόνο που θυμάμαι ήταν να διαβάζω απίστευτες ώρες επειδή δεν μπορούσα να τα μάθω εύκολα και γενικά ξεχνάω γρήγορα. Αυτό ήταν και το κυριότερο πρόβλημα ότι δεν μάθαινα γρήγορα. Μεγάλωσα από το οικογενειακό και κοινωνικό περιβάλλον σαν ένας άνθρωπος "φυσιολογικός" όπως όλοι οι άνθρωποι αλλά πάντα αισθανομουν διαφορετική. Όταν πήγα στην Αμερική στα 14 και έμεινα εκεί για ένα χρόνο ήμουν χαρούμενος άνθρωπος και αισθανομουν ότι εκεί ήμουν περισσότερο αποδεκτή. Όταν γύρισα στην Ελλάδα και πήγα στο σχολείο (γ' γυμνασιου)η φιλόλογος τότε είχε φωνάξει την μητέρα μου και τις είπε ότι είχα κενά και οι επιλογές ήταν είτε να ξανακάνω την β γυμνασίου είτε ιδιαίτερα μήπως και τα καταφέρω. Εγώ θύμωσα και πεισμωσα και είπα στην μητέρα μου ότι εγώ δεν κάνω ξανά την β γυμνασίου. Έκανα ιδιαίτερα και φυσικά δεν είχα κανένα θέμα. Ένα ακόμα παράδειγμα ήταν με τα αγγλικά που δεν θυμόμουν την θεωρία και πότε χρησιμοποιείται ο κάθε χρόνος αλλά πάντα ελινα σωστά τις ασκήσεις. Με ρώτησε η δασκάλα γιατί έχεις βάλει αυτό το χρόνο και τις απάντησα ότι δεν ξέρω αλλά και τι έγινε εφόσον έχω λύσει σωστά τις ασκήσεις. Επιπλέον παράδειγμα είχα πάει στα13 να κάνω μπαλέτο και επειδή δεν έκανα αυτά που έλεγε η δασκάλα ή τα έκανα με τον δικό μου τρόπο, δεν θυμάμαι, είπε στην μητέρα μου ότι δεν ακούω και δεν κάνω αυτά που μου λέει .

Μετά από αυτό η μητέρα μου με σταμάτησε.Γενικά οι συμμαθητές και οι καθηγητές ποτέ δεν κατάλαβαν τις ανάγκες μου και δεν με βοήθησαν. Απλά κλεινομουν στον εαυτό μου, δεν ήμουν κοινωνική, αισθανομουν μειονεκτικά και λειτουργούσα καλύτερα σε μικρές ομάδες. Η κοινωνία θα μπορούσε να ενισχύσει την υποστήριξη και την αποδοχή με το να μάθει ο κόσμος τι σημαίνει turner αλλά και με το γίνουν οι άνθρωποι ευαίσθητοι, ενσυναίσθητοι, ανθρώπινοι και όχι τοξικοί και κακοί.

Γ) Α. 31 ετών

Σχολική εμπειρίεσ και δυσκολίες ο αντιμετώπισεσ(κάποιες έχουν
σβηστεί ι μίνι κλιδομενες κάπου στο μυαλό προαθο αν θιμιθο
καποτε δισκολο)
1ταξη=δυσκολίες μάθησης πολύ διάβασμα μεχρι αργά βράδυ βοήθεια από μαμά που δεν ήξερε ελινικα
2-4ταξη =δεν θιμαμε
4 τάξη =είχα καλό δάσκαλο
5 τάξη= είχανε μια εξερετικι δασκάλα κατάλαβε ότι είχα δυσκολίες και μπουλιγκ και το σταμάτησε

6=είχαμε ένα δασκάλα π έδερνε τα υπόλοιπα πεδία με τι χάρακα ενώ εμένα με έλεγε είστε βλάκας αχρηστοσ δεν ξέρεις γραμματικι ορθογραφία γραφεία ορνιθοσκαλισματα σχίσιμο τετράδιο κάθε μέρα και επερνά νέο
Γυμνάσιο=περισσότερες δυσκολίες μάθησης ,δυσκολία να θιμιθοβτι εχο διαβάσει για διαγωνίσματα επόμενης μέρας
Έλεγαν ότι τεμπελα δεν εχο κάτι επιδι εξιπνι
Είχα διό καθηγήτριες π ήταν καλεσ κ εχο με μια επαφές ακομι πολι καλεσ
Λύκειο=ίδιες δυσκολίες
Είχα πέντε καθηγητές ι πλοποιο κατανοούσαν ότι είχα δυσκολίες και με βοηθούσαν με τρόπο τους κ διάβασα σε εκείνα τα μαθήματα ακομινεχουμε επαφή μέχρι και σήμερα
Γενικό μπουλιγκ ιπιρχε ήμουνα παταν ι πιο κοντή τ σχολίου ισοσ κ ολοκλήρου

ΤΕΙ=υπήρχαν αρκετές δυσκολίες γρ δισκολευεμε να μαθο παπαγάλος για γραψο διαγονσιματα αλλά είχα διό δασκάλους ειδικός αγωγησ ο βοήθησαν
Την πρώτη φορά π έκανα ειδικό αγογι έμαθα Τέρνερ ξ είδα ότι εχο χαρακτηριστικά κ άρχισα να ψάχνονε από τότε
Και διοχ τόνισε παρακολούθηση ειδικι αγογι γτ Μ καθηγήτρια (η κ Σ. έχουμε πολι καλεσ επαφές μέχρι και ημέρα)παρότι δεν χρειάζονταν κ δεν έχανα μάθημα
Διάγνωση δυσλεξίας πήρα μετά 5ετοσ σπουδών.
Φινλδια έκανα
Ένα χρόνο προετοιμασίας ζωής και σπουδών και σε ειδικό vocational school ,μετά φοιτισα σε κανονικό
Vocational school αλλά είχα βοήθεια από ειδικούς πεδαγογοθσ και προσκοπικό πρόγραμμα σπουδον

Γενικές δυσκολίες στην ενήλικο ζωη
Υπάρχουν μαθησιακά
Δυσκολίες καθημερινά ζωής

Οποία μαγείρεμα δουλειά σπιτιού διαχείριση χρημάτων
Στο να εργαστο 8οκτο λίγο δύσκολο γτ κουράζουμε εύκολα αποσαλτε η προσοχή μου δεν έχω oma alotelisuus κοινικεσ δυσκολίες να βρισ να μπορισ να κράτηση μια ζήτηση με το άλλο σινιοσ πιο εύκολο με άτομα ο έχεις κοινεσ εμπειρίεσ
Έγινε κλειστό δισκολα ανοίγουμε μόνο σε άτομα ο εμπιστευτούμε Μιλάνο πιο εύκολα.δισκολοεσ μεταφοράς των σεκψεωνσ ε γραπτό η προφορικό λόγο
(Σε τρία πρακτικές με ρώτησαν εάν έχω δεπυ Άσπεργκερ υπάρχουν χαρακτηριστικά αλλά όχι διάγνωση ακόμη)
Δισκολοιεσ στη κατανόηση συνεσθηαντιν έκφραση,δισκολοεσ μνήμη,και αλλα

Κατανόηση από δασκάλους συναθητεσ
Κάποιι καθηγητές κατάλαβε να ότι είχα δισκολοεσ και προσπαθεί να βοηθοθσ με το τρόπο τους
Λίγο φιλίες π είχα εχο ακομι κατανοούσαν ότι είχα δισκολοεσ σκ βοηθούσαν
Κατανόηση από γονείς κ αδέρφια
Από μαμά ιπιρχε αλλά τότε κιπρο λόγο τ ήταν ξένη και μέχρι τα 15 δεν μίλαγε ελινικα δεν μπορούσε να βοηθήσει κ πολι
Πατέρα όχι πολι κατανοισι ούτε για δισλεξια γτ ικε εξιπνι
Αδερφή μετά τα 26-27αρχισε να κατανοεί κάποια πράγματα και αν έχουμε πολι ακλητερεσ επαφές ισοσ καταλβι τόρα π ΙΝΕ σχεδόν μαμά (γίνουμε θεία Ιούνιο σε αγόρι)
Κατανόηση από συγενισ κόπρου

Ουδέν σχολιο (μια ξαδέρφη δασκάλα δεν το έχει με το
Μια ξαδέρφη μαθηματικός
Διό ξαδέρφια μαθηματικός
)
Κατανόηση από συγενισ φιναλδιασ οκ φάση
Κατανόηση από μόνο νονά καλαδερφεσ εξερετικι εχο με αφτουσ παρά πολι καλεσ σχέσεις ακομι τόρα παρά με ξαδέρφια θειεσ θειουσ
Στήριξη από δασκάλους καθηγητές υπήρχε με τρόπο τους
Πχ η καθηγήτρια τρίτο λικιου έρχονταν έβλεπε τετράδιο εάν έγραφα απάντηση χορισ να Μ ζητά να μιλισο στις τάξη δλδ έκοβε βόλτες στην τάξη για να μην τ καταλαβο
Δημοτικό ήμουνα χορωδία πέντε τάξη

Δημοτικό έπεσα μετά την γειτονιές ητξα όρια χρόνια στα 9-13 κάναμε πολι καλεσ παρέα πεζαμε σε δέντρο πιστό και δώδεκα θεούς Ολύμπου ιμαδταν κ ίδια τάξη με κορίτσια κ ίδια σχόλιο
Φινλδια στις σπουδές κ Πρότο χρόνο δεν είχα μπουλιγκ ιπιρχε περισσότερο αποδοχή

Βρέφος κοιτάζετε για νταουν,Τέρνερ , Σίλβερ Ρουσέλ κ βουνά αλλά ΙΝΕ μοσαικο Τέρνερ.

Δ) Χ. 22 ετών

Η Χ. έχει να θυμάται όμορφες στιγμές και δεν νιώθει ότι νιώθει ότι πήρε κάτι άσχημο από αυτό,ούτε και δυσκολίες ιδιαίτερες.

-Λόγο έλλειψης γνώσεων των δασκάλων και των καθηγητών (ίσως και αδιαφορίας)δεν μπόρεσαν κάποιες φορές να βοηθήσουν σε πρόβλημα υγείας που αντιμετώπισε η Χ. και να δουν τι πραγματικά είχε ανάγκη η Χ. ,είτε αφορούσε θέματα με συμμαθητές της ή κάτι που αφορούσε την ίδια,γυρνούσε σπίτι και πάντα το μοιραζόταν μαζί μου .Η Χ. είναι ένα παιδί χαμογελαστό και χαρούμενο, αλλά δεν ξεκλειδώνει εύκολα να μιλήσει αν πραγματικά δεν νιώθει ότι θα την καταλάβουν όταν έχει κάτι που την στεναχωρεί ή την βασανίζει.

-Η Χ. βρίσκετε πάντα άτομα με ιδιαιτεροτητες όπως το σχολικό περιβάλλον (ΕΕΝΕΓΗΛ) επαγγελματικό γυμνάσιο, λύκειο μέχρι και σήμερα που απασχολείται στο κδαπ στα 22 της έτη, νιώθει ότι έχει φίλους και ανθρώπους που έχουν πολλά κοινά, δεν μπορούν να εργαστούν και να είναι αυτόνομα άτομα ,έχει φίλους με κοινά που δεν μπορούν να την αποδεχτούν πέρα από αυτά.

Θα μπορούσε η κοινωνία να ενίσχυση ψυχολογικά τα κορίτσια με σύνδρομο Turner ,ακόμα και η ψυχολογική στήριξης είναι ελλιπής για το συγκεκριμένο σύνδρομο.

-Πιστεύω για να ενισχυθεί η συνεργασία πρέπει να υπάρχει ενδιαφέρον απο το σχολικό περιβάλλον όρεξη και γνώση για της ανάγκες του κάθε παιδιού.η Χ.πέρα από κορίτσι με turner έχει κάποιες πάρα πάνω ιδιαίτερες δυσκολίες.

Εργαστήρια / Workshops

ΕΝΑΛΛΑΚΤΙΚΕΣ ΚΑΙ ΚΡΙΤΙΚΕΣ ΠΡΟΣΕΓΓΙΣΕΙΣ ΣΤΗ ΔΙΔΑΣΚΑΛΙΑ ΤΗΣ ΙΣΤΟΡΙΑΣ-
ΔΙΔΑΚΤΙΚΟ ΣΕΝΑΡΙΟ: "ΜΕΓΑΣ ΕΙΣΑΙ ΚΑΙ ΘΑΥΜΑΣΤΑ ΤΑ ΕΡΓΑ ΣΟΥ!"

Ντεντάκης Γεώργιος
Εκπαιδευτικός ΠΕ70
Υποψήφιος διδάκτορας Π.Κ.

Περίληψη

Το παρόν εργαστήριο απευθύνεται σε εκπαιδευτικούς και εντάσσεται στις αρχές της Κριτικής Παιδαγωγικής. Ανήκει στο γνωστικό αντικείμενο της ιστορίας και στο θεματικό πεδίο τη βυζαντινή ιστορία. Βασίζεται στη νέα λογική των Προγραμμάτων Σπουδών και έχει έντονο το στοιχείο της διαθεματικότητας. Ο τίτλος του διδακτικού σεναρίου είναι «Μέγας είσαι και θαυμαστά τα έργα σου!». Αποτελεί μια εναλλακτική και δημιουργική πρόταση για την ανάπτυξη κριτικής ιστορικής σκέψης και καλλιέργειας ιστορικής συνείδησης των εκπαιδευτικών, έτσι ώστε να τους/τις βοηθήσει να υλοποιήσουν με εναλλακτικό, δημιουργικό και διασκεδαστικό τρόπο τη διδασκαλία της ιστορίας. Με άλλα λόγια, επιχειρείται αλλαγή νοοτροπίας και διδακτικής μεθοδολογίας από τους/τις εκπαιδευτικούς, ώστε στη συνέχεια η διδασκαλία της ιστορίας να αποκτήσει πραγματικό ενδιαφέρον και νόημα για τους/τις μαθητές/μαθήτριες.

Λέξεις κλειδιά: διδακτικό σενάριο, ιστορία, κριτική προσέγγιση, Μέγας

1. Εισαγωγή

Τα τελευταία χρόνια σύμφωνα με τις σύγχρονες τάσεις η διδασκαλία της ιστορίας επιτάσσει την ανάγκη του συνδυασμού ανάμεσα στον επιστημολογικό και ιστοριογραφικό προβληματισμό με τη διδασκαλία στην πράξη (Τζόκας, 2002). Με αυτή την έννοια υπάρχει μία αλληλεπίδραση ανάμεσα στην ιστορική γνώση και την κοινωνική αναπαραγωγή της ή και κατασκευή της με τη διαμεσολάβηση της μαθησιακής πράξης. Πλέον, γίνεται προσπάθεια η σχολική ιστορία να απεγκλωβιστεί από τον δασκαλοκεντρικό και αφηγηματικό χαρακτήρα με την απομνημόνευση όρων χρονολογιών ή άλλων στοιχείων, αλλά να εμπλουτιστεί με σύγχρονες διδακτικές προσεγγίσεις (Βακαλούδη, 2014). Όσον αφορά τις νέες διδακτικές μεθόδους και τεχνικές ιδιαίτερη βαρύτητα δίνεται στο πλαίσιο της ομαδοσυνεργατικής, κοινωνικής και διερευνητικής διαδικασίας ανάπτυξης της γνώσης στην μελέτη των πηγών, σύνταξη ερωτημάτων και σχολείων πάνω στις πηγές. Στόχος είναι να ενισχυθεί η ενεργητική παρουσία των μαθητών/τριών στην μαθησιακή διαδικασία και οι μαθητές/μαθήτριες να αναπτύξουν κοινωνικές δεξιότητες.

Επομένως, το επιστημονικό υπόβαθρο και γνωστικό περιεχόμενο του παρόντος διδακτικού σεναρίου εντάσσεται στις αρχές της Κριτικής Παιδαγωγικής, όπου οι συμμετέχοντες/συμμετέχουσες υποβάλλονται σε μια προβληματική κατάσταση (problem posing model) που μπορεί να οδηγήσει σε κριτική συνείδηση, στην ανάπτυξη της γνώσης από τους ίδιους/τις ίδιες, εστιάζοντας στα προβλήματα της ζωής τους. Καλούνται να αντιληφθούν ότι η εκάστοτε κυρίαρχη ιδεολογία ή κουλτούρα επιβάλλει τη δική της πολιτική και αψηφά ή καταπιέζει ολόκληρες ομάδες πληθυσμού (Γούναρη & Γρόλλιος, 2010). Σ' αυτή τη λογική η απόδοση του προσδιορισμού «μέγας» σε ορισμένες προσωπικότητες είναι υποκειμενικό και ενδεχομένως να εξυπηρετεί σκοπιμότητες της κυρίαρχης ιδεολογίας κάθε φορά.

Οι συμμετέχοντες/συμμετέχουσες επιχειρείται να αμφισβητήσουν τέτοιου είδους λογικές και να αναρωτηθούν γιατί ενδεχομένως να συμβαίνει αυτό και να το συνδέσουν με τη δική τους εμπειρία και πραγματικότητα φέρνοντας στη μαθησιακή διαδικασία τα όποια βιώματα έχουν. Επίσης, αξιοποιούνται και αυθεντικά υλικά, όπως βιντεοπαιχνίδια που έχουν νόημα για εκείνους/ες. Οι συμμετέχοντες/συμμετέχουσες ερευνούν κριτικά τις πηγές, αναστοχάζονται και θέτουν ερωτήματα και καταλήγουν σε συμπεράσματα, ενώ οι επιμορφωτές/τριες λειτουργούν ως καθοδηγητές/τριες, συντονιστές/τριες και εμπνευστές/στριες (Χουρδάκης, 2020).

2. Σκοπός και προσδοκώμενα μαθησιακά αποτελέσματα εργαστηρίου

Γενικός σκοπός του σεναρίου είναι η ανάπτυξη κριτικής ιστορικής σκέψης και η καλλιέργεια ιστορικής συνείδησης των συμμετεχόντων/συμμετεχουσών.

Για να πραγματοποιηθούν αυτά, οι συμμετέχοντες/συμμετέχουσες χρειάζεται να επαναφέρουν στη μνήμη τους τα ιστορικά γεγονότα γύρω από τους αυτοκράτορες Κωνσταντίνο Α', Ιουλιανό και Θεοδόσιο Α', να αντιληφθούν το συγκείμενο (πολιτικό, οικονομικό, πολιτισμικό, κοινωνικό) στο οποίο έδρασαν και να κατανοήσουν τις αλλαγές που επήλθαν με τις επιλογές των προσωπικοτήτων αυτών. Ακόμη, οι συμμετέχοντες/συμμετέχουσες με ιστορική συνείδηση κρίνουν τους λόγους δράσης των προσώπων αυτών και το βαθμό επηρεασμού της δράσης τους στη συγχρονία και τη διαχρονία της ιστορίας και της ανθρωπότητας. Ακολούθως, παραλληλίζουν αυτά με τη δική τους πραγματικότητα.

Με βάση το νέο Π.Σ. της Ιστορίας Δημοτικού αξιοποιούνται η διερευνητική μάθηση, ο ισότιμος διάλογος, η κριτική ανάλυση και μελέτη πηγών και η κατασκευή γνώσης από τους/τις συμμετέχοντες/συμμετέχουσες, που έχουν νόημα για αυτούς/ες. Επομένως, οι συμμετέχοντες/συμμετέχουσες καλούνται να εντρυφήσουν στα παραπάνω, ώστε να τα χρησιμοποιήσουν στη διδακτική τους πράξη.

Τα προσδοκώμενα μαθησιακά αποτελέσματα είναι τα εξής:

Γνωστικά:

- να γνωρίζουν τον τρόπο διακυβέρνησης του Μεγάλου Κωνσταντίνου.
- να αντιλαμβάνονται τη θρησκευτική πολιτική των Ιουλιανού και Θεοδοσίου Α΄ στο συγκείμενο της εποχής τους.
- να κατανοούν τη δημιουργία των δυο πυλώνων της βυζαντινής αυτοκρατορίας, εκκλησία και κράτος.

Δεξιότητες:

- να συνθέσουν τμήματα διαφορετικών πηγών σε ένα κείμενο με συνοχή, συγκρότηση και κριτική σκοπιά.
- να θέτουν ερωτήσεις και να δίνουν απαντήσεις σε ανοιχτά ερευνητικά ερωτήματα προφορικά ή γραπτά σχετικά με τη διδασκόμενη ιστορική ύλη.
- να κατασκευάζουν ψηφιακή ιστορική γραμμή και ψηφιακό εννοιολογικό χάρτη για το ιστορικό πλαίσιο που αναφέρεται το σενάριο.
- να ασκηθούν στην ανάλυση αντικρουόμενων πηγών για την άντληση χρήσιμων συμπερασμάτων.
- να αναπτύξουν συνεργατικές δεξιότητες μέσα από ομαδικές δραστηριότητες διερευνητικής μάθησης.

Στάσεις:

- να αντιλαμβάνονται πως ο προσδιορισμός «μέγας» σε ορισμένες προσωπικότητες είναι υποκειμενικός και αμφισβητήσιμος.
- να συγκρίνουν και να αξιολογούν αντιφατικές ενέργειες των αυτοκρατόρων και να εξηγούν τους λόγους δράσης τους.
- να «μπαίνουν στα παπούτσια του άλλου» και να στοχάζονται τον τρόπο που θα έπρατταν εκείνα
- να αντιπαραβάλλουν τη σημερινή θρησκευτική πολιτική του κράτους με την τότε πολιτική των αυτοκρατόρων (τηρουμένων των αναλογιών, βέβαια)

2.2 Διδακτική προσέγγιση

Η διδακτική προσέγγιση του σεναρίου αυτού εδράζεται στην ομαδοσυνεργατική, κοινωνική και διερευνητική διαδικασία ανάπτυξη της γνώσης από την πλευρά των συμμετεχόντων/συμμετεχουσών με την υποστήριξη και καθοδήγηση του/της επιμορφωτή/τριας.

Επιπλέον, στο πλαίσιο της Κριτικής Παιδαγωγικής δίνεται έμφαση στην καλλιέργεια κριτικής συνείδησης και αναστοχασμού από τους/τις συμμετέχοντες/συμμετέχουσες με δραστηριότητες που επελέγησαν βάσει των δικών τους αναγκών, ενδιαφερόντων και ικανοτήτων. Όλα τα στάδια και οι δραστηριότητες του σεναρίου μεταφέρονται κάλλιστα στο πλαίσιο μιας σχολικής τάξης.

2.3. Διδακτικές τεχνικές και διδακτικά εργαλεία

Αρχικά, προτείνεται η στρατηγική της διδασκαλίας και ιστορικής αφήγησης από τον/την επιμορφωτή/τρια δίνοντας έμφαση στην σωματο-κιναισθητική λειτουργία του για την παρουσίαση της ιστορικής γνώσης. Στη συνέχεια με κατευθυνόμενο διάλογο και ερωτήσεις του/της επιμορφωτή/τριας προς την τάξη για την ανάπτυξη της ιστορικής σκέψης, οι συμμετέχοντες/συμμετέχουσες κινητοποιούνται ενεργά, εμπλέκονται, θέτουν ερωτήματα και προβληματισμούς. Στον κατευθυνόμενο διάλογο ο/η επιμορφωτής/τρια υποστηρίζει τη συζήτηση για να μη ξεφύγει, αφήνει στους/στις συμμετέχοντες/συμμετέχουσες να αναπτύξουν τη θέση τους και οδηγούνται στη συγκρότηση ιστορικού λόγου μέσα από επιχειρήματα. Επίσης, η ένταξη των πηγών, και μάλιστα αντικρουόμενων μεταξύ τους, είναι απαραίτητη, καθώς σύμφωνα με τα νέα προγράμματα σπουδών, η μελέτη τους αποτελούν διδακτικό εργαλείο ενεργούς συμμετοχής των συμμετεχόντων/συμμετεχουσών, καλλιεργώντας την ιστορική σκέψη και την κριτική αμφισβήτηση και μία σειρά από δεξιότητες, όπως ορθή ανάγνωση, κριτική ανάγνωση, ορθολογική σκέψη, γραπτή σύνδεση και μάθηση. Μάλιστα, οι συμμετέχοντες/συμμετέχουσες έχουν τη δυνατότητα να προβληματιστούν, να αναλύσουν, να σχολιάσουν τις πηγές και ενδεχομένως να αναζητήσουν τι κρύβεται πίσω από τις λέξεις. Εδώ, ίσως χρειαστεί και ένας κατάλογος βοηθητικών ερωτήσεων προς αξιοποίηση της μελέτης των πηγών. Ακολούθως, οι συμμετέχοντες/συμμετέχουσες εμπλέκονται σε παιχνίδια ρόλων και προσομοίωσης συγκεκριμένων γεγονότων ενθαρρύνοντας τον αναστοχασμό τους καλλιεργώντας την ενσυναίσθηση και εμπλέκοντας το βίωμα στην πρόσληψη γνώσης. Τέλος, χρησιμοποιούν τις ΤΠΕ και αξιοποιούν διάφορα εποπτικά και οπτικοακουστικά μέσα όπως εικόνες, βίντεο και βιντεοπαιχνίδια.

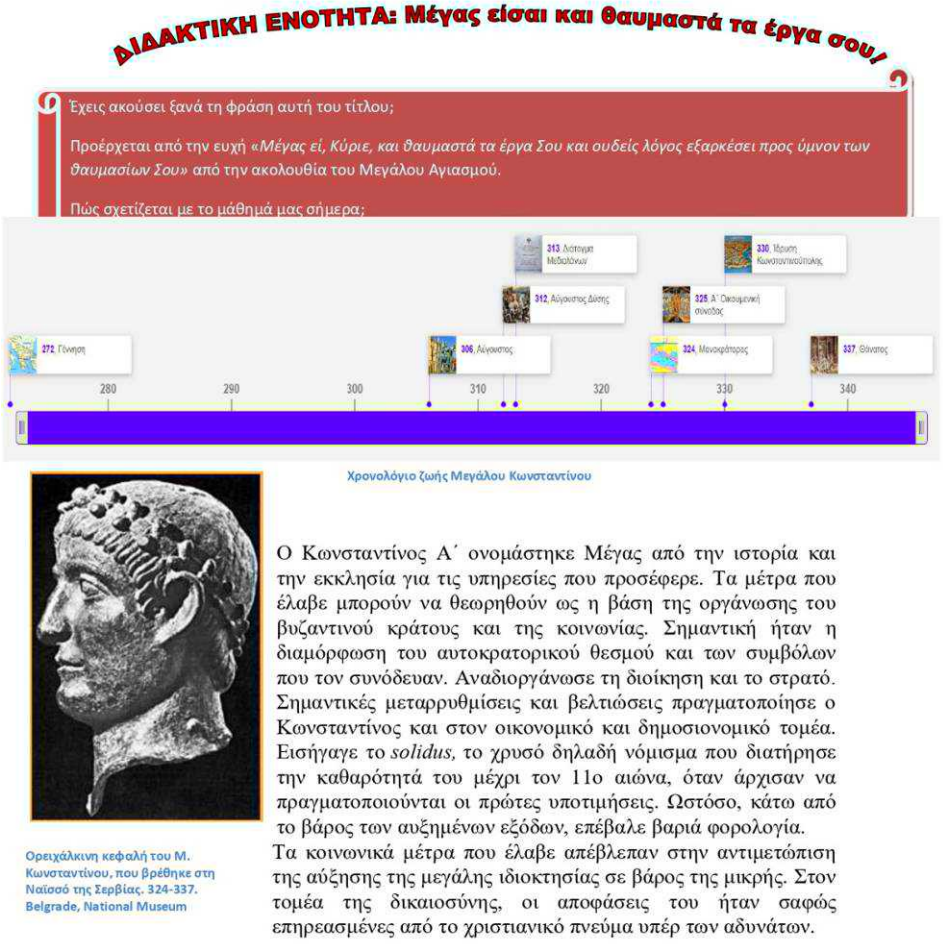
Σχετικά με το πλαίσιο και τους τρόπους αξιολόγησης, η αξιολόγηση των συμμετεχόντων/συμμετεχουσών είναι διαμορφωτική και πολυαισθητηριακή, καθώς δίνει έμφαση όχι τόσο στην αποστήθιση και αναπαραγωγή ιστορικών πληροφοριών, αλλά δίνει τη δυνατότητα έκφρασης και δημιουργίας με πολλούς τρόπους, όπως οι τέχνες και η παραγωγή λόγου. Πραγματοποιείται μέσω της δημιουργίας διάφορων κειμενικών ειδών, ανάπτυξης επιχειρημάτων και κριτικού συλλογισμού και δημιουργίας εικαστικών παρεμβάσεων ή θεατρικών δρώμενων.

2.4. Αναλυτική περιγραφή διδακτικής πορείας

- Ψυχολογική και γνωστική προετοιμασία

Οι συμμετέχοντες/συμμετέχουσες διαβάζουν τον τίτλο της ενότητας και την υποσημείωση, που υπάρχει από κάτω ως πλαίσιο. Μέσα από καταιγισμό ιδεών και υποθέσεων οι συμμετέχοντες/συμμετέχουσες εισάγονται στη νέα ενότητα. Ο/Η επιμορφωτής/τρια απλά κατευθύνει τη συζήτηση και καταγράφει τις απαντήσεις χωρίς να εκφράζεται. Λογικά, οι συμμετέχοντες/συμμετέχουσες θα συνδυάσουν το θρησκευτικό στοιχείο, τις προσωπικότητες και το επίθετο μέγας και θα επιχειρήσουν να τα συνθέσουν. Εδώ μπορεί να χρησιμοποιηθεί το λογισμικό δημιουργίας εννοιολογικών χαρτών bubbl.us.

Οι συμμετέχοντες/συμμετέχουσες καθοδηγούμενοι/ες μελετούν το βασικό κείμενο της ενότητας μέσω της αφήγησης και του κατευθυνόμενου διαλόγου από τον/την επιμορφωτή/τρια. Το βασικό κείμενο παρουσιάζεται μέσω βιντεοπροβολέα και παράλληλα είναι εκτυπωμένο στα χέρια καθένα/καθεμιάς. Ακριβώς, το ίδιο συμβαίνει στη φάση αυτή και στη δεύτερη ενότητα ως προς το βασικό της κείμενο. Επίσης, δημιουργούν ή συμπληρώνουν από τα προηγούμενα μαθήματα τη χρονογραμμή με τη βοήθεια του λογισμικού timetoast.com.



Εικόνα 5: Αρχή του σεναρίου

- Δραστηριότητες διδασκαλίας του γνωστικού αντικειμένου

Στην 1η ενότητα του σεναρίου:

Οι συμμετέχοντες/συμμετέχουσες μελετούν την πηγή «Χρηματικές παροχές στις εκκλησίες από το Μεγάλο Κωνσταντίνο» . Η εγκυρότητά της εξασφαλίζεται από τη δημοσίευση της στο Ίδρυμα Μείζονος Ελληνισμού. Επιχειρείται να κατανοηθεί η φιλοχριστιανική πολιτική του Κωνσταντίνου μέσα από την οικονομική στήριξη και τις φορολογικές απαλλαγές προς την εκκλησία. Οι ερωτήσεις που θα τεθούν πρέπει να προωθούν την συνέρευνα επιμορφωτών και συμμετεχόντων/συμμετεχουσών.

Οι συμμετέχοντες/συμμετέχουσες παρατηρούν τις 2 εικόνες της ενότητας. Καλούνται να αποκωδικοποιήσουν τα στοιχεία τους αναδεικνύοντας την ισχυρή σχέση κράτους-εκκλησίας που δημιουργήθηκε την εποχή του Κωνσταντίνου, αλλά και την πρώτη πολιτική παρέμβαση στα εκκλησιαστικά ζητήματα μέσω της σύγκλησης της οικουμενικής συνόδου. Επίσης, ο χάρτης βοηθά στην κατανόηση του εύρους της αυτοκρατορίας αλλά των συνεπειών της φιλοχριστιανικής πολιτικής του Κωνσταντίνου, που επηρέασε ένα τεράστιο κομμάτι της ανθρωπότητας.

Οι συμμετέχοντες/συμμετέχουσες μέσω των ανοιχτών ερωτημάτων «Πώς είναι σήμερα; Σχολιάστε το.» & «Τι πιστεύετε εσείς; Δικαιολογείται ο προσδιορισμός «μέγας» για τον Κωνσταντίνο;» ζητείται η θέση των μαθητών/τριών για τον τρόπο που βλέπουν σήμερα τις σχέσεις κράτους-εκκλησίας και πώς θα ήθελαν να είναι. Ακολούθως, ζητείται να αναπτύξουν γνώμη σχετικά με τον προσδιορισμό μέγας στον Κωνσταντίνο. Οι συμμετέχοντες/συμμετέχουσες συμπληρώνουν τον αρχικό εννοιολογικό χάρτη του δημιούργησαν.

Ως μονοκράτορας, ο Κωνσταντίνος έδωσε τη σημαντικότερη ώθηση στον χριστιανισμό. Ήδη, το 313 έγινε από τον Κωνσταντίνο και το Λικίνιο η επίσημη αναγνώριση του Χριστιανισμού και με το διάταγμα των Μεδιολάνων δόθηκε η ελευθερία στους πολίτες να ακολουθήσουν όποια θρησκεία ήθελαν. Ο ρόλος του Χριστιανισμού υπήρξε ο συνδετικός κρίκος σε ένα κράτος με υπηκόους που προέρχονταν από διαφορετικούς γεωγραφικούς και πολιτισμικούς χώρους. Η Εκκλησία επιβεβαίωνε και ενίσχυε ηθικά τις ενέργειες του Κράτους και το Κράτος με τη σειρά του ενίσχυε οικονομικά την Εκκλησία στην προσπάθειά της για την εξάπλωση του Χριστιανισμού και την καταπολέμηση των αιρέσεων. Παράλληλα οι επίσκοποι απέκτησαν και δικαστική αρμοδιότητα.
Στο Μεγάλο Κωνσταντίνο οφείλεται ακόμη η σύγκληση της Α' Οικουμενικής Συνόδου το 325 στη Νίκαια με σκοπό να διευθετηθεί η διαμάχη μεταξύ των χριστιανών.
Η ανάμιξη του Κωνσταντίνου στις εκκλησιαστικές διαμάχες αποτέλεσε την πρώτη στην ουσία ενεργό ανάμιξη του Κράτους στις εκκλησιαστικές υποθέσεις, που απέκτησαν έτσι και πολιτικό χαρακτήρα, ενώ συχνά οδήγησαν τις δυο πλευρές σε διενέξεις και ανταγωνισμό.

Χάρτης της βυζαντινής αυτοκρατορίας στα χρόνια διακυβέρνησης του Μεγάλου Κωνσταντίνου.
© Ίδρυμα Μείζονος Ελληνισμού

Χρηματικές παροχές στις εκκλησίες από το Μεγάλο Κωνσταντίνο

Δεδομένου ότι ήταν ευχαρίστησή μας σε όλες τις επαρχίες, δηλαδή τις αφρικανικές, τις νουμιδικές και τις μαυριτανικές, να συνεισφέρουμε στις δαπάνες κάποιων ιερέων της νόμιμης και πιο ιερής Καθολικής θρησκείας, έστειλα μια επιστολή στον Ούρσο, τον διακεκριμένο οικονομικό διοικητή της Αφρικής, και τον ειδοποίησα να πληρώσει 3000 φόλλεις (χάλκινα νομίσματα) στα πρόσωπα που αναφέρθηκαν.

D. Geanakoplos, *Byzantium. Church, Society, and Civilization Seen through Contemporary Eyes*, Chicago 1986, 133.

Παράσταση της Α' Οικουμενικής Συνόδου που έγινε το 325 στη Νίκαια και συγκλήθηκε με πρωτοβουλία του Μεγάλου Κωνσταντίνου.

Φορητή εικόνα, έργο του Μιχαήλ Δαμασκηνού, που χρονολογείται στο 1591. Μουσείο Ιερών Εικόνων και Κειμηλείων της Ιεράς Αρχιεπισκοπής Κρήτης.

Ο Μέγας Κωνσταντίνος και ο Ιουστινιανός προσφέρουν στην Παναγία ομοίωμα πόλης και εκκλησίας αντίστοιχα.

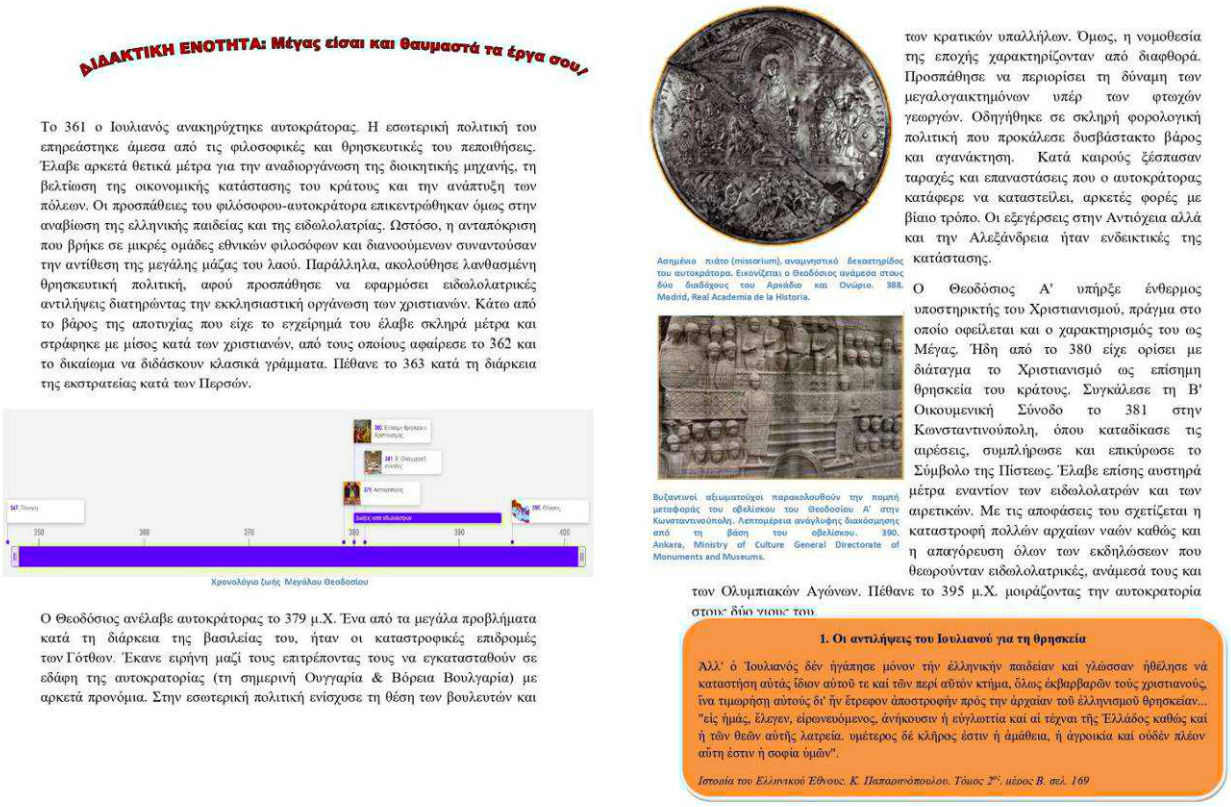
Ψηφιδωτή παράσταση από τον εξωνάρθηκα της Αγίας Σοφίας στην Κωνσταντινούπολη, που χρονολογείται γύρω στο 1000.
Ankara, Ministry of Culture General Directorate of Monuments and Museums.

1. Πώς κρίνετε το έργο του Κωνσταντίνου με βάση το κείμενο που διαβάσατε;
2. Μελετήστε την παραπάνω πηγή. Ποια ενέργεια του Κωνσταντίνου αναφέρει; Γιατί ενδεχομένως να το κάνει αυτό;
3. Παρατηρήστε τις παραπάνω εικόνες. Τι αποτυπώνουν; Ποια ήταν η σχέση εκκλησίας και κράτους; Πώς είναι σήμερα; Σχολιάστε το.
4. Τι πιστεύετε εσείς; Δικαιολογείται ο προσδιορισμός «μέγας» για τον Κωνσταντίνο;

Εικόνα 2: Συνέχεια της 1ης ενότητας

Στην 2η ενότητα του σεναρίου:

Οι συμμετέχοντες/συμμετέχουσες μελετούν την πηγή «Οι αντιλήψεις του Ιουλιανού για τη θρησκεία». Η εγκυρότητα της πηγής εξασφαλίζεται από το γεγονός ότι είναι απόσπασμα από το βιβλίο «Ιστορία του Ελληνικού Έθνους» του Κωνσταντίνου Παπαρρηγόπουλου. Επιδιώκεται οι συμμετέχοντες/συμμετέχουσες να αντιληφθούν τον τρόπο διακυβέρνησης του Ιουλιανού στα θρησκευτικά ζητήματα συνέπεια των δικών του ιδεοληψιών. Ακόμη, θα αξιοποιηθεί ως παράδειγμα προς αποφυγή για το σημερινό τρόπο διακυβέρνησης σε θέματα θρησκευτικότητας. Οι ερωτήσεις που θα τεθούν πρέπει να προωθούν την συνέρευνα επιμορφωτών και συμμετεχόντων/συμμετεχουσών.

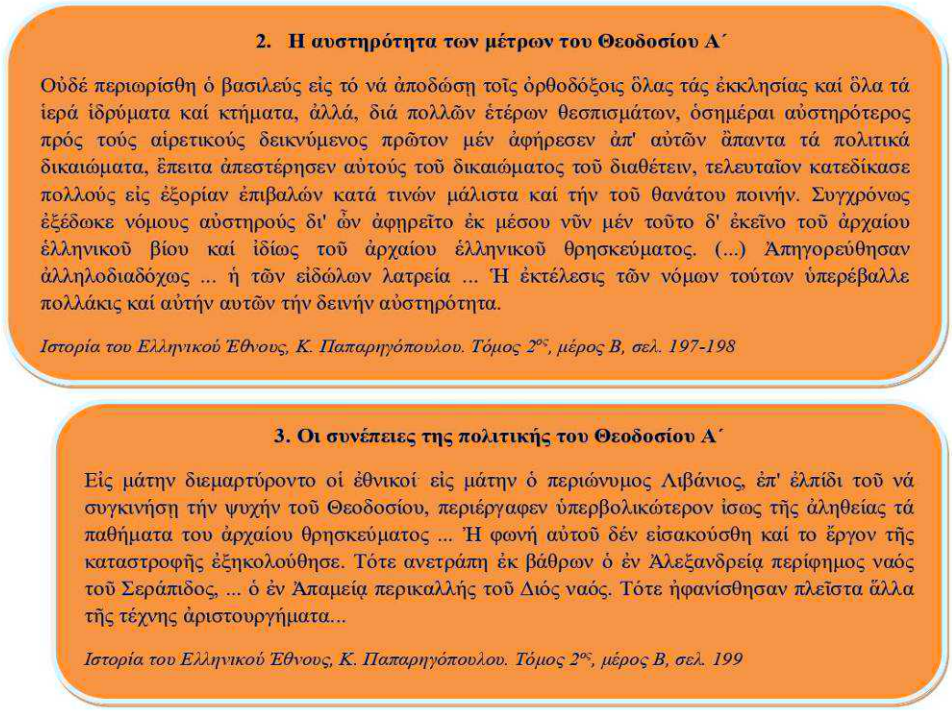


Εικόνα 3: Αρχή 2ης ενότητας

Οι συμμετέχοντες/συμμετέχουσες μελετούν τις πηγές «Η αυστηρότητα των μέτρων του Θεοδοσίου Α' & Οι συνέπειες της πολιτικής του Θεοδοσίου Α΄». Η εγκυρότητα των πηγών εξασφαλίζεται από το γεγονός ότι είναι απόσπασμα από του βιβλίου «Ιστορία του Ελληνικού Έθνους» του Κωνσταντίνου Παπαρρηγόπουλου. Εδώ οι συμμετέχοντες/συμμετέχουσες κατανοούν την σκληρότητα και τις οδυνηρές συνέπειες της θρησκευτικής πολιτικής του Θεοδοσίου Α' και τη συγκρίνουν με το διάταγμα των Μεδιολάνων. Ακόμη, θα αξιοποιηθεί ως παράδειγμα προς αποφυγή για τη σημερινό τρόπο διακυβέρνησης σε θέματα θρησκευτικότητας. Οι ερωτήσεις που θα τεθούν πρέπει να προωθούν την συνέρευνα επιμορφωτών και συμμετεχόντων/συμμετεχουσών.

Οι συμμετέχοντες/συμμετέχουσες καλούνται μέσω των ανοιχτών ερωτημάτων «Σήμερα το κράτος μπορεί να λαμβάνει μέτρα για τη θρησκευτικότητα των πολιτών και να την ρυθμίζει ή και να την περιορίζει» & «Τι πιστεύετε εσείς; Δικαιολογείται ο προσδιορισμός «μέγας» για τον Θεοδόσιο και «αποστάτης» για τον Ιουλιανό;» ζητείται η θέση των μαθητών/τριών για τον ενδεδειγμένο τρόπο πολιτικής του κράτους σήμερα σε θέματα θρησκευτικότητας και ελευθερίας άσκησης λατρείας. Ακολούθως, ζητείται να αναπτύξουν γνώμη σχετικά με τον προσδιορισμό μέγας στον Θεοδόσιο και αποστάτης στον Ιουλιανό.

Οι συμμετέχοντες/συμμετέχουσες συμπληρώνουν τον αρχικό εννοιολογικό χάρτη του δημιούργησαν.



2. Η αυστηρότητα των μέτρων του Θεοδοσίου Α΄

Οὐδέ περιωρίσθη ὁ βασιλεύς εἰς τό νά ἀποδώσῃ τοῖς ὀρθοδόξοις ὅλας τάς ἐκκλησίας καί ὅλα τά ἱερά ἱδρύματα καί κτήματα, ἀλλά, διά πολλῶν ἑτέρων θεσπισμάτων, ὁσημέραι αὐστηρότερος πρός τούς αἱρετικούς δεικνύμενος πρῶτον μέν ἀφήρεσεν ἀπ' αὐτῶν ἅπαντα τά πολιτικά δικαιώματα, ἔπειτα ἀπεστέρησεν αὐτούς τοῦ δικαιώματος τοῦ διαθέτειν, τελευταῖον κατεδίκασε πολλούς εἰς ἐξορίαν ἐπιβαλών κατά τινών μάλιστα καί τήν τοῦ θανάτου ποινήν. Συγχρόνως ἐξέδωκε νόμους αὐστηρούς δι' ὧν ἀφηρεῖτο ἐκ μέσου νῦν μέν τοῦτο δ' ἐκεῖνο τοῦ ἀρχαίου ἑλληνικοῦ βίου καί ἰδίως τοῦ ἀρχαίου ἑλληνικοῦ θρησκεύματος. (...) Ἀπηγορεύθησαν ἀλληλοδιαδόχως ... ἡ τῶν εἰδώλων λατρεία ... Ἡ ἐκτέλεσις τῶν νόμων τούτων ὑπερέβαλλε πολλάκις καί αὐτήν αὐτῶν τήν δεινήν αὐστηρότητα.

Ιστορία του Ελληνικού Έθνους, Κ. Παπαρηγόπουλου. Τόμος 2ος, μέρος Β, σελ. 197-198

3. Οι συνέπειες της πολιτικής του Θεοδοσίου Α΄

Εἰς μάτην διεμαρτύροντο οἱ ἐθνικοί εἰς μάτην ὁ περιώνυμος Λιβάνιος, ἐπ' ἐλπίδι τοῦ νά συγκινήσῃ τήν ψυχήν τοῦ Θεοδοσίου, περιέργαφεν ὑπερβολικώτερον ἴσως τῆς ἀληθείας τά παθήματα του ἀρχαίου θρησκεύματος ... Ἡ φωνή αὐτοῦ δέν εἰσακούσθη καί το ἔργον τῆς καταστροφῆς ἐξηκολούθησε. Τότε ανετράπη ἐκ βάθρων ὁ ἐν Ἀλεξανδρείᾳ περίφημος ναός τοῦ Σεράπιδος, ... ὁ ἐν Ἀπαμείᾳ περικαλλής τοῦ Διός ναός. Τότε ἠφανίσθησαν πλεῖστα ἄλλα τῆς τέχνης ἀριστουργήματα...

Ιστορία του Ελληνικού Έθνους, Κ. Παπαρηγόπουλου. Τόμος 2ος, μέρος Β, σελ. 199

1. Πώς κρίνετε το έργο των Ιουλιανού και Θεοδοσίου Α΄;
2. Μελετήστε τις παραπάνω πηγές. Τι δείχνουν οι πολιτικές των αυτοκρατόρων αυτών; Πώς θα πρέπει να πολιτεύονται οι ηγέτες κατά τη γνώμη σας;
3. Σήμερα το κράτος μπορεί να λαμβάνει μέτρα για τη θρησκευτικότητα των πολιτών και να την ρυθμίζει ή και να την περιορίζει;
4. Τι πιστεύετε εσείς; Δικαιολογείται ο προσδιορισμός «μέγας» για τον Θεοδόσιο και «αποστάτης» για τον Ιουλιανό;

Εικόνα 4: Δραστηριότητες από τη 2η ενότητα

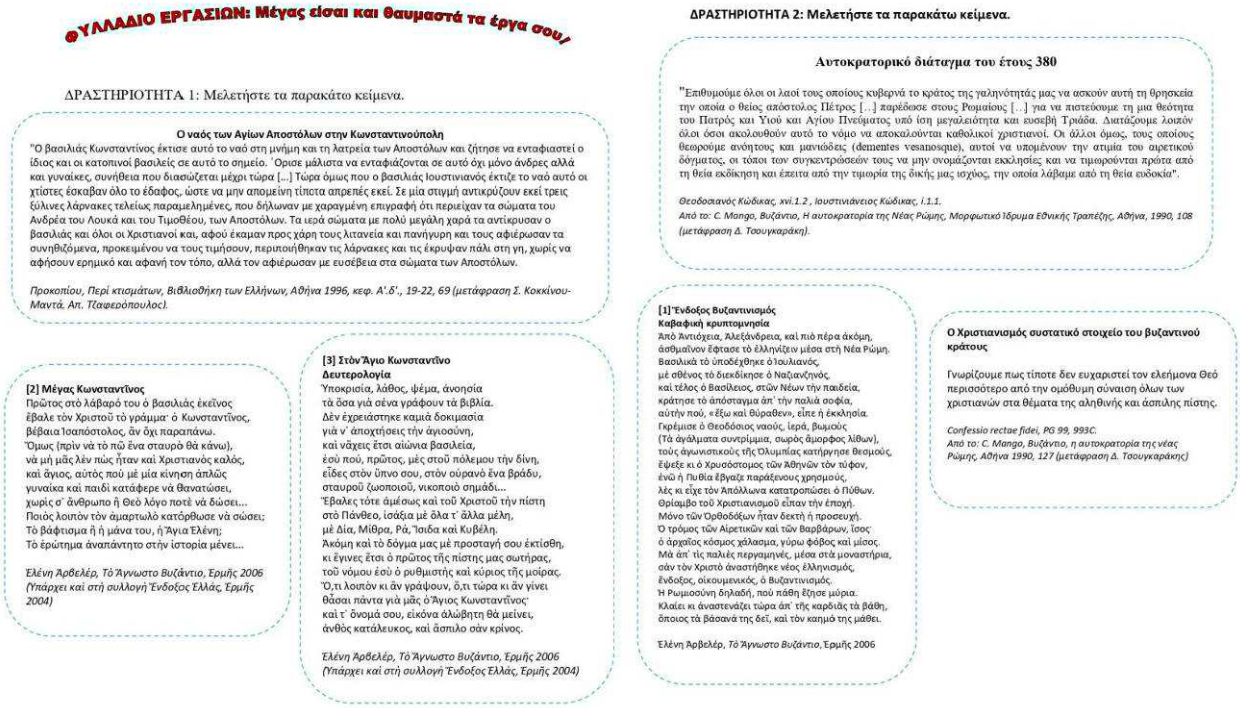
- Δραστηριότητες εμπέδωσης του γνωστικού αντικειμένου

Από το φυλλάδιο εργασίας του σεναρίου:

Οι συμμετέχοντες/συμμετέχουσες μελετούν την πηγή «Ο ναός των Αγίων Αποστόλων στην Κωνσταντινούπολη» και τα δύο ποιήματα της Ελένης Γλυκατζή Αρβελέρ «Μέγας Κωνσταντίνος» & «Στον Άγιο Κωνσταντίνο: Δευτερολογία». Πρόκειται για κείμενα με αντιφατικό περιεχόμενο και οι συμμετέχοντες/συμμετέχουσες έρχονται αντιμέτωποι/ες με μια προβληματική κατάσταση. Καλούνται μέσα από διαλογική συζήτηση και συνεργασία εντός της ομάδας να εξάγουν συμπέρασμα και να συνθέσουν δημιουργικά ένα κείμενο που αξιοποιεί τις πληροφορίες των πηγών και θα δίνει με κριτικό τρόπο τον ιστορικό τους λόγο. Επιδιώκεται να αντιληφθούν τον υποκειμενικό προσδιορισμό «μέγας» στον Κωνσταντίνο και ως αποτέλεσμα της κυρίαρχης ιδεολογίας και συμφερόντων, την αποσιώπηση ορισμένων χαρακτηριστικών ή πράξεων του και τον υπερτονισμό άλλων χαρακτηριστικών ή πράξεων του.

Οι συμμετέχοντες/συμμετέχουσες μελετούν τις πηγές «Αυτοκρατορικό διάταγμα του έτους 380» & «Ο Χριστιανισμός συστατικό στοιχείο του βυζαντινού κράτους» και το ποίημα της Ελένης Γλυκατζή Αρβελέρ «Ένδοξος Βυζαντινισμός: Καβαφική κρυπτομνησία». Πρόκειται για κείμενα με αντιφατικό περιεχόμενο και οι συμμετέχοντες/συμμετέχουσες έρχονται αντιμέτωποι/ες με μια προβληματική κατάσταση. Μέσα από τον διάλογο και τη συνεργασία εντός της ομάδας οι συμμετέχοντες/συμμετέχουσες εξάγουν συμπέρασμα και συνθέτουν δημιουργικά ένα κείμενο που με κριτική σκοπιά και αμφισβήτηση εκφράζουν τη δική τους θέση για τη σκληρότητα του Θεοδοσίου Α΄. Πάλι, επιδιώκεται να αντιληφθούν τον υποκειμενικό προσδιορισμό «μέγας» στον Θεοδόσιο και ως αποτέλεσμα της κυρίαρχης ιδεολογίας και συμφερόντων, την αποσιώπηση ορισμένων

χαρακτηριστικών ή πράξεων του και τον υπερτονισμό άλλων χαρακτηριστικών ή πράξεων του, καθώς και τη βιαιότητα και την καταστολή που χρησιμοποίησε σε μεγάλο κομμάτι των υπηκόων του.



Εικόνα 5: Δραστηριότητα με πηγές

Οι συμμετέχοντες/συμμετέχουσες καλούνται να αναλάβουν ένα ρόλο-συντάκτη που να αποτυπώνει κάθε φορά το μήνυμα που επιθυμεί να εκπέμψει, στο πλαίσιο που τίθεται και στο κοινό που απευθύνεται. Παράλληλα, εξασκούνται σε διάφορα κειμενικά είδη τηρώντας τους κανόνες σύνταξης, μορφής, δομής ή περιεχομένου τους.

- Δραστηριότητες αξιολόγησης του γνωστικού αντικειμένου

Ανακριτική καρέκλα:

Οι συμμετέχοντες/συμμετέχουσες σχηματίζουν ένα κύκλο και στο κέντρο του τοποθετούν μια καρέκλα. Ένα μέλος της τάξης αναλαμβάνει να παίξει το ρόλο του αυτοκράτορα (Κωνσταντίνος,

Ιουλιανός, Θεοδόσιος) και τα υπόλοιπα μέλη αναλαμβάνουν να τον ανακρίνουν

ΔΡΑΣΤΗΡΙΟΤΗΤΑ 3: Χωρίζεστε σε 4 ομάδες και αναλαμβάνετε να συντάξετε επιστολές με βάση τον παρακάτω πίνακα. Κάθε ομάδα θα γράψει μία επιστολή. Μετά την ολοκλήρωση της δραστηριότητας, οι ομάδες διαβάζουν τις επιστολές τους στην ολομέλεια της τάξης.

ΣΥΝΤΑΚΤΗΣ	ΚΟΙΝΟ	ΤΡΟΠΟΣ ΕΠΙΚΟΙΝΩΝΙΑΣ	ΠΕΡΙΕΧΟΜΕΝΟ
Ειδωλολάτρες	Θεοδόσιος Α΄	Υπόμνημα διαμαρτυρίας	Ζητούν από τον αυτοκράτορα να σταματήσει τις διώξεις εναντίον τους.
Επίσκοποι εκκλησίας	Κωνσταντίνος Α'	Επιστολή	Ζητούν από τον αυτοκράτορα να βρει τρόπους, για να επιλυθούν οι διαμάχες των χριστιανών
Ιουλιανός	Υπήκοοι αυτοκρατορίας	Διάγγελμα	Ανακοινώνει στους υπηκόους ότι επαναφέρει την παλαιά θρησκεία.
Δημοσιογράφος	Τηλεθεατές	Έκτακτο δελτίων ειδήσεων	Ενημερώνει τους τηλεθεατές για τα μέτρα του Θεοδοσίου κατά ειδωλολατρών

ΔΡΑΣΤΗΡΙΟΤΗΤΑ 4: Ήρθε η ώρα της ανακριτικής καρέκλας. Κάνουμε ένα κύκλο με τις καρέκλες μας. Στο κέντρο του κύκλου τοποθετούμε μια καρέκλα. Εκεί κάθεται όποιος/α επιθυμεί, για να παίξει το ρόλο του αυτοκράτορα που ανακρίνεται για τις πράξεις του. Οι υπόλοιποι/ες αναλαμβάνουν να ανακρίνουν τον αυτοκράτορα. Διαλέξτε όποιον αυτοκράτορα επιθυμείτε.

ΔΡΑΣΤΗΡΙΟΤΗΤΑ 5: Χωριζόμαστε σε δυο ομάδες και καθόμαστε αναλόγως, για να πραγματοποιήσουμε πολιτική αντιπαράθεση (debate). Η μια ομάδα… Ανταλλάσουμε επιχειρήματα επιδιώκοντας να πείσουμε για τη θέση μας.

ΔΡΑΣΤΗΡΙΟΤΗΤΑ 6: Μαζευόμαστε σε κύκλο και συζητούμε το ζήτημα της εμπλοκής του κράτους σε θέματα θρησκευτικότητας. Οφείλει να το κάνει; Αν, ναι με ποιο τρόπο; Σέβεται τις ελευθερίες των πολιτών ή τις περιορίζει; Πώς πρέπει να δρα τελικά; Ο διάλογος είναι χρήσιμο να καταλήξει σε κάποιο συμπέρασμα.

ΔΡΑΣΤΗΡΙΟΤΗΤΑ 7: Στέλνουμε το δικό μας μήνυμα μέσα από την τέχνη. Μπορείτε να εκφραστείτε με όποια μορφή θέλετε (εικαστικά, ποίηση, μουσικό τραγούδι, θεατρική παράσταση, γλυπτική) για να αποτυπώσετε αυτό αισθάνεστε και βιώσατε καθ' όλη τη διάρκεια της ενότητας αυτής. Θα παρουσιάσετε το έργο σας στην ολομέλεια της τάξης και, αν θέλετε, και στην υπόλοιπη σχολική μονάδα.

Εικόνα 6: Δημιουργικές δραστηριότητες

για την πολιτική που άσκησε θέτοντας ερωτήματα ή κατηγορίες. Το άτομο-αυτοκράτορας επιχειρεί να υπερασπίσει τον εαυτό του. Στην ανακριτική καρέκλα κάθονται όσο γίνεται περισσότερα άτομα εναλλάσσοντας ρόλους κριτή και κρινόμενου. Η δραστηριότητα προσφέρεται για συνεργασία εκπαιδευτικών διαφόρων ειδικοτήτων.

Debate:

Οι συμμετέχοντες/συμμετέχουσες χωρίζονται σε 2 ομάδες κάθε φορά και καλούνται να πείσουν με επιχειρήματα για τη θέση τους. Μπορούν προηγουμένως να έχουν κρατήσει σημειώσεις ή να συμβουλεύονται όσα έχουν δημιουργήσει πριν. Οι αντιμαχόμενες ομάδες μπορεί να είναι ενδεικτικά: Ιουλιανός – χριστιανοί, Θεοδόσιος – ειδωλολάτρες, χριστιανοί – ειδωλολάτρες ή οτιδήποτε σκεφτούν τα μέλη της τάξης. Ο/Η επιμορφωτής/τρια επιβλέπει τη διαδικασία προσπαθώντας η αντιπαράθεση να μην πάρει διαστάσεις φανατισμού.

Κύκλος προβληματισμού & αναστοχασμού:

Οι συμμετέχοντες/συμμετέχουσες ενθαρρύνονται να λάβουν μέρος σε συζήτηση «στρογγυλής τραπέζης», αφού σε κύκλο θα αναπτύξουν θέσεις, προβληματισμούς, προτάσεις, απορίες ή καταγγελίες για το ζήτημα της εμπλοκής του κράτους σήμερα στη θρησκευτικότητα και τον τρόπο που το κάνει, στα ανθρώπινα δικαιώματα και τις ελευθερίες του πολίτη, ώστε να καταλήξουν σε ένα συμπέρασμα.

Δημιουργικές παρεμβάσεις μέσω τέχνης:

Οι συμμετέχοντες/συμμετέχουσες μέσα από διάφορες μορφές τέχνης που θα επιλέξουν και τους ταιριάζει, σε ατομικό ή ομαδικό επίπεδο, θα εκφραστούν και θα δώσουν ένα μήνυμα με τις δημιουργίες τους για όλα όσα έθιξαν σ' αυτή την ενότητα και τι έχουν να δηλώσουν στα υπόλοιπα μέλη της σχολικής μονάδας ή κοινωνίας για τα ζητήματα αυτά. Η δραστηριότητα προσφέρεται για συνεργασία εκπαιδευτικών διαφόρων ειδικοτήτων.

- Μεταγνωστικές δραστηριότητες

Οι συμμετέχοντες/συμμετέχουσες καλούνται να εγκαταστήσουν το βιντεοπαιχνίδι «Medieval Total War» στον προσωπικό τους τους υπολογιστή. Θα παρέχονται οδηγίες από τον/την επιμορφωτή/τρια για τον τρόπο εγκατάστασης και χρήσης του παιχνιδιού. Ο σκοπός είναι οι συμμετέχοντες/συμμετέχουσες να γνωρίσουν με βιωματικό και παιγνιώδη τρόπο τη βυζαντινή αυτοκρατορία, τα υπόλοιπα μεσαιωνικά κράτη και βασίλεια, το ρόλο της θρησκείας και των λειτουργών της στη γεωστρατηγική, αλλά την κουλτούρα, την τεχνολογία κ.α. της περιόδου αυτής της ιστορίας. Ίσως χρειαστεί η βοήθεια και η συνεργασία με εκπαιδευτικό πληροφορικής.

Εικόνα 7: Το βιντεοπαιχνίδι

- Προεκτάσεις σεναρίου

Αρχικά, οι συμμετέχοντες/συμμετέχουσες ενθαρρύνονται να παρουσιάσουν με την ίδια στρατηγική κάποιο σημαντικό ιστορικό γεγονός / ιστορικό πρόσωπο, το οποίο χρονολογικά εντάσσεται στην ίδια περίοδο. Επίσης, η εφαρμογή του σεναρίου μπορεί να ολοκληρωθεί με μία διδακτική επίσκεψη σε παλαιοχριστιανική εκκλησία του τόπου τους ή ακόμα και το σενάριο να υλοποιηθεί εξολοκλήρου ή κάποιο μέρος του στον συγκεκριμένο ιστορικό χώρο, για να προσδώσει περισσότερο ενδιαφέρον, ενεργοποίηση της μάθησης με βιωματικό και πολυαισθητηριακό τρόπο.

3. Συμπεράσματα

Σύμφωνα με τα αναλυτικά προγράμματα, ο γενικός σκοπός της διδασκαλίας της ιστορίας είναι η καλλιέργεια της ιστορικής σκέψης των μαθητών/μαθητριών με κριτικό τρόπο, ώστε να αποκτήσουν ιστορική συνείδηση για πρόσωπα, γεγονότα και καταστάσεις που συνέβησαν στο παρελθόν, αλλά

επηρεάζουν το παρόν και το μέλλον. Η ιστορική σκέψη συγκροτείται μέσα από την κατανόηση των ιστορικών γεγονότων αλλά και την εξέταση των αιτιών και των αποτελεσμάτων, ενώ η καλλιέργεια της ιστορικής συνείδησης έχει να κάνει με την κατανόηση της συμπεριφοράς των ανθρώπων σε συγκεκριμένες καταστάσεις και τη διαμόρφωση αξιών και στάσεων στη ζωή. Επιπλέον, σύμφωνα και με τα νέα προγράμματα σπουδών, η έμφαση δίνεται στα μαθησιακά αποτελέσματα με την έννοια ότι οι μαθητές/μαθήτριες καλούνται να αναπτύξουν όχι μόνο ακαδημαϊκές – γνωστικές δεξιότητες αλλά και δεξιότητες σε συναισθηματικό, ψυχολογικό, κοινωνικό, πολιτισμικό και πολιτικό επίπεδο. Φυσικά, οι μαθητές/μαθήτριες έχουν ενεργό παρουσία στη μαθησιακή διαδικασία, σκέφτονται και ενεργούν κριτικά, αναπτύσσουν κριτική συνείδηση που τους/τις βοηθά να βελτιώσουν τις συνθήκες ζωής και να αναλάβουν πρωτοβουλίες για την ανοικοδόμηση μίας πιο δίκαιης και ισότιμης κοινωνίας, ενώ η αξιολόγηση του μαθήματος της ιστορίας έχει διαμορφωτικό, ανατροφοδοτικό και μεταγνωστικό χαρακτήρα χωρίς διάθεση αποστήθισης και αναπαραγωγής ιστορικών γνώσεων (ΙΕΠ, 2022).

Τέλος, σύμφωνα με την Βακαλούδη (2014), το μάθημα της ιστορίας προσφέρεται και ως μάθημα ανθρωπογνωσίας στο πλαίσιο ενίσχυσης της ανθρωπιστικής παιδείας για τη διερεύνηση του πλαισίου και δράσης των ανθρώπων, τη σημασία και το σεβασμό στον άνθρωπο, αλλά και ως μάθημα πολιτισμού, με την έννοια της γνωριμίας και επικοινωνίας με πνευματικά, καλλιτεχνικά επιτεύγματα, την πορεία του σύγχρονου πολιτισμού για την ενίσχυση της πολιτισμικής ταυτότητας των παιδιών με ταυτόχρονη διαπολιτισμική προσέγγιση.

Όσον αφορά τις νέες διδακτικές μεθόδους και τεχνικές ιδιαίτερη βαρύτητα δίνεται στο πλαίσιο της ομαδοσυνεργατικής, κοινωνικής και διερευνητικής διαδικασίας ανάπτυξης της γνώσης στην μελέτη των πηγών, σύνταξη ερωτημάτων και σχολείων πάνω στις πηγές. Σύμφωνα με τον Μαυροσκούφη (2005), η χρήση των πηγών είναι σημαντική στην διδακτική πράξη, καθώς αυτές συμβάλλουν στην ανάπτυξη της κριτικής σκέψης και διαμόρφωση ιστορικής συνείδησης. Ταυτόχρονα, ενισχύεται η ενεργητική παρουσία των μαθητών/τριών στην μαθησιακή διαδικασία και οι μαθητές/μαθήτριες αναπτύσσουν κοινωνικές δεξιότητες, αφού συνεργάζονται, διερευνούν, ερμηνεύουν, αναλύουν τη γνώση και δεν αποτελούν παθητικοί δέκτες. Άλλες μέθοδοι είναι τα παιχνίδια ρόλων και οι προσομοιώσεις συγκεκριμένων γεγονότων, η χρήση ΤΠΕ, η αξιοποίηση διαφόρων εποπτικών και οπτικοακουστικών μέσων και η πραγματοποίηση διδακτικών επισκέψεων σε χώρους ιστορικού ενδιαφέροντος όπως μουσεία αρχαιολογικούς χώρους, αίθουσες τέχνης ενισχύοντας την βιωματική και πολυαισθητηριακή μάθηση. Οι ποικίλες αυτές τεχνικές και μέσα προσφέρουν πολλές δυνατότητες στον εκπαιδευτικό για να εφαρμόζει τη διδασκαλία του.

Εκείνο όμως που είναι ανάγκη να τονιστεί είναι ότι οι εκπαιδευτικοί οφείλουν να προσαρμόζουν τη διδασκαλία τους ανάλογα με τις γνωστικές ικανότητες και μαθησιακές ανάγκες των μαθητών/τριών του σε συνθήκες ενεργητικής μάθησης και να επιλέγουν κάθε φορά εκείνα τα εργαλεία που κρίνουν ότι ανταποκρίνονται καλύτερα και στις ιδιαιτερότητες της τάξης αλλά και στις απαιτήσεις της συγκεκριμένης υπό διδασκαλία ενότητας. Επομένως, το σενάριο αυτό εντάσσεται σε αυτό το θεωρητικό και επιστημονικό σχεδιασμό και φιλοδοξεί να δώσει το έναυσμα σε εκπαιδευτικούς για μία διαφορετική και εναλλακτική διδασκαλία της ιστορίας.

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ΆΣΚΗΣΗ ΣΤΗ ΧΡΗΣΗ ΕΝΝΟΙΟΛΟΓΙΚΩΝ ΔΙΚΤΥΩΝ (Ε.Δ.) ΣΤΗΝ ΔΙΔΑΣΚΑΛΙΑ

Βασιλομανωλάκης Κυριάκος
Εκπαιδευτικός ΠΕ06

Περίληψη

Τα Εννοιολογικά Δίκτυα (Ε.Δ.) -concept maps- έχουν ποικίλες μορφές και προσεγγίσεις με χρήσεις σε όλα τα επιστημονικά πεδία. Ένα Ε.Δ. παίρνει ποικίλες μορφές ανάλογα με το σκοπό που εξυπηρετεί. Κάποιο με μορφή διαγράμματος είναι κατάλληλο για το μάθημα της Βιολογίας κι άλλο με τη μορφή χρονολογίου βοηθάει να θυμόμαστε την Ιστορία. Επίσης, μπορεί να είναι η περίληψη ενός κεφαλαίου, ένας συνδυασμός γεωμετρικών σχημάτων, σχεδιάγραμμα έκθεσης, κριτική βιβλίου ή αναφορά λογομαχίας. Φυσικά, με γέφυρες και συνδέσεις που πρότεινε ο Αριστοτέλης ο οποίος ήταν ο εφευρέτης των Ε.Δ.

Στόχος του εργαστηρίου είναι η ενημέρωση των συμμετεχόντων σε ευρήματα της Γνωστικής Ψυχολογίας, και πως η χρήση Ε.Δ. ενισχύει την εύκολη μάθηση, βελτιώνει την μνήμη εργασίας, την οπτικό-χωρική αντίληψη και την μεταγνώση.

Λέξεις κλειδιά: εννοιολογικά δίκτυα, μνήμη εργασίας, γνωστικό φορτίο

1. Εισαγωγή

Τα εννοιολογικά δίκτυα (Ε.Δ.) ή χάρτες της γνώσης όπως τους αναφέρει η Okada (2025) είναι δυναμικές νοητικές απεικονίσεις. Ο όρος χάρτης χρησιμοποιείται για να περιγράψουμε μια γραφική αναπαράσταση γνώσης. Είναι στην πραγματικότητα ένας τρόπος επικοινωνίας των σκέψεων, των ιδεών και των εννοιών που μας απασχολούν καθώς και των σχέσεων τους.
Τα Ε.Δ. βοηθούν να οργανώνουμε τη σκέψη μας , να σχεδιάζουμε μελλοντικά έργα ή να αποτυπώνουμε σχέσεις ανάμεσα σε ομάδες πληροφοριών. Δεν είναι γεωγραφικοί χάρτες, αλλά χρήσιμα εργαλεία για να κατανοήσουμε κείμενα και αφηρημένες έννοιες. Βοηθούν τους μαθητές μας, όπως ακριβώς βοηθούν τους καπετάνιους διαχρονικά.

Η χρήση τους έχει σημαντική παιδαγωγική αξία για την καλλιέργεια των γνωστικών, δημιουργικών και συναισθηματικών ικανοτήτων των παιδιών, συμπεριλαμβανομένων δεξιοτήτων όπως η οργάνωση και εφαρμογή της γνώσης, η φαντασία, η κριτική και δημιουργική σκέψη, η γλώσσα και η ουσιαστική μάθηση (Okada, 2014).

Η χρήση εννοιολογικών δικτύων στην διδασκαλία:

- Ενισχύει την εύκολη μάθηση
- Βελτιώνει την εύκολη μάθηση
- Βελτιώνει την οπτικό-χωρική αντίληψη
- Διεγείρει την δημιουργική σκέψη
- Αναπτύσσει την αισθητική αντίληψη
- Αναπτύσσει την μεταγνώση

2. Κυρίως μέρος

2.1. Διττή χρησιμότητα σε μαθητές

Τα Ε.Δ. διευκολύνουν τους μαθητές να σχεδιάζουν, να οπτικοποιούν και να αναδιοργανώνουν σύνθετες πληροφορίες, ενισχύοντας τις ικανότητές τους ανάκτησης και επίλυσης προβλημάτων. Η χρήση Ε.Δ. μειώνει το γνωστικό τους φορτίο έτσι τους οδηγεί σε αποτελεσματική

επεξεργασία πληροφοριών αναπτύσσοντας ταυτόχρονα ανώτερες γνωστικές δεξιότητες (dot connecting). Χρησιμοποιούνται γραφικά, κείμενα, ήχος και βίντεο. Το εννοιολογικό δίκτυο είναι η ταξινόμηση πληροφοριών – ιδεών που μας βοηθάει να…

- Κάνουμε συγκρίσεις.
- Λύνουμε προβλήματα.
- Κάνουμε περίληψη.
- Κάνουμε επαναλήψεις.
- Κάνουμε 2πλή κωδικοποίηση.
- Φωτογραφίζουμε μια χρονική στιγμή.
- Αξιολογούμε τι μάθαμε.

Επίσης, τα οφέλη της χρήσης εννοιολογικών δικτύων αναφέρονται…

- Στην ανάπτυξη γνωστικών δεξιοτήτων, δηλαδή στην βελτίωση της μνήμης εργασίας και στης μεθοδολογίας στη λύση προβλημάτων καθώς και στην ανάπτυξη μιας ολιστικής προσέγγισης και τη μεταγνώσης τους.
- Στη μελέτη κάθε αντικειμένου καθώς η δημιουργία εννοιολογικών δικτύων είναι ένας ενδιαφέρον τρόπος μάθησης με δυνατότητα καινοτόμων προσεγγίσεων συνεχώς. Η μάθηση γίνεται ταχύτερα μετά από εκπαίδευση, ενώ στα αρχικά στάδια παρατηρείται το αντίθετο.
- Στο γράψιμο εκθέσεων καθώς με την δημιουργία σχεδίων εργασίας παρατηρείται τήρηση των οδηγιών, πληρέστερη ανάπτυξη του θέματος και ολοκλήρωση εντός των προβλεπόμενων χρονικών ορίων. Καταγράψαμε βελτίωση της βαθμολογίας – σε διάστημα ενός σχολικού έτους – κατά δύο μονάδες σε μαθητές της Αγγλικής γλώσσας επιπέδου C2 (Βασιλομανωλάκης, 2020).
- Στην στοχοθεσία και στην επίτευξη στόχων. Ιδιαίτερα σημαντικό όφελος της χρήσης Ε.Δ. είναι ο εθισμός των μαθητών στην εστίαση και στον αποκλεισμό παρεμβολών (Gheza & Kool, 2025)
- Στην κατάκτηση του νέου λεξιλογίου της Αγγλικής γλώσσας σε όλα τα επίπεδα. Με τη χρήση της διπλής κωδικοποίησης και την δημιουργία μεγάλων ομαδικών δικτύων σε εβδομαδιαία και τετραμηνιαία συχνότητα.
- Στις επαναλήψεις με τη δημιουργία εννοιολογικών δικτύων μεγέθους Α4 τα οποία αρχειοθετούνται στο portfolio των μαθητών με ευθύνη τους.
- Σε εργασίες project, στα σεμινάρια μας ‘Θυμάμαι εύκολα’ και ΄Παιχνίδια Μνήμης’ καθώς και σε λογομαχίες.

2.2. Τα Ε.Δ. είναι συμβατά με το μοντέλο της Μνήμης Εργασίας

Στη Ψυχολογία τα Ε.Δ. χρησιμοποιούνται για να αναπαραστήσουν γνωστικά μοντέλα. Κάθε τύπος τους αντιπροσωπεύει κάτι διαφορετικό.. Η χρήση Ε.Δ. επηρέασε την Μ.Ε. μαθητών. που χρησιμοποίησαν περισσότερη αποκλίνουσα σκέψη (Shealy et al. 2022). Ο εφευρέτης των Ε.Δ. J.Novac (1972) τα διαχωρίζει από τα mind maps καθώς τα Ε.Δ. έχουν διασταυρούμενους νέους δεσμούς σε διαφορετικές περιοχές τους οι οποίοι μπορεί να μας οδηγήσουν σε νέες δημιουργικές παραστάσεις. Σύμφωνα με το Novac (2006) τα Ε.Δ. βασίζονται σε μια ρητή γνωστική ψυχολογία μάθησης και εποικοδομητική γνωσιολογία (Ζώνη Επικείμενης Ανάπτυξης- Z.P.D.). Τα Ε.Δ. είναι συμβατά με το γνωστικό μοντέλο της Μνήμης Εργασίας και της λειτουργίες του (Baddeley, 2012), αν και ο ίδιος δεν έχει κάνει σχετική αναφορά.

2.3 Λειτουργίες της μνήμης εργασίας που βελτιώνονται με τη χρήση Ε.Δ.

Υπάρχουν δύο σημαντικοί παράγοντες που επηρεάζουν την χωρητικότητα της μνήμης εργασίας, αυτοί είναι η λεκτική μνήμη εργασίας και η χωρική μνήμη εργασίας. Η χωρητικότητα με τη σειρά της σχετίζεται ισότιμα με τη ρέουσα ευφυΐα (Alloway & Alloway, 2013, σελ.147)

Η λεκτική μνήμη επιδρά περισσότερο όταν το Ε.Δ. είναι οριζόντια προσανατολισμένο. Σε αντίθεση η χωρική αντίληψη επιδρά όταν τα μαθηματικά προβλήματα παρουσιάζονται κάθετα (Alloway & Alloway, 2013, σελ.248).

Πληροφορίες οι οποίες έχουν χωρικό παράγοντα ενεργοποιούν τον ιππόκαμπο (Alloway & Alloway, 2013, σελ.161).

Ο ιππόκαμπος ενεργοποιείται επίσης με οπτικές και απτικές πληροφορίες (Alloway & Alloway, 2013, σελ.163)

Η οπτικό-χωρική μνήμη εργασίας επηρεάζεται περισσότερο από τη λεκτική από την προσδοκία ενός σοκ (Alloway & Alloway, 2013 σελ.246).

Η χωρική διάσταση επηρεάζει την μάθηση, την μαθηματική δεξιότητα και την καθημερινότητα μας. Ο καλύτερος τρόπος για να την ενισχύουμε είναι να συνδέουμε την οπτική και χωρική πληροφορία λεκτικά αναφέροντας που βρίσκεται στο χώρο (Dehn, 2015, σελ.135).

Κάθε φορά που γράφουμε χρησιμοποιούμε υποκείμενες οπτικό-χωρικές παραστάσεις οι οποίες επηρεάζουν το χειρόγραφο μας, το σχεδιασμό μας, και τη σειρά παρουσίασης των επεισοδίων (Cambridge handbook, 2022, σελ.511).

Η χρήση διαγράμματος για το σχεδιασμό ενός κειμένου απαιτούσε περισσότερους πόρους της οπτικό-χωρικής μνήμης! Η χρήση Ε.Δ. έχει σαν αποτέλεσμα την ανακάλυψη περισσότερων ιδεών (Cambridge handbook, 2022, σελ.512).

Αναπτυγμένη οπτικό-χωρική μνήμη εντοπίζει λάθη στο κείμενο (Cambridge handbook, 2022, σελ.512).

Όταν πληροφορίες σημασιολογικού και χωρικού πλαισίου ενσωματώνονται υπάρχει ανταπόκριση και αλληλεπίδραση σε πολλαπλά επίπεδα για να παραχθεί συνεκτική γνώση καθοδηγούμενη από τη μνήμη (Gonzalez et al., 2025).

Χρησιμοποιώντας Ε.Δ. υπάρχει η δυνατότητα για σημαντική βελτίωση στην αποτελεσματικότητα. Υπάρχει εκτιμώμενη αύξηση 10% χωρίς αλλαγή στα κίνητρα και αύξηση 13% αν υπήρχαν (P.Farrand et al, 2002).

Παρατηρήθηκε ότι μαθητές ασχολήθηκαν περισσότερο με τη νέα ύλη όταν χρησιμοποιούν Ε.Δ. ενισχύοντας έτσι την ενεργή μάθηση και τη συνεργασία (Budd, 2004).

Τέλος, μαθητές που χρησιμοποιούν Ε.Δ. παρήγαγαν πιο οργανωμένη και λεπτομερή γραφή, επιδεικνύοντας βελτιωμένη δημιουργία ιδεών και δομή κειμένου (Al-Jarf, 2009).

2.4 Λειτουργίες της μνήμης εργασίας και η συνεισφορά τους στα Ε.Δ. .

Η χρησιμότητα των Ε.Δ. γίνεται εμφανής όταν κατανοήσουμε την αρχιτεκτονική της μνήμης εργασίας (Μ.Ε.). Η Μ.Ε. ορίζεται (Baddeley et al.,2020) ως ‘ένα σύστημα περιορισμένης χωρητικότητας για την προσωρινή τήρηση και επεξεργασία πληροφοριών. Η Μ.Ε. ευθυγραμμίζεται με τη θεωρία διπλής κωδικοποίησης του Paivio (Thomas, 2021). Σύμφωνα με τη θεωρία της διπλής κωδικοποίησης, (Paivio, 1971) η διατήρηση και η ανάκτηση μιας πληροφορίας ενισχύονται όταν δημιουργείται λεκτική και εικονική αναπαράσταση. Δηλαδή, η πληροφορία αποθηκεύεται σε δύο συστήματα. Τέλος, όταν χρησιμοποιούμε εικόνες και κείμενο, αυξάνεται η εμπλοκή του αναγνώστη (Nikleva D. et al., 2022). Ο κεντρικός επεξεργαστής (central executive) είναι το κέντρο ελέγχου , κατευθύνει την προσοχή, οργανώνει τις πληροφορίες και διαχειρίζεται τους γνωστικών πόρων. Ο κεντρικός επεξεργαστής στα Ε.Δ. ιεραρχεί τις ιδέες, δίνει προτεραιότητα στις έννοιες για την τοποθέτησή τους στο δίκτυο. Εναλλάσσει την προσοχή μας μεταξύ διαφορετικών κλάδων ή θεμάτων. Το οπτικό-χωρικό σημειωματάριο (Visuospatial Sketchpad) επεξεργάζεται και διατηρεί προσωρινά οπτικές και χωρικές πληροφορίες. Στα Ε.Δ. δημιουργεί την διάταξη τους (κόμβοι, κλάδοι και χωρική διάταξη). Επίσης, οπτικοποίει τις σχέσεις μεταξύ εννοιών και ερμηνεύει χρώματα, σχήματα και εικόνες. Το φωνολογικό κύκλωμα (Phonological loop) χειρίζεται τις ακουστικές και τις λεκτικές πληροφορίες, και προφορικές ή γραπτές λέξεις. Στα Ε.Δ. αποθηκεύει και επεξεργάζεται λέξεις κλειδιά, φράσεις ή

γραπτές επεξηγήσεις. Διευκολύνει την ενσωμάτωση λεκτικών ετικετών με οπτικές αναπαραστάσεις. Ο διαχειριστής επεισοδίων (Episodic Buffer) ενσωματώνει πληροφορίες από το οπτικό-χωρικό σημειωματάριο, το φωνολογικό κύκλωμα και τη μακρο-πρόθεσμη μνήμη δημιουργώντας έτσι μια ενοποιημένη εικόνα. Στα Ε.Δ. συνδέει τις νέες πληροφορίες με προγενέστερες γνώσεις που ανακτώνται από τη μακροπρόθεσμη μνήμη και συνθέτει όλα τα στοιχεία σε μια συνεκτική μεγάλη εικόνα.

2.5 Δομή και μυστικά των εννοιολογικών δικτύων

Σύμφωνα με τον εφευρέτη των Ε.Δ. (concept maps) Novak (2006) κάθε πληροφορία είναι δυνατόν να συνδέεται με άλλες στο δίκτυο. Μια ιδέα που πρότεινε ο Αριστοτέλης (Μικρά φυσικά) και εικονοποίησα στο βιβλίο μου Μαθαίνω εύκολα (2010). Τα Ε.Δ. οφείλουν να είναι ανοικτά σε προσθήκες αλλαγές συμπληρώσεις και επεκτάσεις. Ακολουθώντας μια συγκεκριμένη σειρά και ένα χρωματικό κώδικα στην δημιουργία τους μας διευκολύνει στην ανάκληση μιας πληροφορίας. Παρατηρούμε ότι είναι σημαντική η τήρηση της ορολογίας του αντικειμένου – μαθήματος- που μελετάται καθώς και την μοναδικότητας της ταυτότητας της πληροφορίας ώστε να μη υπάρχουν συγχίσεις. Στα γιγάντια Ε.Δ. (2 μέτρα επί 2 μέτρα) που δημιουργούμε η τήρηση της μοναδικότητας της πληροφορίας είναι σημαντική καθώς τηρείται η συνοχή στην ιστοπλοκή της ιστορίας που δημιουργούν οι μαθητές. Φυσικά η συνεργασία στις περιπτώσεις ομαδικών Ε.Δ. είναι προαπαιτούμενο για την αποτελεσματική απεικόνιση των εννοιών και την 2πλή κωδικοποίηση τους. Οι παραπάνω προτάσεις βασίζονται στην 30+χρόνη εμπειρία μας στη χρήση Ε.Δ. (Εκπαίδευση δασκάλων Αγγλικής και στα Κέντρα Αγγλικής ΠΟΛΥΓΝΩΣΗ) και σε ευρήματα της Γνωστικής Ψυχολογίας.

2.6 Χρήση Ε.Δ. στην διδασκαλία της Γεωγραφίας

Η χρήση Ε.Δ. στο μάθημα της Γεωγραφίας - όπως έδειξα σε δύο ομάδες μαθητών της Β Γυμνασίου τον Οκτώβριο 2024 - είναι μοναδική αφού προσομοιάζει με το αντικείμενο του μαθήματος. Ουσιαστικά η χρήση Ε.Δ. στη Γεωγραφία είναι και άσκηση της χωρικής τους αντίληψης. Δεν είναι περίεργο η μη αναπτυγμένη χωρική αντίληψη να εμφανίζεται σαν αδυναμία στο μάθημα της Γεωγραφίας. Η εμπειρία μου από τη θητεία μου στο Εμπορικό Ναυτικό ως υπεύθυνος διορθώσεων ναυτικών χαρτών δείχνει ότι η χωρική αντίληψη είναι μια γνωστική δεξιότητα που αναπτύσσεται αργά.

2.7 Αντιμετώπιση λειψυδρίας στην Κρήτη - Μελέτη Περιφέρειας Κρήτης (2021)

Η πολυσέλιδη λεπτομερής έκθεση αναφέρεται στο πρόβλημα λειψυδρίας που αντιμετωπίζει η Περιφέρειά Κρήτης. Θεώρησα σκόπιμο να κάνω μια σύντομη παρουσίαση σε μαθητές σχετικά με τη λειψυδρία το φθινόπωρο 2024. Το Ε.Δ. που δημιούργησα αναφέρεται στα έσχατα μέτρα που προτείνεται να ληφθούν και συμπυκνώνει πολλές σελίδες οδηγιών. Αντίστοιχα το πρόγραμμα των Ηνωμένων Εθνών για το Περιβάλλον (The United Nations Environment Programme) έχει μια σειρά από ιδιαίτερα Ε.Δ. στα οποία παρατίθενται εικονογραφημένα αφενός οι προκλήσεις και αφετέρου οι προτεινόμενες λύσεις.

2.8 Το Διεθνές Ραδιοτηλεφωνικό Αλφάβητο

Το Ε.Δ. είναι απεικόνιση με 2πλή κωδικοποίηση του διεθνούς ραδιοτηλεφωνικού αλφαβήτου.

Το δίκτυο που δημιουργήσαμε δεν είναι Ε.Δ. με τη στενή έννοια του όρου αν και όταν το χρησιμοποιούν μαθητές αναγκαστικά δημιουργούν σχέσεις και γέφυρες για να κωδικοποιήσουν μερικές λέξεις. Διαπιστώσαμε ότι η 2πλή κωδικοποίηση, η σειριακή αναζήτηση στο χώρο με τη φορά της κίνησης των δεικτών του ρολογιού και η εστίαση ήταν μια πετυχημένη αρχική φάση εισαγωγής στα Ε.Δ.

2.9. Εφαρμογές Εννοιολογικών δικτύων και Mind maps

Χρησιμοποιούμε μια σειρά Ε.Δ. για να δημιουργήσουμε απλές ιστορίες επιπέδου Α2 της Αγγλικής Γλώσσας, για έλεγχο της παρόρμησης, εστίαση και λύση απλών προβλημάτων. Ενδεικτικά παραθέτω 3 από τα 24 βασικά Ε.Δ. που χρησιμοποιούμε τακτικά.

Σχεδιαγράμματα όπως το παραπάνω χρησιμοποιούσαμε για δεκαετίες στο παιχνίδι Κυνήγι Θησαυρού που πραγματοποιούσαμε στο Δημοτικό Κήπο Χανίων με συμμετοχή πολλών 10δων παιδιών. Το σχεδιάγραμμα συνδυάζει διπλή κωδικοποίηση, σειριακή εξέλιξη, προσανατολισμό Βορρά-Νότου, εστίαση σε μια δραστηριότητα κάθε φορά, συνεργασία και είναι εφαρμογή της θεωρίας των πολλαπλών ταλέντων.

Το Ε.Δ. βασίζεται στην εικονοποίηση της ιδέας του Αριστοτέλη και το χρησιμοποιούμε ευρύτατα σε εκθέσεις επιπέδου C2 της Αγγλικής Γλώσσας.

Το Ε.Δ. χρησιμοποιείται από τους παρατηρητές μιας σύντομης λογομαχίας συμμαθητών τους. Οι δύο παρατηρητές διευκολύνονται για να συνοψίσουν τις παρατηρήσεις τους αμέσως μετά το τέλος της λογομαχίας.

2.10 Η αξιολόγηση των εννοιολογικών δικτυωμάτων των μαθητών

Τα κριτήρια αξιολόγησης που χρησιμοποιούμε αναφέρονται σε 4 ενότητες κάθε μία βαθμολογείται με 1 ή 2 βαθμούς. Δηλαδή…

- Αν είναι το Ε.Δ. είναι εργαλείο μάθηση μέσω της οπτικοποίησης των πληροφοριών και της ενίσχυσης της μνήμης μας.
- Αν έχει ταξινομημένες τις πληροφορίες σε ζευγάρια λέξεων (collocations) και να έχει τουλάχιστον 4 κλαδιά με τα αντίστοιχα τόξα και γέφυρες.
- Αν έχει καλλιτεχνική-αισθητική εικόνα χωρίς κενά που να προκαλούν σύγχυση και να έχει την εικόνα ενός ασύμμετρου λαβύρινθου.
- Αν είναι πλήρες και αν έχει καλύψει τη διάσταση του μέλλοντος απαντώντας στην ερώτηση ‘Αν ήμουν…’

Σε κάθε περίπτωση επαινούμε όλα τα Ε.Δ. τονίζοντας την ιδιαιτερότητα τους, την προσέγγιση και τις ξεχωριστές προτάσεις τους.

2.11 Δημιουργία ομαδικών Ε.Δ. από τους συμμετέχοντες στο εργαστήριο.

Οι συμμετέχοντες προτείνουν το θέμα άσκησης τους ομαδικά. Ο χρόνος που δίδεται είναι 15 λεπτά.

2.12 Αυτό-αξιολόγηση συμμετοχής στο εργαστήριο

Οι συμμετέχοντες ατομικά αυτό-αξιολογούν τη συμμετοχή τους. Η αυτό-αξιολόγηση τους είναι κατ' αρχήν εμπιστευτική. Μπορούν να αναφερθούν αν θελήσουν στη συζήτηση που θα επακολουθήσει.

2.13 Συμπεράσματα

Σε ερευνητικό και ακαδημαϊκό επίπεδο τα Ε.Δ. χρησιμοποιούνται για να απεικονίσουν σενάρια, διαδικασίες και φαινόμενα. Χρησιμεύουν για την ενίσχυση της σαφήνειας, της κατανόησης και του αντίκτυπου της έρευνας καθώς βελτιώνουν την επικοινωνία μεταξύ πολύπλοκων πληροφοριών, εννοιών και σχέσεων. Είναι το μέσο που απλοποιεί την κατανόηση περίπλοκων επιστημονικών ιδεών, γεφυρώνει γλωσσικά εμπόδια και προωθεί την αποτελεσματική επικοινωνία σε επιστημονικά συνέδρια.

Τα Ε.Δ. είναι δημοφιλές εκπαιδευτικό εργαλείο και χρησιμοποιούνται σε πολλές χώρες λόγω των πλεονεκτημάτων τους για μάθηση, καταιγισμό ιδεών και οργάνωση πληροφοριών. Ενδεικτικά, χρησιμοποιούνται στις Η.Π.Α, Ηνωμένο Βασίλειο, Αυστραλία Γερμανία Φινλανδία, Ιαπωνία, Ινδία, Ν. Κορέα, Σουηδία, Νορβηγία, Κίνα με διαφοροποιημένη στόχευση σε κάθε εκπαιδευτικό σύστημα.

Οι προκλήσεις από την χρήση Ε.Δ. στο Ελληνικό εκπαιδευτικό σύστημα είναι ποικίλες εξαιτίας της μη ύπαρξης παράδοσης, εκτεταμένης έρευνας, φόρτου εργασίας κ.α.. Οι προοπτικές από τη χρήση Ε.Δ. σε όλες τις βαθμίδες της εκπαίδευσης είναι ευοίωνες καθώς θα μειώσει το καθημερινό γνωστικό φορτίο των μαθητών, θα ενισχύσει το ενδιαφέρον πολλών και θα βελτιώσει συνολικά τις επιδόσεις τους αφού η μάθηση θα γίνει ευκολότερη.

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ΤΥΦΛΟΚΩΦΩΣΗ, ΜΙΑ ΜΟΝΑΔΙΚΗ ΑΝΑΠΗΡΙΑ. ΠΩΣ ΕΚΠΑΙΔΕΥΩ ΕΝΑ ΤΥΦΛΟΚΩΦΟ ΑΤΟΜΟ ΣΤΗΝ ΕΠΙΚΟΙΝΩΝΙΑ ΚΑΙ ΣΤΙΣ ΔΡΑΣΤΗΡΙΟΤΗΤΕΣ ΚΑΘΗΜΕΡΙΝΗΣ ΖΩΗΣ ΜΕΣΩ ΤΟΥ ΑΙΘΟΥΣΑΙΟΥ, ΙΔΙΟΔΕΚΤΙΚΟΥ ΚΑΙ ΑΠΤΙΚΟΥ ΣΥΣΤΗΜΑΤΟΣ

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Περίληψη

Ένα άτομο θεωρείται τυφλοκωφό ακόμα και αν η απώλεια των αντίστοιχων αισθήσεων δεν είναι καθολική. Ορισμένα άτομα έχουν μειωμένη όραση και ακοή και ως εκ τούτου δημιουργούνται προβλήματα επικοινωνίας, πρόσβασης, προσανατολισμού και κινητικότητας στην καθημερινότητά τους. Η τυφλοκώφωση περιορίζει τις δραστηριότητες ή τη συμμετοχή του υποκειμένου στην κοινωνία σε τέτοιο βαθμό που είναι απαραίτητη η δημιουργία ειδικών υπηρεσιών, υποδομών και νέων τεχνολογιών. Η απτική μάθηση κατέχει σημαντική θέση στην εκπαίδευση και τη ζωή των τυφλοκωφών. Με την κατάλληλη εκπαίδευση, τα χέρια τους γίνονται παράλληλα εργαλεία και μεταβιβαστές πληροφοριών. Ο σκοπός του εργαστηρίου είναι να ενημερώσει και να ευαισθητοποιήσει τους συμμετέχοντες για την τυφλοκώφωση, να παρουσιαστούν τα συστήματα επικοινωνίας και οι διαφοροποιημένοι τρόποι μάθησης ενός τυφλοκωφού ατόμου. Τα τυφλοκωφά άτομα ζουν αναμεσά μας και μαζί μας.

Λέξεις κλειδιά: τυφλωκόφωση, απτικά συστήματα, γραφή braille, νοηματική γλώσσα

1. Εισαγωγή

Η τυφλοκώφωση αποτελεί μία σπάνια αλλά πολυσύνθετη αναπηρία, η οποία συνδυάζει την απώλεια τόσο της όρασης όσο και της ακοής, σε ποικίλους βαθμούς (Sundqvist et al., 2023). Η ιδιαιτερότητα αυτής της κατάστασης δεν έγκειται μόνο στην απώλεια των δύο βασικών αισθήσεων, αλλά και στην πολυπλοκότητα που δημιουργείται στην πρόσβαση στην επικοινωνία, την αντίληψη του περιβάλλοντος και την αυτονόμηση του ατόμου. Τα άτομα με τυφλοκώφωση συχνά αντιμετωπίζουν σημαντικά εμπόδια στην καθημερινότητά τους, καθώς στερούνται τα βασικά αισθητηριακά κανάλια που χρησιμοποιούν οι περισσότεροι άνθρωποι, για να αλληλεπιδρούν με τον κόσμο γύρω τους.

Η εκπαίδευση των τυφλοκωφών ατόμων στην επικοινωνία και τις δραστηριότητες καθημερινής ζωής απαιτεί την υιοθέτηση εξειδικευμένων στρατηγικών, οι οποίες βασίζονται σε εναλλακτικά αισθητηριακά κανάλια. Το αιθουσαίο (ισορροπία και κίνηση), το ιδιοδεκτικό (αντίληψη της θέσης του σώματος στον χώρο) και το απτικό (αφή) σύστημα αποτελούν κρίσιμες αισθητηριακές πύλες μέσω των οποίων το άτομο μπορεί να κατανοήσει, να μάθει και να δομήσει την επικοινωνία και την καθημερινή λειτουργία του. Η αξιοποίηση αυτών των συστημάτων προσφέρει τη δυνατότητα δημιουργίας ενός σταθερού πλαισίου μάθησης, το οποίο στηρίζεται στην αίσθηση του σώματος, την κίνηση και την αφή. Σκοπός της παρούσας εργασίας είναι να προτείνει μέσω εργαστηρίου μια δραστηριότητα για τα τυφλοκωφά άτομα, με έμφαση στο αιθουσαίο, ιδιοδεκτικό και απτικό σύστημα, ώστε να ενισχυθεί η λειτουργική τους ανεξαρτησία και η ποιότητα ζωής τους.

2. Κυρίως μέρος

2.1. Τυφλοκώφωση: Επιδημιολογικά δεδομένα και διαγνωστική προσέγγιση

Η τυφλοκώφωση είναι μια κατάσταση συνδυασμένης απώλειας όρασης και απώλειας ακοής, επίσης γνωστή ως διπλή αισθητηριακή βλάβη ή διπλή απώλεια αισθήσεων (Larsen, Damen, 2014).

Η όραση και η ακοή παίζουν ιδιαίτερα σημαντικό ρόλο στην επικοινωνία και την πρόσβαση στις πληροφορίες. Όταν μια από αυτές τις δύο αισθήσεις είναι απενεργοποιημένη, η άλλη αντισταθμίζει. Ωστόσο, αυτή η ικανότητα αντιστάθμισης μπορεί να μειωθεί ή να απουσιάζει σε ασθενείς με κώφωση. Έτσι, θεωρείται μια πάθηση που αναγνωρίζεται ως διακριτή αισθητηριακή διαταραχή (Matsunaga, 2021).

Η τυφλοκώφωση περιλαμβάνει ένα ευρύ φάσμα ετερογενών διαταραχών, οι οποίες μπορούν να προκληθούν από τραύμα, ασθένειες και διαφορετικά γενετικά σύνδρομα (Möller, 2007). Η γενετική παίζει σημαντικό ρόλο στην παθογένεση της κώφωσης σε παιδιά και νεαρούς ενήλικες, με περισσότερα από 50 κληρονομικά σύνδρομα και διαταραχές που σχετίζονται με την πάθηση, συμπεριλαμβανομένων των συνδρόμων CHARGE, Usher, Down, Stickler και Dandy-Walker, που είναι τα πιο κοινά. Μάλιστα, ανάλογα με την πάθηση και την ηλικία που η τυφλοκώφωση παρουσιάστηκε στα άτομα, αυτά μπορούν να διακριθούν σε τρεις ομάδες, σε κάθε μία από τις οποίες η εκπαιδευτική παρέμβαση είναι διαφορετική. Συγκεκριμένα, η πρώτη κατηγορία είναι αυτή της συγγενούς τυφλοκώφωσης, δηλαδή άτομα που γεννήθηκαν τυφλά ή κωφά πριν να αναπτυχθεί η γλωσσική τους ικανότητα. Στην περίπτωση της επίκτητης τυφλοκώφωσης, οι άνθρωποι έγιναν τυφλοί ή κωφοί μετά την απόκτηση της γλωσσικής τους ικανότητας, ενώ η τυφλοκώφωση τρίτης ηλικίας εμφανίζεται μετά τα 65 έτη (Dammeyer, 2014).

Σύμφωνα με τις εκτιμήσεις επικράτησης της Παγκόσμιας Ομοσπονδίας για τους Κωφούς, στην παγκόσμια έκθεση 2018, η ανασκόπηση υποδεικνύει εκτιμώμενο επιπολασμό 0,2-2% της διπλής αισθητηριακής βλάβης και υπογραμμίζει ποικίλα εύρη επικράτησης μεταξύ πληθυσμών, μελετών ή χωρών, ηλικιακών ομάδων και τύπων κωφώσεως (Minhas et al., 2022). Οι Jaiswal et al. (2025) σημειώνουν ότι περίπου το 2% του παγκόσμιου πληθυσμού αντιμετωπίζει συνδυασμένη βλάβη ακοής και όρασης. Όσον αφορά τη συγγενή τυφλοκώφωση, ο επιπολασμός της έχει αναφερθεί ότι είναι περίπου 1 στα 27.000 νεογέννητα παγκοσμίως (Sundqvist et al., 2023).

Η κλινική διάγνωση της κώφωσης είναι συχνά δύσκολη και ένα σημαντικό ποσοστό ασθενών δεν έχει διαγνωστεί (Matsunaga, 2021). Οι Paramasivam et al. (2023) κάνουν λόγο για ορισμένα όργανα μέτρησης της λειτουργικότητας των καθημερινών δραστηριοτήτων των κωφών, ωστόσο υπογραμμίζουν την ανάγκη για ανάπτυξη και χρήση περισσότερων ειδικών οργάνων.

Η διαδικασία της διάγνωσης συνήθως ξεκινά με την παρατήρηση πρώιμων ενδείξεων, όπως καθυστέρηση στην ανάπτυξη της επικοινωνίας, μη τυπικές αντιδράσεις σε οπτικά ή ακουστικά ερεθίσματα, ή δυσκολίες στην αλληλεπίδραση. Σε παιδιά, αυτά τα σημάδια μπορεί να εντοπιστούν από παιδίατρους, νηπιαγωγούς ή γονείς. Η υποψία οδηγεί σε παραπομπή για πιο εξειδικευμένες αξιολογήσεις, που πραγματοποιούνται σε εξειδικευμένα κέντρα. Σε αυτά λαμβάνει χώρα η ακοολογική εξέταση που μετρά την απώλεια ακοής και καθορίζει τον βαθμό βαρηκοΐας ή κώφωσης (Moroe, Masuku, 2021). Επίσης, η οφθαλμολογική εξέταση ανιχνεύει παθήσεις, όπως η οπτική ατροφία ή το σύνδρομο Usher. Όταν υπάρχουν υποψίες για γενετικά σύνδρομα, όπως το σύνδρομο Usher, μπορεί να ζητηθεί DNA testing (Dammeyer, 2014). Μέρος της διάγνωσης είναι και η εκτίμηση επικοινωνιακών δεξιοτήτων. Ο λόγος, η χρήση εναλλακτικών τρόπων επικοινωνίας (χειρονομίες, αντικείμενα αναφοράς, Braille, νοηματική κ.ά.) αξιολογούνται με τη συνεργασία λογοθεραπευτών και ειδικών στην ειδική αγωγή. Παράλληλα, γίνεται εκτίμηση της ψυχοκοινωνικής κατάστασης του ατόμου και της οικογένειάς του, ώστε να διαμορφωθεί ένα πλήρες προφίλ αναγκών.

2.2. Εκπαιδευτικές παρεμβάσεις σε τυφλοκωφά άτομα

Για τα άτομα με κωφότητα, απαιτούνται διά βίου παρεμβάσεις και υποστήριξη, για να μπορέσουν να αναπτύξουν επικοινωνία, να είναι ενεργοί και να διατηρήσουν μια καλή ποιότητα ζωής. Με βάση τα αποτελέσματα της έρευνας των Sundqvist et al. (2023), προέκυψε ότι η κοινωνική αλληλεπίδραση και επικοινωνία είναι κυρίαρχες ως επιλογές παρέμβασης στους κωφούς. Το Perkins School for the Blind ιδρύθηκε το 1829 και είναι το παλαιότερο σχολείο για τυφλούς στις Ηνωμένες Πολιτείες. Ως τώρα έχει αναπτύξει ένα πλήθος εκπαιδευτικών προγραμμάτων για τυφλοκωφούς με άξονα τα ανάγλυφα κείμενα, τη γλώσσα Braille καθώς και υπερυψωμένες φιγούρες και άλλα συστήματα γραφής (Stothert-Maurer, Arnott, Hale, 2016), ενώ είναι γνωστό διεθνώς για την

υποστηρικτική τεχνολογία Perkins Brailler, μια συσκευή που χρησιμοποιείται παγκοσμίως για τη γραφή Braille.

Οι Skei et al. (2024) υποστηρίζουν μέσα από την έρευνά τους ότι το γνωστικό δυναμικό των ατόμων με κώφωση είναι ίσο με εκείνων χωρίς πάθηση τυφλοκώφωσης, μια υπόθεση που ως τώρα ήταν εμπειρικά αστήρικτη. Το αποτέλεσμα αυτό διερευνήθηκε μέσα από 15 παιδιά και εφήβους με CHARGE, που υποβλήθηκαν σε γνωστική αξιολόγηση με WISC-V χρησιμοποιώντας διαδοχικό σχεδιασμό αξιολόγησης δύο επιπέδων. Το 2ο επίπεδο σχεδιάστηκε ως συνέχεια των επιδόσεων που προέκυψαν από το 1ο επίπεδο και περιλάμβανε καταλύματα για την αντιστάθμιση της αισθητηριακής κινητικής αναπηρίας. Τα αποτελέσματα έδειξαν ότι τα παιδιά και οι έφηβοι με κώφωση είχαν τη μεγαλύτερη επίδραση στις προσαρμογές, επιτρέποντάς τους να προσεγγίσουν τα αποτελέσματα της υποομάδας χωρίς κώφωση. Σε αυτή την παραδοχή βασίζονται και πολλές παρεμβάσεις με εκπαιδευτικό χαρακτήρα για τους τυφλοκωφούς.

Οι Zeza, Stavrou (2015) ανέπτυξαν ένα παρεμβατικό εκπαιδευτικό σχέδιο για έναν κωφό-τυφλό μαθητή με ελεγμένες δυσκολίες στην επίγνωση του σωματικού σχήματος στο πλαίσιο μιας εκτεταμένης έρευνας για την ανάπτυξη του καταλόγου προσυμπτωματικού ελέγχου για το γνωστικό και επικοινωνιακό προφίλ των κωφών-τυφλών μαθητών. Η εφαρμογή του παρεμβατικού προγράμματος είχε ως στόχο να βοηθήσει τον κωφό-τυφλό μαθητή στην προώθηση της πρώιμης ανάπτυξης εννοιών (σχήμα σώματος). Στον μαθητή προσφέρθηκαν πολυαισθητηριακές και συγκεκριμένες εμπειρίες προκειμένου να προωθηθεί η επίγνωση του σωματικού σχήματος.

Επίσης, οι Warnicke et al. (2022) σημειώνουν πως οι περισσότερες εκπαιδευτικές παρεμβάσεις για τυφλοκωφούς βασίζονται στη χρήση τεχνολογικών συσκευών προσανατολισμένων στην καλλιέργεια της επικοινωνίας, της ελεύθερης και ασφαλούς κυκλοφορίας και πρόσβασης σε πληροφορίες, καθώς και στην ψυχολογική προσαρμογή στην κωφότητα. Οι Christos et al. (2023) δημιούργησαν ένα πρόγραμμα παρέμβασης που συνδυάζει τη χρήση εναλλακτικών και προσαρμοσμένων μεθόδων συλλογής πληροφοριών για τη δημιουργία του επικοινωνιακού και γνωστικού προφίλ ενός τυφλοκωφού μαθητή. Η μαθήτρια που συμμετείχε στη συγκεκριμένη μελέτη περίπτωσης είναι ένα κορίτσι 11 ετών που φοιτά σε ειδικό σχολείο στην Ελλάδα. Το κορίτσι επικοινωνούσε μέσω αντικειμένων αναφοράς και απτικής σημασιολογίας. Ως μέρος της παρέμβασης ζητήθηκε από τη μαθήτρια να αγγίξει τα μέρη του σώματος που ονομάστηκαν με απτικές έννοιες ή υποδεικνύονταν με απτικές ενδείξεις στο σώμα της. Παράλληλα, της ζητήθηκε να δείξει τα αντίστοιχα μέλη σε μια κούκλα ή στη δασκάλα. Η μαθήτρια κλήθηκε να μιμηθεί με το σώμα της τις κινήσεις που έκανε η κούκλα. Η δασκάλα κάλεσε τη μαθήτρια να υποδείξει τα μέρη του σώματος που ονόμασε με απτική σημειογραφία. Σύμφωνα με τα αποτελέσματα της αξιολόγησης που πραγματοποιήθηκε με την ολοκλήρωση του προγράμματος παρέμβασης, η μαθήτρια έχει δημιουργήσει μια καλύτερη εικόνα σώματος, εντοπίζοντας τα μέρη του σώματος που δέχονται το απτικό ερέθισμα και ταυτίζοντας τα τραχιά μέρη του σώματός της με αυτά της κούκλας.

Επιπλέον, οι Παπαζαφείρη, Αργυρόπουλος (2024) σχεδίασαν εκπαιδευτικές δραστηριότητες για μαθητές ηλικίας 8-18 ετών. Σκοπός της πρώτης δραστηριότητας ήταν να διερευνηθεί η ικανότητα των παιδιών να διακρίνουν και να ταυτίζουν υφές μέσω της απτικής διερεύνησης αντικειμένων με διαφορετική επιφάνεια. Χρησιμοποιήθηκαν ξυλάκια χειροτεχνίας, ενώ παρατηρήθηκαν διάφορα μοτίβα ενεργητικής απτικής διερεύνησης. Στη δεύτερη δραστηριότητα αξιολογήθηκε η ικανότητα του παιδιού να ταυτίζει υφές ανάμεσα σε μεγαλύτερο αριθμό ερεθισμάτων και με αυξημένο βαθμό δυσκολίας. Χρησιμοποιήθηκαν κάρτες με διαφορετικές υφές και ανιχνεύθηκαν μοντέλα συμπεριφοράς αφής αλλά και μνήμης. Οι δραστηριότητες αυτές επεδίωκαν την καταγραφή μοτίβων απτικής διερεύνησης και συνέβαλαν σημαντικά στον σχεδιασμό εξατομικευμένων προγραμμάτων παρέμβασης.

Αν και υπάρχει περιορισμένος αριθμός αξιολογημένων παρεμβάσεων για άτομα με κώφωση (Warnicke et al., 2022; Skei et al., 2024), αυτές θα πρέπει να είναι προσαρμοσμένες στις ανάγκες κάθε ατόμου. Για αυτό κρίνεται σημαντική και η κατάρτιση των ειδικών επαγγελματικών μέσα εκπαιδευτικές συνεδρίες, προκειμένου να κατανοήσουν τις ανάγκες των ατόμων με τυφλοκώφωση και να μπορούν να τις υποστηρίξουν (Worm et al., 2024). Οι Παπαζαφείρη, Αργυρόπουλος (2021) συμπληρώνουν πως υπάρχει ανάγκη επιμόρφωσης των εκπαιδευτικών για τη διαχείριση μαθητών με

τυφλοκώφωση, γιατί οι ίδιοι νιώθουν απροετοίμαστοι ως προς την αξιολόγηση και την ενίσχυση της εκπαιδευτικής τους ένταξης.

2.3. Δομή του εργαστηρίου για την εκπαίδευση τυφλοκωφών στην επικοινωνία και τις δραστηριότητες καθημερινής ζωής μέσω του αιθουσαίου, ιδιοδεκτικού και απτικού συστήματος

Η εκπαίδευση των τυφλοκωφών ατόμων στην επικοινωνία και τις καθημερινές δραστηριότητες αποτελεί έναν κρίσιμο τομέα για την ενίσχυση της αυτονομίας, της λειτουργικότητας και της κοινωνικής τους ένταξης. Όταν η όραση και η ακοή δεν είναι προσβάσιμες, το άτομο στερείται τις δύο βασικές αισθήσεις που επιτρέπουν την κατανόηση και την αλληλεπίδραση με το περιβάλλον (Matsunaga, 2021). Σε αυτό το πλαίσιο, αποκτά ιδιαίτερη σημασία η ενεργοποίηση και αξιοποίηση άλλων αισθητηριακών συστημάτων, όπως του αιθουσαίου, του ιδιοδεκτικού και του απτικού, τα οποία μπορούν να λειτουργήσουν ως θεμέλιοι λίθοι για τη μάθηση, την επικοινωνία και την καθημερινή διαχείριση της ζωής.

Το αιθουσαίο σύστημα, το οποίο σχετίζεται με την αίσθηση της ισορροπίας και της κίνησης, παίζει σημαντικό ρόλο στην προσανατολισμό του ατόμου στον χώρο και στην ανάπτυξη κινητικών δεξιοτήτων (Saladin, Hansmann, 2009). Μέσω της κίνησης, το άτομο μπορεί να αντιλαμβάνεται αλλαγές στο περιβάλλον, να οργανώνει το σώμα του και να αναπτύσσει σταδιακά μια αίσθηση ρουτίνας και προβλεψιμότητας. Η συμμετοχή σε δραστηριότητες που περιλαμβάνουν κίνηση, όπως ταλαντώσεις, περπάτημα, αλλαγές θέσεων και μετακινήσεις σε δομημένους χώρους, μπορεί να ενισχύσει την εμπιστοσύνη του ατόμου στον εαυτό του και στο σώμα του.

Το ιδιοδεκτικό σύστημα, που αφορά την εσωτερική αίσθηση του σώματος, προσφέρει στο άτομο την ικανότητα να γνωρίζει τη θέση και την κίνησή του χωρίς την ανάγκη οπτικής ή ακουστικής πληροφορίας (Zarei et al., 2025). Αυτό το σύστημα είναι θεμελιώδες για την ανάπτυξη της επίγνωσης του σώματος και της σωματικής ασφάλειας. Μέσα από ασκήσεις πίεσης, αντίστασης και στοχευμένων χειρισμών στα άκρα και στις αρθρώσεις, το άτομο μπορεί να εδραιώσει την αίσθηση του εαυτού, να ενδυναμώσει τη φυσική του παρουσία και να κατανοήσει πώς να εκτελεί λειτουργικές κινήσεις όπως το ντύσιμο, το φαγητό ή η χρήση αντικειμένων.

Τέλος, το απτικό σύστημα αποτελεί το κύριο εργαλείο επικοινωνίας για ένα τυφλοκωφό άτομο. Η αφή μπορεί να αντικαταστήσει τη φωνή και την εικόνα, επιτρέποντας τη μετάδοση πληροφοριών μέσα από σωματική επαφή, χειρονομίες, απτικό λόγο και εντολές μέσω αφής (Costain, 2020). Η εκπαίδευση επικοινωνίας μέσω του απτικού συστήματος περιλαμβάνει τεχνικές, όπως το χειρομορφικό αλφάβητο στην παλάμη (Wang, Al-Said, 2014), τα αντικείμενα αναφοράς, τα ημερολόγια αφής και τις κατευθυντικές απτικές ενδείξεις. Η απτική προσέγγιση δεν περιορίζεται μόνο στην επικοινωνία αλλά και στη μάθηση, προσφέροντας στο άτομο προσβασιμότητα στη γνώση, στις ρουτίνες και στις ανθρώπινες σχέσεις.

Για την υλοποίηση εκπαιδευτικού προγράμματος σε παιδιά με τυφλοκώφωση ηλικίας 11-12 ετών προτείνεται στους/ις εκπαιδευτικούς να οργανώσουν ένα εργαστήριο διάρκειας 60 λεπτών. Το Εργαστήριο αποτελεί μια δομημένη διαδικασία, περιλαμβάνοντας μια θεωρητική εισαγωγή, αποσαφήνιση των στόχων, βιωματική δραστηριότητα και αναλυτικές οδηγίες για την πραγματοποίησή της. Στην αρχή του Εργαστηρίου γίνεται:

- Θεωρητική εισαγωγή στο θέμα
- Αποσαφήνιση των στόχων
- Παρουσίαση δραστηριότητας και υλικών μέσων

Το κύριο μέρος του εργαστηρίου περιλαμβάνει την επαφή των τυφλοκωφών παιδιών με τα απτικά αντικείμενα, ούτως ώστε να καλλιεργήσουν το αιθουσαίο, ιδιοδεκτικό και απτικό τους σύστημα, με κύριο στόχο την ενίσχυση της λειτουργικότητας της καθημερινής τους ζωής. Έπειτα, ακολουθεί η επεξεργασία και η συζήτηση αυτής της δραστηριότητας, προκειμένου να αφομοιωθεί πλήρως ως εμπειρία από τα παιδιά. Ο/η συντονιστής/ρια καλείται να προτρέψει μέσα από ερωτήσεις τα παιδιά, προκειμένου να εκφράσουν την εμπειρία τους καθώς και τις σκέψεις που τους δημιουργήθηκαν.

Στο τέλος του Εργαστηρίου λαμβάνει χώρα ένας απολογισμός της συγκεκριμένης δραστηριότητας και συζήτησης, ενώ εκτός από το κύριο θέμα της συνάντησης, ο/η συντονιστής/ρια έχει τη δυνατότητα να θέσεις και κάποιες άλλες ερωτήσεις στα παιδιά, όπως:

- Πώς νιώσατε κατά την επαφή σας με τα απτικά αντικείμενα;
- Σας βοήθησε αυτή η διαδικασία, ώστε να γνωρίσετε αντικείμενα της καθημερινής ζωής και τη χρήση τους;

Με σκοπό ο/η συντονιστής/ρια να διευκολύνει την έκφραση των απόψεων των παιδιών, παρέχει διαρκή θετική ανατροφοδότηση και η συνάντηση ολοκληρώνεται συνοψίζοντας τα κύρια συμπεράσματα.

2.4 Παρουσίαση του εργαστηρίου για την εκπαίδευση τυφλοκωφών στην επικοινωνία και τις δραστηριότητες καθημερινής ζωής μέσω του αιθουσαίου, ιδιοδεκτικού και απτικού συστήματος

Παρακάτω παρουσιάζονται αναλυτικά οι στόχοι, η μέθοδος, τα υλικά και οι δραστηριότητες του εργαστηρίου.

Α. Στόχοι του εργαστηρίου

- Να ενισχύσουν τα παιδιά τη δυνατότητα του προσανατολισμού και των κινήσεών τους.
- Να μάθουν τα παιδιά να χρησιμοποιούν τη δύναμη και τη θέση των χεριών τους, για να πιάσουν και να τοποθετήσουν υλικά.
- Να εξερευνήσουν τα παιδιά τα ανάγλυφα καθημερινά αντικείμενα μέσω της αφής.
- Να οξυνθεί η μνήμη των τυφλοκωφών παιδιών μέσα από επανάληψη της διαδικασίας κατασκευής τοστ.
- Να αποκτήσουν τα παιδιά βασικές δεξιότητες για την καθημερινότητά τους.

Β. Μέθοδος

Το εργαστήριο διαρθρώνεται με την εξής μέθοδο. Αρχικά, τα παιδιά παροτρύνονται να συμμετέχουν σε μια βιωματική δραστηριότητα, αυτή της κατασκευής τοστ, ώστε να αποκτήσουν βασικές λειτουργικές δεξιότητες. Κατά τη διάρκεια αυτής της δραστηριότητας οι εκπαιδευτικοί παρατηρούν τις κινήσεις των παιδιών. Έπειτα, ακολουθεί επεξεργασία και συζήτηση της δραστηριότητας και στο τέλος ανατροφοδότηση.

Γ. Υλικά

- Καρέκλες
- Τραπέζια
- Μακέτες φαγητών (κομμάτια ψωμιού, ζαμπόν, τυρί, πιάτο)
- Ετικέτες με Γραφή και Braille

Δ. Περιγραφή δραστηριοτήτων

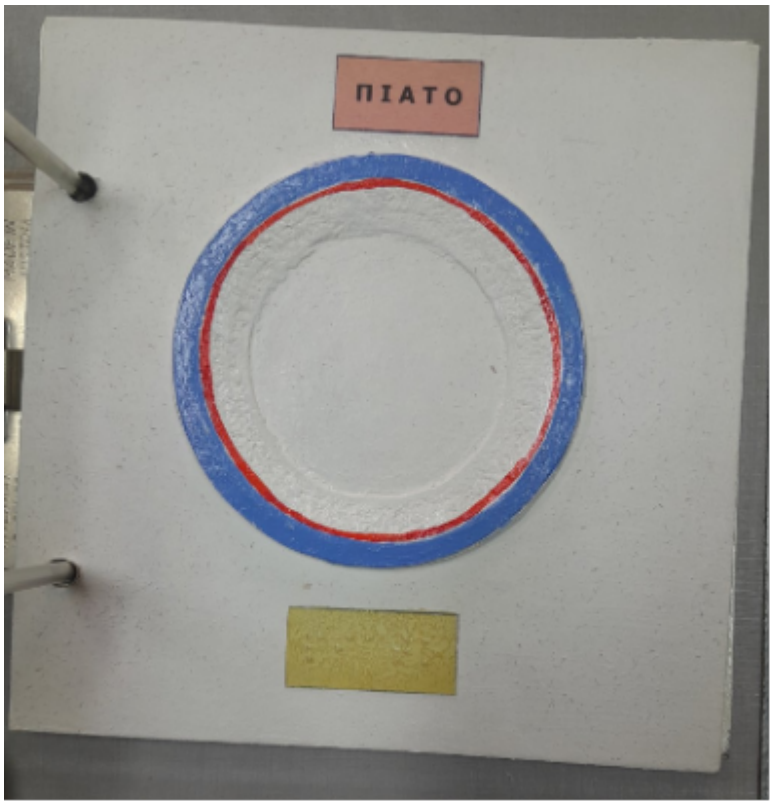
Εισαγωγή

Στα πρώτα 10 λεπτά, ο/η συντονιστής/ρια ενεργοποιεί το ενδιαφέρον των παιδιών μέσω της εξοικείωσής τους με τα μέσα και την προετοιμασία για την κυρίως δραστηριότητα. Ο/η ίδιος/α περιγράφει απλά και απτικά τι πρόκειται να περιλαμβάνει η δραστηριότητα (π.χ. «Θα φτιάξουμε ένα τοστ μαζί!»). Χρησιμοποιείται απτικό υλικό, για να αγγίξει το παιδί το ψωμί, το ζαμπόν, το τυρί και το πιάτο χωρίς πίεση και να αναγνωρίσει τις λέξεις σε Braille. Ο/η συντονιστής/ρια επιτρέπει στο

κάθε παιδί να εξερευνήσει μόνο του τα αντικείμενα και παρατηρεί τα υλικά που του ελκύουν περισσότερο το ενδιαφέρον.

Εικόνα 1. Ψωμί

Εικόνα 2. Τυρί



Εικόνα 3. Πιάτο

Στη συνέχεια, σε διάρκεια 35 λεπτών, τα παιδιά διαβάζουν το απτικό βιβλίο με τη σειρά ΨΩΜΙ → ΖΑΜΠΟΝ → ΤΥΡΙ → ΠΙΑΤΟ. Το παιδί ψηλαφεί την κάθε σελίδα και διαβάζει μέσω Braille ή απτικά σύμβολα. Ο/η εκπαιδευτικός δίνει στο παιδί ένα αντικείμενο (π.χ. τυρί) και το παιδί το τοποθετεί στη σωστή σελίδα. Το παιδί με καθοδήγηση (χέρι-πάνω-σε-χέρι, αν χρειαστεί) φτιάχνει το τοστ βήμα-βήμα. Παίρνει το ψωμί, βάζει το ζαμπόν, προσθέτει το τυρί, σκεπάζει με ψωμί και το τοποθετεί στο πιάτο. Το παιδί ξανακάνει τη διαδικασία αυτόνομα ή με λιγότερη βοήθεια.

Στα τελευταία 15 λεπτά επιτελείται η σύνοψη και ο αναστοχασμός. Το κάθε παιδί αγγίζει ξανά το βιβλίο και περιγράφει -με τρόπους επικοινωνίας που διαθέτει- τα υλικά με τη σωστή σειρά. Ο/η συντονιστής επιβραβεύει τα παιδιά και μπορεί εξίσου να θέσει ερωτήσεις, όπως «Τι σου άρεσε περισσότερο στη διαδικασία;», «Τι θέλεις να φτιάξεις την επόμενη φορά;».

2.5 Αξιολόγηση εργαστηρίου

Η διαδικασία της αξιολόγησης του Εργαστηρίου στοχεύει κυρίως στην παρατήρηση, κατανόηση και ενίσχυση της λειτουργικής ανάπτυξης των παιδιών. Κατά τη διάρκεια της δραστηριότητας, ο/η εκπαιδευτικός καταγράφει με διακριτικό τρόπο την απτική αντίληψη του παιδιού, την ανταπόκριση στην καθοδήγηση και την ακολουθία των βημάτων. Στο τέλος, ο/η συντονιστής/ρια μπορεί να θέσει κάποιες ερωτήσεις προς τα παιδιά, όπως:

- Τι θυμάσαι από τα υλικά;
- Ποιο σου άρεσε περισσότερο;
- Τι θα ήθελες να φτιάξεις την επόμενη φορά;

Είναι σημαντικό ο/η συντονιστής/ρια να ενθαρρύνει τα παιδιά για τη συμμετοχή τους στη διαδικασία και να τα διευκολύνει καθώς μέσω της ανατροφοδότησης θα μπορέσει να συμβάλλει περαιτέρω στην ενίσχυση των δεξιοτήτων τους.

3. Συμπεράσματα

Συμπερασματικά, για την ενίσχυση των καθημερινών λειτουργικών δεξιοτήτων των παιδιών ηλικίας 11-12 ετών με τυφλοκώφωση προτείνεται η υλοποίηση Εργαστηρίου διάρκειας 60 λεπτών.

Το Εργαστήριο βασίζεται στη βιωματική μάθηση και τη διαδραστική εμπλοκή των παιδιών, συνιστώντας μια δομημένη εκπαιδευτική διαδικασία με στόχους, μέθοδο υλοποίησης και δραστηριότητες. Η ενεργή επαφή με τα αντικείμενα του Εργαστηρίου που συνιστούν αντικείμενα καθημερινής χρήσης, προσφέρει ένα σταθερό υπόβαθρο για την ανάπτυξη δεξιοτήτων αυτόνομης διαβίωσης για τα παιδιά, ωστόσο σημαντικό ρόλο διαδραματίζει η προσαρμοστικότητα, η ευελιξία και η κατάρτιση των συντονιστών/ριών.

Η εκπαίδευση των τυφλοκωφών μπορεί να υποστηριχθεί κυρίως με την κατάρτιση των εκπαιδευτικών. Για αυτόν τον λόγο, θα πρέπει να σχεδιαστούν εκπαιδευτικά προγράμματα, τα οποία θα μπορούν να προετοιμάζουν κατάλληλα τους εκπαιδευτικούς ειδικής αγωγής στο πλαίσιο της πανεπιστημιακής τους εκπαίδευσης (Παπαζαφείρη, Αργυρόπουλος, 2021). Ακόμη, τέτοια εκπαιδευτικά προγράμματα θα μπορούσαν να λάβουν χώρα και στο πλαίσιο κοινοτήτων, απευθυνόμενα σε ενηλίκους, προκειμένου να ευαισθητοποιήσουν τους πολίτες σχετικά με τις ανάγκες αλλά και τις δυνατότητες των ατόμων με τυφλοκώφωση.

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Η ΠΛΑΤΦΟΡΜΑ ETWINNING: ΜΙΑ ΠΥΛΗ ΣΤΗ ΣΥΝΕΡΓΑΤΙΚΗ ΜΑΘΗΣΗ ΚΑΙ ΤΗΝ ΚΑΙΝΟΤΟΜΙΑ

Πολίτου Ουρανία
Εκπαιδευτικός ΠΕ86

Περίληψη

Η παρούσα εισήγηση στοχεύει να παρουσιάσει το eTwinning ως ένα δυναμικό περιβάλλον συνεργασίας μεταξύ εκπαιδευτικών και μαθητών από όλη την Ευρώπη, εστιάζοντας στις βασικές πτυχές της πλατφόρμας, τις σύγχρονες τεχνολογικές εξελίξεις και τις δυνατότητες βράβευσης ποιοτικών έργων.

Αρχικά, θα παρουσιαστεί η διαδικασία εγγραφής στην πλατφόρμα eTwinning μέσω του European School Education Platform (ESEP), με έμφαση στις βασικές λειτουργίες και στις δυνατότητες δικτύωσης. Ιδιαίτερη αναφορά θα γίνει στο νέο TwinSpace, το οποίο αποτελεί τον ψηφιακό χώρο συνεργασίας μεταξύ σχολείων.

Στη συνέχεια, θα αναλυθούν στρατηγικές για την εύρεση ξένων συνεργατών, διευκολύνοντας την ανάπτυξη διεθνών συνεργασιών που εμπλουτίζουν τη μαθησιακή εμπειρία. Ένα σημαντικό μέρος της παρουσίασης θα εστιάσει στα ψηφιακά εργαλεία και την αξιοποίηση της τεχνητής νοημοσύνης στο eTwinning, δίνοντας έμφαση σε καινοτόμες πρακτικές που ενισχύουν τη διαδραστικότητα και τη δημιουργικότητα.

Θα δοθούν κατευθύνσεις για τη σχεδίαση ποιοτικών έργων, προκειμένου οι συμμετέχοντες να διασφαλίσουν την επιτυχή υλοποίηση των eTwinning δράσεών τους. Επιπλέον, θα παρουσιαστεί το σύστημα βραβεύσεων του eTwinning.

Λέξεις κλειδιά: Ευρώπη, eTwinning, Ψηφιακά Εργαλεία, Τεχνητή Νοημοσύνη

Εισαγωγή

Στη σύγχρονη εκπαιδευτική πραγματικότητα, η έννοια της συνεργατικής μάθησης και της καινοτομίας διαδραματίζει καθοριστικό ρόλο στη διαμόρφωση δημιουργικών και ενεργών πολιτών. Η πλατφόρμα eTwinning, ένα από τα σημαντικότερα εργαλεία του ευρωπαϊκού προγράμματος Erasmus+, προσφέρει στους εκπαιδευτικούς της Πρωτοβάθμιας και Δευτεροβάθμιας Εκπαίδευσης μια μοναδική ευκαιρία να συνεργαστούν με συναδέλφους τους από όλη την Ευρώπη και όχι μόνο, αναπτύσσοντας καινοτόμα έργα με τη χρήση των Τεχνολογιών Πληροφορίας και Επικοινωνίας (ΤΠΕ).

Κυρίως μέρος

- Εγγραφή στην Πλατφόρμα eTwinning Η είσοδος στον κόσμο του eTwinning ξεκινά με την εγγραφή στην επίσημη πλατφόρμα European School Education Platform (ESEP). Οι εκπαιδευτικοί δημιουργούν έναν επαγγελματικό λογαριασμό, με τα στοιχεία τους και του σχολείου τους, ανοίγοντας τις πόρτες για συνεργασίες, επιμόρφωση και επαγγελματική ανάπτυξη. Το προφίλ του χρήστη λειτουργεί ως εργαλείο επαγγελματικής ταυτότητας και προβολής του ενδιαφέροντός του για συμμετοχή σε συνεργατικά έργα.
- Παρουσίαση Πλατφόρμας ESEP Η ESEP αποτελεί τη νέα ενιαία πλατφόρμα για όλα τα ευρωπαϊκά προγράμματα στον τομέα της σχολικής εκπαίδευσης. Παρέχει ένα δυναμικό περιβάλλον όπου οι εκπαιδευτικοί μπορούν να βρουν εταίρους, να δημιουργήσουν ή να συμμετάσχουν σε eTwinning έργα, να παρακολουθήσουν διαδικτυακά μαθήματα (Learning Events), σεμινάρια, φόρουμ, και να μοιραστούν καλές πρακτικές.
- Γνωριμία με το νέο TwinSpace Το TwinSpace είναι ο συνεργατικός χώρος κάθε eTwinning έργου. Στη νέα του μορφή, προσφέρει ανανεωμένο, φιλικό και ασφαλές περιβάλλον για

συνεργασία μεταξύ εκπαιδευτικών και μαθητών. Περιλαμβάνει λειτουργίες όπως φόρουμ, ημερολόγιο, αποθήκευση αρχείων, δημιουργία σελίδων και άρθρων, εργαλείο δημοσκοπήσεων και πολλές δυνατότητες συνδημιουργίας ψηφιακού περιεχομένου.

- Εύρεση Ξένων Συνεργατών στο eTwinning Η επιτυχία ενός eTwinning έργου εξαρτάται σε μεγάλο βαθμό από την ποιότητα της συνεργασίας. Η πλατφόρμα ESEP παρέχει μηχανισμούς εύρεσης συνεργατών, όπως οι Ομάδες (Groups), τα Φόρουμ Συνεργασιών (Partner Forums), και οι δράσεις επαγγελματικής ανάπτυξης (PDWs), όπου εκπαιδευτικοί από διαφορετικές χώρες συναντώνται και ανταλλάσσουν ιδέες για μελλοντικά έργα.
- Ψηφιακά Εργαλεία και Τεχνητή Νοημοσύνη στο eTwinning Η αξιοποίηση των ψηφιακών εργαλείων και της τεχνητής νοημοσύνης (Artificial Intelligence - AI) στο πλαίσιο του eTwinning προσδίδει νέες διαστάσεις στην εκπαιδευτική διαδικασία, ενισχύοντας τη δημιουργικότητα, την αλληλεπίδραση και την εξατομίκευση της μάθησης.
- Βραβεύσεις eTwinning: Εθνική Ετικέτα Ποιότητας, Ευρωπαϊκή Ετικέτα Ποιότητας, Ετικέτα Σχολείου eTwinning.
- Παρουσίαση Ποιοτικού έργου eTwinning.

Αναλυτική Παρουσίαση

Η εγγραφή στην πλατφόρμα και η είσοδος στην εκπαιδευτική κοινότητα

Η πρώτη επαφή ενός εκπαιδευτικού με την κοινότητα του eTwinning γίνεται μέσα από την εγγραφή στην **European School Education Platform (ESEP)**. Πρόκειται για τη νέα, ενοποιημένη ευρωπαϊκή πλατφόρμα για την εκπαίδευση, η οποία συγκεντρώνει σε ένα σημείο όλες τις πληροφορίες, τις υπηρεσίες και τα εργαλεία που σχετίζονται με τα ευρωπαϊκά προγράμματα, περιλαμβανομένου και του eTwinning.

Κατά τη διαδικασία εγγραφής, ο εκπαιδευτικός δημιουργεί έναν **επαγγελματικό λογαριασμό**. Στον λογαριασμό αυτό καταχωρούνται προσωπικά στοιχεία, πληροφορίες για τη σχολική μονάδα στην οποία εργάζεται, τα μαθήματα που διδάσκει, οι γλωσσικές του δεξιότητες, οι παιδαγωγικές του προσεγγίσεις και οι περιοχές ενδιαφέροντός του. Αυτή η διαδικασία δεν είναι απλώς τυπική ή τεχνική· είναι το πρώτο βήμα για να δημιουργηθεί ένα **δυναμικό προφίλ επαγγελματικής ταυτότητας**, που επιτρέπει στον εκπαιδευτικό να προβάλλει τον εαυτό του ως εν δυνάμει συνεργάτης σε διεθνή έργα.

Το προφίλ αυτό **λειτουργεί ως "ψηφιακή επαγγελματική κάρτα"**, αναδεικνύοντας την πρόθεση και τη διαθεσιμότητα του εκπαιδευτικού να συνεργαστεί σε eTwinning έργα. Είναι το σημείο από το οποίο ξεκινούν οι επαφές, τα αιτήματα συνεργασίας, οι ανταλλαγές απόψεων και η ανάπτυξη μιας κοινότητας μάθησης που βασίζεται στη συνεργασία και στην αμοιβαία εμπιστοσύνη.

Πέρα από τη δημιουργία προφίλ, η εγγραφή στην ESEP παρέχει στον εκπαιδευτικό **πρόσβαση σε πλήθος δυνατοτήτων**:

- Αναζήτηση συνεργατών με φίλτρα που αφορούν τη χώρα, το επίπεδο εκπαίδευσης και τα ενδιαφέροντα.
- Ενημέρωση για ενεργές δράσεις και ευρωπαϊκά προγράμματα.
- Συμμετοχή σε επιμορφωτικά σεμινάρια, διαδικτυακές κοινότητες και θεματικές ομάδες.
- Υποβολή και διαχείριση έργων eTwinning, καθώς και σύνδεση με την ειδική πλατφόρμα συνεργασίας των έργων, το TwinSpace.

Με λίγα λόγια, η εγγραφή στην ESEP **δεν είναι μια απλή τεχνική ενέργεια**, αλλά το θεμέλιο μιας ευρύτερης συμμετοχής του εκπαιδευτικού στην ευρωπαϊκή εκπαιδευτική κοινότητα. Είναι η πύλη εισόδου σε έναν χώρο όπου κυριαρχούν η **καινοτομία, η συνεργασία, η επαγγελματική ανάπτυξη** και οι **πολυπολιτισμικές ανταλλαγές**.

Παρουσίαση της Πλατφόρμας ESEP: Ένα ενοποιημένο περιβάλλον για την ευρωπαϊκή σχολική εκπαίδευση

Η **European School Education Platform (ESEP)** αποτελεί τη νέα ενιαία ευρωπαϊκή πλατφόρμα που ενοποιεί όλες τις δράσεις και τα εργαλεία που σχετίζονται με την ευρωπαϊκή σχολική εκπαίδευση, περιλαμβανομένου του προγράμματος **eTwinning**, του **Erasmus+**, αλλά και των διαδικτυακών κοινοτήτων και επιμορφώσεων. Πρόκειται για μια πλατφόρμα-ομπρέλα που αντικατέστησε το παλαιότερο eTwinning Live και φιλοδοξεί να προσφέρει έναν **ψηφιακό κόμβο συνεργασίας, επιμόρφωσης και δικτύωσης** για τους εκπαιδευτικούς της Ευρώπης.

Η ESEP προσφέρει ένα **δυναμικό και διαδραστικό περιβάλλον** για τους εκπαιδευτικούς όλων των βαθμίδων. Η πρόσβαση στις υπηρεσίες της γίνεται μέσα από τη δημιουργία εκπαιδευτικού προφίλ, το οποίο, λειτουργεί ως εργαλείο προβολής και διασύνδεσης. Από τη στιγμή που ο χρήστης εισέρχεται στο περιβάλλον της ESEP, αποκτά πρόσβαση σε μια σειρά από υπηρεσίες που στηρίζουν τόσο τη **συμμετοχή σε έργα**, όσο και τη **διαρκή επαγγελματική εξέλιξη**.

Συγκεκριμένα, η πλατφόρμα επιτρέπει στον εκπαιδευτικό να:

- αναζητήσει συνεργάτες για eTwinning ή Erasmus+ έργα, μέσα από εξειδικευμένα φίλτρα και θεματικές κοινότητες,
- υποβάλει και να διαχειριστεί έργα eTwinning, σε όλα τα στάδια υλοποίησής τους,
- παρακολουθήσει επιμορφωτικές δράσεις όπως τα διαδικτυακά Learning Events, τα MOOC (Massive Open Online Courses), τις σύντομες εκπαιδευτικές ενότητες και τα επιμορφωτικά σεμινάρια,
- συμμετάσχει σε φόρουμ και ομάδες που βασίζονται σε κοινούς παιδαγωγικούς στόχους, ενδιαφέροντα ή θεματικές ενότητες,
- μοιραστεί καλές πρακτικές, σχέδια μαθημάτων και παραδείγματα επιτυχημένων έργων από άλλους εκπαιδευτικούς στην Ευρώπη.

Η χρήση της ESEP ενισχύει όχι μόνο την **ευρωπαϊκή διάσταση στην εκπαίδευση**, αλλά και την **ενίσχυση του επαγγελματικού προφίλ** των εκπαιδευτικών μέσα από πρακτικές διαμοιρασμού και αλληλεπίδρασης. Η φιλοσοφία της πλατφόρμας στηρίζεται στην ποιότητα, και στη συνεργατική κουλτούρα, δίνοντας ιδιαίτερη έμφαση στην ενσωμάτωση καινοτόμων προσεγγίσεων, στην πολυγλωσσία και στην ισότιμη συμμετοχή όλων των σχολικών μονάδων, ανεξαρτήτως γεωγραφικής ή κοινωνικοοικονομικής θέσης.

Συμπερασματικά, η ESEP αποτελεί **τη βασική ψηφιακή πύλη για κάθε εκπαιδευτικό** που επιθυμεί να συνδεθεί με την ευρωπαϊκή κοινότητα μάθησης. Προσφέροντας ένα ευρύ φάσμα δυνατοτήτων, λειτουργεί ως καταλύτης για την εκπαιδευτική καινοτομία, τη διεύρυνση των οριζόντων των μαθητών και τη συνεχή αναβάθμιση της εκπαιδευτικής πρακτικής.

Το TwinSpace: Ένας ασφαλής και δυναμικός ψηφιακός χώρος μάθησης

Το **TwinSpace** αποτελεί τον βασικό συνεργατικό χώρο κάθε eTwinning έργου και λειτουργεί ως το ψηφιακό «σπίτι» του έργου, όπου συγκεντρώνονται όλες οι δράσεις και η επικοινωνία μεταξύ των συμμετεχόντων. Στη νέα του εκδοχή, παρουσιάζεται πλήρως ανανεωμένο, με **μοντέρνο και φιλικό προς τον χρήστη σχεδιασμό**, προσφέροντας παράλληλα ένα **ασφαλές περιβάλλον** προσβάσιμο μόνο από τα μέλη του έργου (εκπαιδευτικούς και μαθητές).

Πέρα από τον προστατευμένο του χαρακτήρα, το TwinSpace διαθέτει ένα ευρύ φάσμα εργαλείων που υποστηρίζουν τη **συνεργατική μάθηση** και τη **συνδημιουργία ψηφιακού περιεχομένου**:

- Φόρουμ συζητήσεων, για ανταλλαγή απόψεων και ιδεών σε πραγματικό χρόνο ή ασύγχρονα,
- Ημερολόγιο, για την οργάνωση των δραστηριοτήτων του έργου,
- Αποθήκευση αρχείων, με δυνατότητα διαμοιρασμού εγγράφων, εικόνων, βίντεο και παρουσιάσεων,

- Δημιουργία σελίδων και άρθρων, όπου παρουσιάζονται τα παραδοτέα του έργου με πολυτροπικό τρόπο,
- Εργαλείο δημοσκοπήσεων, που ενισχύει τη συμμετοχική λήψη αποφάσεων και την ανατροφοδότηση των μαθητών,
- και πλήθος άλλων δυνατοτήτων για τη σχεδίαση διαδραστικού υλικού, που εμπλέκει ενεργά τους μαθητές στη μαθησιακή διαδικασία.

Η νέα μορφή του TwinSpace ενισχύει περαιτέρω τον **μαθητοκεντρικό χαρακτήρα** του eTwinning, καθώς οι μαθητές καλούνται να συμμετάσχουν ενεργά, να αλληλεπιδράσουν με συνομηλίκους από άλλες χώρες, και να αναλάβουν ρόλους στο σχεδιασμό και την υλοποίηση των δράσεων. Παράλληλα, αποτελεί για τους εκπαιδευτικούς ένα ισχυρό **παιδαγωγικό εργαλείο**, το οποίο επιτρέπει την ορατότητα της προόδου και την τεκμηρίωση των μαθησιακών αποτελεσμάτων.

Ανάπτυξη συνεργασιών και επαγγελματική εξέλιξη

Η δημιουργία ενός επιτυχημένου eTwinning έργου βασίζεται πρωτίστως στην εύρεση κατάλληλων και ενεργών συνεργατών από άλλες χώρες. Η πλατφόρμα **European School Education Platform (ESEP)** προσφέρει ένα ολοκληρωμένο περιβάλλον αναζήτησης και δικτύωσης με Ευρωπαίους συναδέλφους, μέσα από δομημένους μηχανισμούς:

- Φόρουμ Συνεργασιών (Partner Forums): Εκεί, οι εκπαιδευτικοί μπορούν να αναρτήσουν ή να αναζητήσουν προτάσεις για νέα έργα, να εκφράσουν το ενδιαφέρον τους για συγκεκριμένα θέματα και να έρθουν άμεσα σε επαφή με πιθανούς συνεργάτες.
- Θεματικές Ομάδες (Groups): Μέσα από θεματικές κοινότητες πρακτικής, οι εκπαιδευτικοί συζητούν, ανταλλάσσουν ιδέες, υλικό και καλές πρακτικές, καλλιεργώντας σχέσεις συνεργασίας που μπορούν να οδηγήσουν στη δημιουργία νέων έργων.
- Δράσεις Επαγγελματικής Ανάπτυξης (Professional Development Workshops – PDWs): Τα επιμορφωτικά εργαστήρια (δια ζώσης και διαδικτυακά) αποτελούν εξαιρετική ευκαιρία για γνωριμία με εκπαιδευτικούς από άλλες χώρες, ανταλλαγή απόψεων και σχεδιασμό κοινών έργων σε ένα δημιουργικό περιβάλλον.

Μέσα από αυτούς τους διαύλους, οι εκπαιδευτικοί έχουν τη δυνατότητα όχι μόνο να βρουν συνεργάτες με κοινά παιδαγωγικά ενδιαφέροντα, αλλά και να δημιουργήσουν ισχυρά δίκτυα διασχολικής συνεργασίας με **μακροχρόνια προοπτική**. Η διαδικασία αυτή προωθεί την **επαγγελματική ενδυνάμωση**, την **πολιτισμική ανταλλαγή** και την **παιδαγωγική καινοτομία**, συμβάλλοντας στην ουσιαστική αναβάθμιση της εκπαιδευτικής εμπειρίας.

Τα ψηφιακά εργαλεία που αξιοποιούνται ευρέως περιλαμβάνουν:

- Canva: Για τη δημιουργία αφισών, παρουσιάσεων, βιογραφικών και infographics με δημιουργικό τρόπο.
- Genially: Για διαδραστικές παρουσιάσεις, εκπαιδευτικά παιχνίδια και κουίζ.
- Padlet: Για την καταγραφή ιδεών, την ανταλλαγή απόψεων και τη συνεργατική συγγραφή.
- Thinglink: Για την ένταξη πληροφοριών και υπερσυνδέσμων πάνω σε εικόνες.
- Google: Για κοινή επεξεργασία αρχείων, παρουσιάσεων και επικοινωνίας.

Η τεχνητή νοημοσύνη ενσωματώνεται σταδιακά σε πολλά εργαλεία, αλλά και ως ξεχωριστό αντικείμενο ενίσχυσης της διδασκαλίας:

- ChatGPT: Χρησιμοποιείται για την υποστήριξη της συγγραφής κειμένων, την παραγωγή δημιουργικών ιδεών, την εξήγηση εννοιών και τη διατύπωση ερωτήσεων.
- Text-to-image εργαλεία όπως το DALL·E και το Canva Magic Media: Για την οπτικοποίηση αφηρημένων ιδεών ή τη δημιουργία ψηφιακού περιεχομένου από μαθητές.
- AI-based μεταφραστικά εργαλεία: Όπως το DeepL και το Google Translate, που διευκολύνουν τη διαπολιτισμική επικοινωνία σε πολυεθνικά έργα.

Είναι σημαντικό οι εκπαιδευτικοί να εκπαιδεύονται στην παιδαγωγική αξιοποίηση αυτών των εργαλείων, ενσωματώνοντάς τα σε σενάρια μάθησης που ενισχύουν την ενεργό συμμετοχή των μαθητών, τον ψηφιακό γραμματισμό και τις δεξιότητες του 21ου αιώνα. Η τεχνητή νοημοσύνη δεν υποκαθιστά τον εκπαιδευτικό αλλά λειτουργεί ως υποστηρικτικό εργαλείο στην υπηρεσία της μάθησης, δίνοντας τη δυνατότητα διαφοροποίησης και εξατομίκευσης της διδασκαλίας.

Βραβεύσεις eTwinning

Το eTwinning αναγνωρίζει και επιβραβεύει την ποιότητα των έργων και τη συνεχιζόμενη αφοσίωση των σχολείων και των εκπαιδευτικών, προκειμένου να ενισχύσει τη συνεργασία, την καινοτομία και την παιδαγωγική αριστεία. Το σύστημα βραβεύσεων του eTwinning περιλαμβάνει τρεις βασικές κατηγορίες διακρίσεων:

Εθνική Ετικέτα Ποιότητας

Η **Εθνική Ετικέτα Ποιότητας** απονέμεται σε έργα eTwinning που πληρούν τα υψηλότερα πρότυπα ποιότητας στον τομέα της εκπαιδευτικής συνεργασίας. Η απονομή αυτής της διάκρισης βασίζεται σε συγκεκριμένα κριτήρια, όπως η δημιουργικότητα του έργου, η ποιότητα της συνεργασίας μεταξύ των σχολείων, η ενσωμάτωση των μαθησιακών στόχων, η αξιοποίηση των ψηφιακών εργαλείων και η διαχείριση του έργου. Τα έργα που λαμβάνουν την Εθνική Ετικέτα Ποιότητας είναι αναγνωρισμένα σε εθνικό επίπεδο και αποτελούν παράδειγμα προς μίμηση για άλλους εκπαιδευτικούς.

Ευρωπαϊκή Ετικέτα Ποιότητας

Η **Ευρωπαϊκή Ετικέτα Ποιότητας** αποτελεί τη σημαντικότερη διάκριση σε ευρωπαϊκό επίπεδο για τα έργα eTwinning που ξεχωρίζουν για την καινοτομία, τη συνεργασία και την επιτυχή υλοποίησή τους. Τα έργα που κερδίζουν αυτή την ετικέτα αναγνωρίζονται για τη θετική τους επίδραση στην εκπαίδευση, την ενεργό συμμετοχή των μαθητών, και την ικανότητά τους να προωθήσουν τη διαπολιτισμική συνεργασία και την ευρωπαϊκή συνείδηση. Η απονομή της Ευρωπαϊκής Ετικέτας Ποιότητας αποτελεί σφραγίδα αριστείας και έχει διεθνή αναγνώριση στον εκπαιδευτικό χώρο.

Ετικέτα Σχολείου eTwinning

Η **Ετικέτα Σχολείου eTwinning** απονέμεται σε σχολεία που έχουν επιδείξει **συνεπή και εντατική συμμετοχή** σε eTwinning έργα κατά τη διάρκεια ενός σχολικού έτους. Το βραβείο αυτό αναγνωρίζει τα σχολεία που προάγουν μια κουλτούρα συνεργασίας και που ενσωματώνουν την έννοια της διαπολιτισμικής επικοινωνίας στην καθημερινή τους εκπαιδευτική πρακτική. Σχολεία που λαμβάνουν αυτή την ετικέτα ενισχύουν τη φήμη τους σε εθνικό και ευρωπαϊκό επίπεδο, και αποτελούν πρότυπα για άλλες εκπαιδευτικές μονάδες.

Αυτό το σύστημα βραβεύσεων ενισχύει την ποιότητα και την καινοτομία στα έργα του eTwinning, παρέχοντας αναγνώριση και επιβράβευση σε εκπαιδευτικούς και σχολεία που έχουν δεσμευτεί στην προώθηση της συνεργασίας, της δημιουργικότητας και της παιδαγωγικής αριστείας μέσω αυτής της πλατφόρμας.

Αδυναμίες, περιορισμοί ή προκλήσεις της πλατφόρμας eTwinning

Γλωσσικοί περιορισμοί

- Παρόλο που η αγγλική είναι η κύρια γλώσσα επικοινωνίας, δεν είναι πάντα εύκολη για όλους τους εκπαιδευτικούς ή μαθητές.
- Η έλλειψη μετάφρασης ή υποστήριξης πολυγλωσσίας στα εργαλεία της πλατφόρμας δυσκολεύει τη συμμετοχή ορισμένων εταίρων.

Ψηφιακές δεξιότητες και εξοικείωση

- Όχι όλοι οι εκπαιδευτικοί διαθέτουν την απαιτούμενη εξοικείωση με ψηφιακά εργαλεία και πλατφόρμες συνεργασίας.
- Ορισμένοι εκπαιδευτικοί δυσκολεύονται να διαχειριστούν τις λειτουργίες του **TwinSpace**, ειδικά σε πιο σύνθετες δραστηριότητες (π.χ. προσθήκη μαθητών, δημιουργία σελίδων, διαχείριση απορρήτου).

Χρονικοί περιορισμοί

- Οι καθημερινές υποχρεώσεις των εκπαιδευτικών (διδασκαλία, διοικητικές εργασίες) καθιστούν δύσκολη την επαρκή ενασχόληση με τα έργα eTwinning.
- Η σωστή συνεργασία απαιτεί συχνή επικοινωνία, συντονισμό και ανταλλαγή υλικού, κάτι που δεν είναι πάντα εφικτό.

Ανισότητες στις τεχνολογικές υποδομές

- Ορισμένα σχολεία έχουν περιορισμένες τεχνολογικές δυνατότητες (π.χ. παλαιοί υπολογιστές, αδύναμη σύνδεση στο διαδίκτυο), που επηρεάζουν αρνητικά την υλοποίηση δραστηριοτήτων.
- Οι μαθητές ενδέχεται να μην έχουν πρόσβαση σε συσκευές στο σπίτι για να συμμετέχουν ενεργά σε εξ αποστάσεως ή ασύγχρονες δραστηριότητες.

Διαφορετικά επίπεδα εμπλοκής από εταίρους

- Σε πολλά έργα, παρατηρείται άνιση συμμετοχή από τις χώρες ή τους συνεργάτες, με αποτέλεσμα την άνιση κατανομή εργασιών.
- Ορισμένοι εταίροι δεν τηρούν τα χρονοδιαγράμματα ή εγκαταλείπουν το έργο πρόωρα, επηρεάζοντας τη συνοχή του έργου.

Διαχείριση πνευματικών δικαιωμάτων και GDPR

- Υπάρχει δυσκολία ως προς τη σωστή κατανόηση και εφαρμογή των κανόνων **GDPR** σχετικά με τη χρήση φωτογραφιών/βίντεο μαθητών.
- Δεν είναι πάντα σαφές ποιες μορφές χρήσης υλικού επιτρέπονται (π.χ. μουσική υπόκρουση, εικόνες τρίτων, χρήση λογισμικών τρίτων).

Προβλήματα πλατφόρμας και τεχνικά ζητήματα

- Περιστασιακές δυσλειτουργίες ή καθυστερήσεις στην πλατφόρμα (ειδικά στο TwinSpace).
- Δυσκολία στην εύρεση συγκεκριμένων εταίρων μέσω του ESEP (πλατφόρμα αναζήτησης εταίρων), λόγω έλλειψης φίλτρων ή ασαφών περιγραφών έργων.

Αναγνώριση και επιβράβευση

- Η συμμετοχή σε eTwinning έργα δεν αναγνωρίζεται πάντα επίσημα από τη σχολική διοίκηση ή δεν εντάσσεται στο ωρολόγιο πρόγραμμα.
- Η διαδικασία βράβευσης (Εθνική/Ευρωπαϊκή Ετικέτα Ποιότητας) μπορεί να θεωρηθεί ασαφής ή αυστηρή από ορισμένους εκπαιδευτικούς.

Παρουσίαση Ποιοτικού Έργου eTwinning: "Lead4Peace"

Το έργο **"Lead4Peace"** είναι ένα εξαιρετικό παράδειγμα ποιότητας και συνεργασίας στον τομέα του eTwinning. Επικεντρώνεται στην προώθηση της παγκόσμιας ειρήνης και την ενδυνάμωση των μαθητών μέσω της ηγεσίας, του διαπολιτισμικού διαλόγου και της συνεργασίας σε διεθνές επίπεδο. Το έργο συνδέει σχολεία από διάφορες ευρωπαϊκές χώρες και προσφέρει στους μαθητές την

ευκαιρία να αναπτύξουν κριτική σκέψη, να μάθουν για τη διεθνή συνεργασία και να ενισχύσουν τις ηγετικές τους ικανότητες.

https://school-education.ec.europa.eu/en/etwinning/projects/lead4peace/twinspace/pages

Σκοπός και Στόχοι του Έργου

Ο βασικός σκοπός του έργου "Lead4Peace" είναι να εκπαιδεύσει τους μαθητές να αναγνωρίζουν τη σημασία της ειρήνης και της συνεργασίας στην παγκόσμια κοινότητα, ενώ ταυτόχρονα ενισχύει τις ηγετικές τους ικανότητες και την ικανότητα να εργάζονται σε ομάδες με άτομα από διαφορετικούς πολιτισμούς. Οι κύριοι στόχοι του έργου περιλαμβάνουν:

- Την ενίσχυση της διαπολιτισμικής κατανόησης και συνεργασίας μεταξύ μαθητών από διαφορετικές χώρες.
- Την ανάπτυξη ηγετικών ικανοτήτων στους μαθητές, δίνοντάς τους την ευκαιρία να αναλάβουν ρόλους ηγεσίας σε διάφορες δραστηριότητες του έργου.
- Την προώθηση της υπευθυνότητας, του σεβασμού για τα ανθρώπινα δικαιώματα και της κοινωνικής δικαιοσύνης.
- Την ενδυνάμωση των μαθητών να αναγνωρίζουν και να ενεργούν κατά των εντάσεων και της βίας μέσω της εκπαίδευσης και της αλληλεπίδρασης με συμμαθητές από άλλες χώρες.

Δομή και Δραστηριότητες του Έργου

Το έργο οργανώνεται γύρω από ποικίλες δραστηριότητες που ενισχύουν τη συμμετοχή των μαθητών και ενδυναμώνουν τις δεξιότητες συνεργασίας και ηγεσίας. Κάποιες από τις κύριες δραστηριότητες του έργου περιλαμβάνουν:

- **Διαδραστικά σεμινάρια και εργαστήρια**: Οι μαθητές συμμετέχουν σε σεμινάρια σχετικά με την έννοια της ειρήνης, της δικαιοσύνης και της ηγεσίας. Στα εργαστήρια, οι μαθητές αναλύουν ιστορικά και σύγχρονα παραδείγματα ηγετών που συνέβαλαν στην παγκόσμια ειρήνη και συνεργασία.
- **Στρατηγικές Ειρηνικής Λύσης Συγκρούσεων**: Οι μαθητές συνεργάζονται για να σχεδιάσουν και να παρουσιάσουν λύσεις σε πραγματικά προβλήματα και συγκρούσεις που προκύπτουν σε διεθνές επίπεδο, χρησιμοποιώντας στρατηγικές που προάγουν την ειρήνη και την αλληλοκατανόηση.
- **Διαπολιτισμική Συνεργασία**: Μέσω των διαδικτυακών εργαλείων του eTwinning, οι μαθητές από διαφορετικές χώρες συμμετέχουν σε συζητήσεις, ανταλλάσσουν απόψεις και δημιουργούν κοινά έργα που προάγουν την ειρηνική συνεργασία.
- **Ηγεσία μέσω δημιουργικών δραστηριοτήτων**: Οι μαθητές αναλαμβάνουν ρόλους ηγεσίας σε δραστηριότητες όπως η δημιουργία πολυμέσων (βίντεο, αφίσες, άρθρα) που παρουσιάζουν την έννοια της ειρήνης και του διαπολιτισμικού διαλόγου.

Εργαλεία και Ψηφιακές Πλατφόρμες

Το έργο εκμεταλλεύεται πλήρως τις δυνατότητες των ψηφιακών εργαλείων του eTwinning, επιτρέποντας στους μαθητές να συνεργάζονται δημιουργικά και παραγωγικά. Τα εργαλεία που χρησιμοποιούνται περιλαμβάνουν:

- **TwinSpace**: Ο συνεργατικός χώρος του έργου, όπου οι μαθητές μπορούν να επικοινωνούν, να αναρτούν το έργο τους και να συνεργάζονται σε πραγματικό χρόνο. Το TwinSpace ενσωματώνει λειτουργίες όπως η δημιουργία ιστολογίων, η ανάρτηση φωτογραφιών και η διεξαγωγή δημοσκοπήσεων για την επίλυση ζητημάτων.
- **Padlet**: Χρησιμοποιείται για την ανταλλαγή ιδεών και την παρουσίαση δημιουργικών εργασιών, όπως οπτικοακουστικά έργα που αφορούν την ειρήνη και τη συνεργασία.

- **Canva**: Για τη δημιουργία ψηφιακών αφισών και παρουσιάσεων, μέσω των οποίων οι μαθητές εκφράζουν τις απόψεις τους για την ηγεσία και την ειρήνη.
- **Zoom**: Χρησιμοποιούνται για τις τακτικές διαδικτυακές συναντήσεις, όπου οι μαθητές από διαφορετικές χώρες συζητούν και αναπτύσσουν τις στρατηγικές τους για την επίτευξη των στόχων του έργου.

Συμπεράσματα

Το eTwinning αποδεικνύεται ένα ισχυρό εργαλείο μετασχηματισμού της εκπαιδευτικής διαδικασίας, ενισχύοντας την εξωστρέφεια, τη δημιουργικότητα και τη συνεργασία στο ευρωπαϊκό σχολείο του σήμερα. Μέσα από ένα καλά οργανωμένο ψηφιακό περιβάλλον και τις δυνατότητες που προσφέρει το TwinSpace, οι εκπαιδευτικοί και οι μαθητές έχουν την ευκαιρία να συνδημιουργούν, να επικοινωνούν ουσιαστικά και να συνδέουν το αναλυτικό πρόγραμμα με τις αξίες της διαπολιτισμικότητας και της ενεργούς πολιτειότητας.

Η αξιοποίηση των ψηφιακών εργαλείων και της τεχνητής νοημοσύνης δίνει νέα πνοή στη διδασκαλία, προσφέροντας ευκαιρίες για διαφοροποίηση, καινοτομία και ενίσχυση της μαθησιακής εμπειρίας. Παράλληλα, η ύπαρξη ενός δομημένου συστήματος αναγνώρισης (Ετικέτες Ποιότητας – Σχολείο eTwinning) λειτουργεί ενισχυτικά στην παρότρυνση των εκπαιδευτικών για συνεχή βελτίωση και ουσιαστική εμπλοκή.

Τέλος, η παρουσίαση βραβευμένων έργων λειτουργεί ως έμπνευση για τη δημιουργία νέων, ποιοτικών δράσεων, αποδεικνύοντας πως το eTwinning δεν είναι απλώς ένα πρόγραμμα, αλλά μια κοινότητα μάθησης που προάγει τη συνεργασία, την αριστεία και την ευρωπαϊκή ταυτότητα.

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