

Παιδαγωγικά ρεύματα στο Αιγαίο

Τόμ. 4, Αρ. 1 (2009)

Τεύχος 4

παιδαγωγικά ρεύματα στο Αιγαίο
διεθνής περιοδική έκδοση παιδαγωγικών προβληματισμών



Τεύχος 4, Δεκ 2009

Παραγωγή Εκπαιδευτικού Υλικού με Εφαρμογές
της Αλληλεπιδραστικής Βιβλιοθεραπείας σε
Πολυπολιτισμικές Ομάδες

Αλεξία Καπραβέλου

doi: [10.12681/revmata.31056](https://doi.org/10.12681/revmata.31056)

Copyright © 2022, Αλεξία Καπραβέλου



Άδεια χρήσης [##plugins.generic.pdfFrontPageGenerator.front.license.cc-by-nc-sa4##](https://plugins.generic.pdfFrontPageGenerator.front.license.cc-by-nc-sa4/#).

Βιβλιογραφική αναφορά:

Καπραβέλου Α. (2022). Παραγωγή Εκπαιδευτικού Υλικού με Εφαρμογές της Αλληλεπιδραστικής Βιβλιοθεραπείας σε Πολυπολιτισμικές Ομάδες. *Παιδαγωγικά ρεύματα στο Αιγαίο*, 4(1), 24–39.
<https://doi.org/10.12681/revmata.31056>

*

akaprave@gmail.com

Abstract

Bibliotherapy is the personal development or personal problem solving through reading. It is suitable for every individual or group of any age and ability. Bibliotherapy can be divided into clinical-remediate or preventive-developmental and into self-helping or interactive bibliotherapy. During an educational intervention in an immigrants' voluntary school in the city of Volos, I used pre-designed bibliotherapeutic teaching equipment (e.g. excerpts from appropriate literature, issues for discussion and activities) in order to facilitate female immigrant mature students who are occupied as domestic workers in Greece to externalize their emotions. The material from this educational intervention formed the corpus for a case study of qualitative research. The domestic workers who participated in five bibliotherapeutic sessions seemed to prefer a non-fiction, informational book about problems at work and in social life rather than a fiction book. Nevertheless, we claim that through literature they may gain some emotional benefits, as they tend to identify themselves with the hero and they eventually develop empathy, a realistic view of their problems in life, as well as a more dynamic attitude regarding social demands and decision making.

1.

(Sturm, 2003: 173).

Freud (Pehrsson, & McMillen, 2005: 47),
 (Warner, 1980: 107).
 Wilson, & Cash, 2002: 120. Maloney, 2006),
 (Cohen, 1992: 91) (1946) (, 2006).

(Stamps, 2003: 26).

(Lindeman, & Kling, 1968-1969: 36-37).

(Sturm, 2003: 173. (, 2006), ()
 (Cohen, 1994: 37).

(Warner, 1980: 108. Cohen, 1994: 37. Sridhar, & Vaughn, 2000: 74-76. Forgan, 2002: 76. Stamps, 2003: 26-27. Heath et al., 2005: 564, 567-568. Pehrsson, & McMillen, 2005: 50).

(Jackson, 2001: 289).

2.

(Sridhar, & Vaughn, 2000: 82. Forgan, 2002: 76. Forgan, & Gonzalez-DeHass, 2004: 24).

3.

3.1.

3.2.

2007

2008

2008.

3.3.

«

÷

∅

» (, 2004).

3.4.

3.5.

2000.

ó

ó

3.6.

46-57

& (2005: 56),

3.7.

ό

ό

«
» (Altrichter, Posch, & Somekh,

2001: 183).

(Cohen, & Manion, 1994: 404-406.
, 2004: 113. , 2006: 212,

, 2001: 227. Mason, 2003: 242-283, 319.
214).

·

_____ :

status

(, ,) ,

_____ .

() ;

_____ ,

∅ ,

_____ ,

\tilde{N} \tilde{N} \tilde{N}

_____ ,

(,)

,

,
,
÷ ∅
, ,
, 24
() ;

() ;

÷ ∅

∅

,

,

∅

,

(

,

)

,

,

,

,

,

,

,

,

,

,

,

()

,

;

-

,

,

,

,

,

(

,

,

÷

∅)

, , , ,
(/ ,)
, ,
, ,
, , , ,
, ,
/
, , ,
, , ,
:
,

, ,
, , ,
,

mini party

2-3

1:

	.4 ()	.7 ()	.9 ()	.5 ()
;	4	3	6	10
;	2	2	5	1
;				∅ - ∅
;				
;				

				,
;	,	,	.	, () . .
;	,	,	∅ ÷ α	. ∅ (). .
;	,	.	,	.

		Internet.		

1.

3.9.

1

∅

2

1

∅

3

4

5

- Altrichter, Herbert, Posch, Peter, & Somekh, Bridget (1993/2001).
- Cohen, Louis, & Manion, Lawrence (1994).
- Mason, Jennifer (1996/2003).
- Cohen, Laura J. (1992). Bibliotherapy. The Therapeutic Use of Books for Women. *Journal of Nurse-Midwifery*, 37,2.
- Cohen, Laura J. (1994). Phenomenology of Therapeutic Reading with Implications for Research and Practice of Bibliotherapy. *The Arts in Psychotherapy*, 21,1.
- Forgan, James W. (2002). Using Bibliotherapy to Teach Problem Solving. *Intervention in School and Clinic*, 38,2.
- Forgan, James W., & Gonzalez-DeHass, Alyssa (2004). How to Infuse Social Skills Training into Literacy Instructions. *Teaching Exceptional Children*, 36,6.
- (2005).
- (2004).
- 30/05/2008,
http://positiveemotions.gr/index.php?option=com_content&task=view&id=27&Itemid=2.
- (1999).
- (2006). (grounded theory)
- (), &
- (20013).
- (2006).
- 13-14/5/2006.
30/5/2008, www.edc.uoc.gr/didkritis/PDF/PAPADOPOULOU.pdf.
- (2004).

- Heath, Melissa Allen, Sheen, Dawn, Leavy, Deon, Young, Ellie, & Money, Kristy (2005). Bibliotherapy. A Resource to Facilitate Emotional Healing and Growth. *School Psychology International*, 26,5.
- Jackson, Shelley A. (2001). Using Bibliotherapy with Clients. *The Journal of Individual Psychology*, 57,3.
- Lindeman, Barbara, & Kling, Martin (1968-1969). Bibliotherapy: Definitions, Uses and Studies. *Journal of School Psychology*, 7,2.
- Maloney, Alan (2006). Bibliotherapy Survey. Retrieved 30/5/2008, from <http://pcwww.liv.ac.uk/~readers2/Current%20bibliotherapy%20practice%202006.pdf>.
- Pehrsson, Dale Elizabeth, & McMillen, Paula (2005). A Bibliotherapy Evaluation Tool: Grounding Counselors in the Therapeutic Use of Literature. *The Arts in Psychotherapy*, 32.
- Sridhar, Dheepa, & Vaughn, Sharon (2000). Bibliotherapy for All. Enhancing Reading Comprehension, Self-Concept, and Behavior. *Teaching Exceptional Children*, 33,2.
- Stamps, Lisa S. (2003). Bibliotherapy: How Books Can Help Students Cope with Concerns and Conflicts. *The Delta Kappa Gamma Bulletin*, 70,1.
- Sturm, Brian W. (2003). Readerø Advisory and Bibliotherapy: Helping or Healing? *Journal of Educational Media & Library Sciences*, 41,2.
- Warner, Lucy (1980). The Myth of Bibliotherapy. *School Library Journal*, 27,2.
- Wilson, Dawn M., & Cash, Thomas F. (2002). Who Reads Self-Help Books? Development and Validation of the Self-Help Reading Attitudes Survey. *Personality and Individual Differences*, 29,1.