

Expert Opinion

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For a dissertation on the topic "Behavioral, social and emotional impact of online learning on children with Autism Spectrum Disorder" for obtaining an educational scientific degree "Doctor of Philosophy" in direction 7.4. Public Health by PhD student Alexander Proedrou, FN№103266, PhD PROGRAM Speech Therapy (in English),

The dissertation work submitted for opinion consists of 192 pages and contains an introduction, a theoretical overview of the problems of autism and online learning, methodology, analysis of the obtained results, discussion and conclusions. The results and findings are supported by 33 tables, and the bibliography numbers 292 authors. In terms of formal structure, the proposed work fully meets the requirements for a dissertation.

In the theoretical framework, the candidate has made a coherent overview of the problems of autism. He has examined in detail both the clinical manifestations and the various theories regarding the nature of this disorder. In addition, detailed information on the types of interventions for this category of children is presented. The emphasis is placed on individual forms of therapy and a logical connection is made with the possibilities of online therapy, which is systematic and strictly individual. In separate paragraphs, the possibilities of online learning to influence the emotional-behavioral processes during learning and the influence of cognitive functions in this process are discussed.

The topics discussed are logically related to the main topic of the dissertation and give a broad and realistic insight into the problems of both children with autism and their families. The methodology of the dissertation work is structured in two sections. First, a study of the readiness of teachers in the mainstream schools of Greece to use computer technologies to conduct online learning and second, the subjective opinion of parents of children with autism on

the possible impact of online learning on behavior, emotional state, socialization and cognitive functions of their children. For this purpose, the candidate used several questionnaires, providing sufficient information about the investigated processes. The tasks of the research are formulated reasonably, but the hypotheses are only within the framework of positive results, both for the ability of teachers to work with computers, and implicated positive results of online learning for children with autism. In practice, however, the results obtained from the second part of the study show that only 40% of parents confirm the positive effect of this type of training, 30% have no opinion and 30% do not see positive results. The number of examined persons is sufficient. The obtained results are supported by a large number of tables that illustrate the research data well. The findings of the studies show that the primary school teachers surveyed are confident in their abilities to use computer technology for online teaching.

However, parents are quite skeptical about the online learning opportunities provided to their children with ASD, with only 40% of them considering this learning to be beneficial for their social, behavioral and emotional well-being.

Research data can be used to inform the planning, design, and implementation of future online lessons and interventions aimed at improving the learning and developmental outcomes of children with ASD.

Furthermore, demographic and professional influences on teachers' levels of self-confidence in computer use, as well as parents' views on the usefulness of ICT in their children's development, mean that different interventions need to be designed and implemented according to the needs of each child and family characteristics.

Another important element of the study illustrates the attitudes and abilities of teachers and the attitudes of parents towards technological educational applications. This is a relatively new method of teaching and learning in schools and deserves continued research and the development of research-based theory.

I have only one remark about the work proposed in this way - I believe that the title does not fully correspond to the tasks and the results obtained.

Conclusion:

Alexander Proedrou's dissertation meets all the requirements for obtaining the educational-scientific degree "Doctor of Philosophy".

I suggest to the esteemed jury to vote and support my positive proposal.

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Author of the Statement:

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