'Specialization in ICTs and Special Education: Psychopedagogy of Integration'
Postgraduate Program Studies
DEMOKRITUS UNIVERSITY OF THRACE Department of Hellenic Philology
in collaboration with
NCSR DEMOKRITOS Informatics and Telecommunications Institute

ENHANCEMENT IN WRITING SKILLS IN STUDENTS WITH LEARNING DIFFICULTIES

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POSTGRADUATE
THESIS

SUPERVISOR – COMMITTEE

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ATHENS 2018
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Abstract

The aim of the present study is to examine the main intervention programs to enhance writing skills in students with learning difficulties. Students with learning difficulties face serious problems in perception, language, memory, attention and concentration, cognitive - metacognitive and social skills. These difficulties also justify the problems they face with writing, particularly in design, content production, improvement and evaluation of the outcome, metacognitive skills and motivation. Some of the intervention programs that were mainly applied to students with learning difficulties to enhance writing skills and based on surveys have improved both form and content, others have only improved the form, while effective they were those who enhanced the metacognitive skills of students as well. The comparative study of the programs concludes that the educational approach of Self Regulated Strategy Development (SRSD) is a particularly effective method because it improved not only the quality and the quantity of the students written texts but also significantly strengthened their metacognitive skills.

Keywords: students with learning difficulties, writing, dyslexia, teaching strategies, metacognitive skills.

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