

Πρόγραμμα Μεταπτυχιακών Σπουδών Εξειδίκευσης
Του Τμήματος Ελληνικής Φιλολογίας του Δημοκριτείου Πανεπιστημίου Θράκης
σε συνεργασία με το
ΕΚΕΦΕ Δημόκριτος – Ινστιτούτο Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της ένταξης»

Στρατηγικές διδασκαλίας/ ενίσχυσης της κατανόησης και της παραγωγής γραπτού λόγου σε μαθητές με μαθησιακές δυσκολίες.

Instruction strategies for successful comprehension and writing in students with learning disabilities.

της

Νταγή Μαγδαληνής

Μεταπτυχιακή διατριβή που υποβάλλεται
στην τριμελή επιτροπή για την απόκτηση του μεταπτυχιακού τίτλου του
Προγράμματος Μεταπτυχιακών Σπουδών Εξειδίκευσης
του Τ.Ε.Φ – Δ.Π.Θ. σε συνεργασία με το Ε.Κ.Ε.Φ.Ε. Δημόκριτος – Ινστιτούτο
Πληροφορικής και Επικοινωνιών
με τίτλο: «Εξειδίκευση στις Τ.Π.Ε. και Ειδική Αγωγή – Ψυχοπαιδαγωγική της
ένταξης»

Η τριμελής επιτροπή:

1. ΔΡΙΓΚΑΣ ΑΘΑΝΑΣΙΟΣ : ΔΙΕΥΘΥΝΤΗΣ
ΕΡΕΥΝΩΝ ΚΑΙ ΕΡΕΥΝΗΤΗΣ Α΄ ΒΑΘΜΪΔΑΣ
Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”
2. ΑΓΑΘΗ ΣΤΑΘΟΠΟΥΛΟΥ ΣΥΝΕΡΓΑΤΙΔΑ
ΕΡΕΥΝΗΤΡΙΑ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε.
«ΔΗΜΟΚΡΙΤΟΣ»
3. ΛΟΛΙΤΣΑΣ ΚΩΣΤΑΝΤΙΝΟΣ : ΣΥΝΕΡΓΆΤΗΣ
ΕΡΕΥΝΗΤΗΣ Ι.Π.Τ. Ε.Κ.Ε.Φ.Ε. “ΔΗΜΟΚΡΙΤΟΣ”

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Περίληψη

Η παρούσα εργασία έχει ως στόχο να παρουσιάσει σημαντικές στρατηγικές ενίσχυσης της κατανόησης και παραγωγής γραπτού λόγου σε μαθητές με μαθησιακές δυσκολίες. Αρχικά, στο πρώτο μέρος γίνεται προσπάθεια να οριστεί η έννοια «μαθησιακές δυσκολίες» και να παρουσιαστούν τα είδη και οι μορφές που λαμβάνουν οι δυσκολίες αυτές κατά την σχολική παρουσία των μαθητών. Έπειτα διερευνώνται οι παράγοντες που ευθύνονται για την εμφάνιση των δυσκολιών και αναλύονται τα γνωστικά ελλείματα που γίνονται φανερά μέσα από την μαθησιακή διαδικασία, με έμφαση στην κατανόηση και την παραγωγή του γραπτού λόγου. Στο δεύτερο μέρος παρουσιάζονται σημαντικές στρατηγικές ενίσχυσης της κατανόησης και της παραγωγής γραπτού λόγου και εξετάζονται τα κοινά σημεία που τις συνδέουν καθώς επίσης και ο βασικός παράγοντας που συμβάλλει στην αποτελεσματική διδασκαλία αυτών στους μαθητές με μαθησιακές δυσκολίες.

Λέξεις- κλειδιά : μάθηση, μαθησιακές δυσκολίες, στρατηγικές κατανόησης, στρατηγικές παραγωγής γραπτού λόγου, αποτελεσματικότητα στρατηγικών.

Abstract

The present study aims to introduce important strategies that can strengthen the comprehension and writing ability of students with learning disabilities. In the first part, there is an effort to define the meaning of “learning disabilities” and display the different kinds and forms these disabilities can take for students during school time. Afterward, we investigate the factors that are responsible for the development of the disabilities and we analyze the cognitive deficits that become apparent through the learning process, with an emphasis on comprehension and writing ability. In the second part, we introduce important strengthening strategies of comprehension and writing ability and examined the common points that connect them as well as the factor that leads to effective strategies instructions.

Keywords: learning, learning disabilities, comprehension strategies, writing strategies, effective strategies

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