



ΔΗΜΟΚΡΕΙΤΕΙΟ ΠΑΝΕΠΙΣΤΗΜΙΟ ΘΡΑΚΗΣ
ΣΧΟΛΗ ΚΛΑΣΙΚΩΝ ΚΑΙ ΑΝΘΡΩΠΙΣΤΙΚΩΝ ΣΠΟΥΔΩΝ
ΤΜΗΜΑ ΕΛΛΗΝΙΚΗΣ ΦΙΛΟΛΟΓΙΑΣ
σε συνεργασία με το
ΕΘΝΙΚΟ ΚΕΝΤΡΟ ΕΡΕΥΝΑΣ ΦΥΣΙΚΩΝ ΕΠΙΣΤΗΜΩΝ
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ΜΕΤΑΠΤΥΧΙΑΚΗ ΔΙΑΤΡΙΒΗ

ΜΕΘΟΔΟΙ ΥΠΟΣΤΗΡΙΞΗΣ ΣΤΑ ΜΑΘΗΜΑΤΙΚΑ ΓΙΑ ΜΑΘΗΤΕΣ ΜΕ
ΜΑΘΗΣΙΑΚΕΣ ΔΥΣΚΟΛΙΕΣ

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Αθήνα

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ΠΕΡΙΛΗΨΗ

Η παρούσα έρευνα διεξήχθη με σκοπό να εξεταστούν μέθοδοι υποστήριξης των μαθητών με μαθησιακές δυσκολίες στο μάθημα των μαθηματικών. Οι επί μέρους στόχοι της έρευνας ήταν να διερευνηθούν οι γνώσεις και οι πρακτικές των εκπαιδευτικών πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης όσον αφορά σε μαθητές με μαθησιακές δυσκολίες στο μάθημα των μαθηματικών, να καταγραφούν πρακτικές, στρατηγικές και μέθοδοι υποστήριξης των μαθητών με μαθησιακές δυσκολίες στο μάθημα των μαθηματικών, να προσδιοριστούν διαφοροποιήσεις των απόψεων των εκπαιδευτικών στη βάση των διαφόρων χαρακτηριστικών τους καθώς επίσης να διερευνηθεί εάν υπάρχουν διαφοροποιήσεις στις πρακτικές, στρατηγικές και μεθόδους υποστήριξης των μαθητών με μαθησιακές δυσκολίες που χρησιμοποιούν οι εκπαιδευτικοί στο μάθημα των μαθηματικών με βάση τα δημογραφικά τους χαρακτηριστικά. Για τη συλλογή των δεδομένων χρησιμοποιήθηκε ως εργαλείο το διαδικτυακό ερωτηματολόγιο αποτελούμενο συνολικά από 15 ερωτήσεις το οποίο κλήθηκαν να απαντήσουν 105 εκπαιδευτικοί Α΄Βάθμιας και Β΄Βάθμιας εκπαίδευσης του νομού Χανίων. Τα αποτελέσματα της παρούσας μελέτης σχετίζονται κατά βάση με τις γνώσεις και τις πρακτικές των εκπαιδευτικών πρωτοβάθμιας και δευτεροβάθμιας εκπαίδευσης όσον αφορά σε μαθητές με μαθησιακές δυσκολίες στο μάθημα των μαθηματικών και ποιες από αυτές χρησιμοποιούν, όπως επίσης τις διαφοροποιήσεις στις μεθόδους υποστήριξης από τους εκπαιδευτικούς σε συνάρτηση με τη βαθμίδα εκπαίδευσης στην οποία υπηρετούν, τις γνώσεις και τις πρακτικές τους και τα δημογραφικά τους χαρακτηριστικά.

Λέξεις-κλειδιά: μαθησιακές δυσκολίες, υποστήριξη μαθητών, μαθηματικά, μέθοδοι υποστήριξης.

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