



Erasmus+

"Dealing with Gifted Education"



Spain



Turkey



Greece



Bulgaria

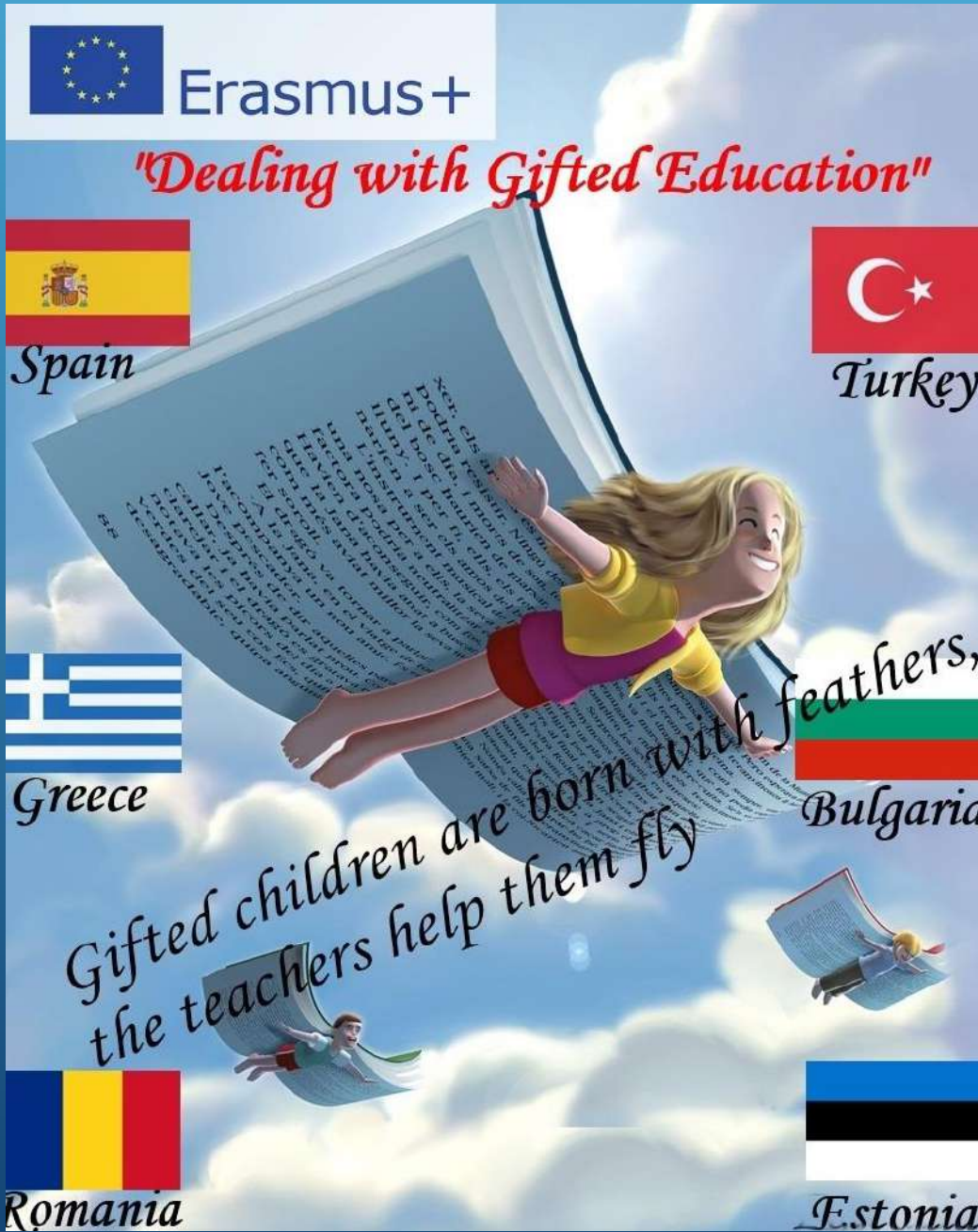


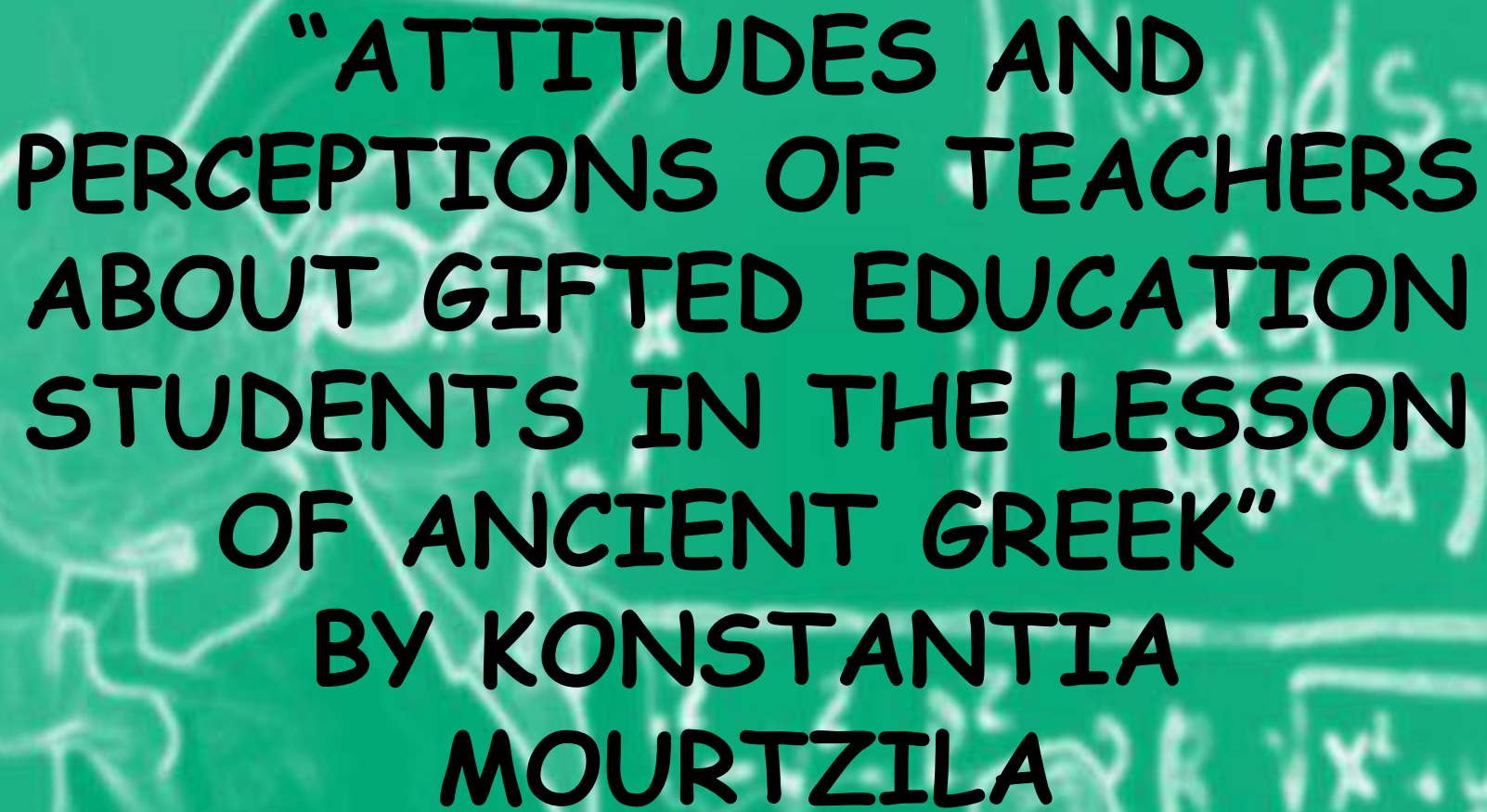
Romania



Estonia

*Gifted children are born with feathers,
the teachers help them fly*

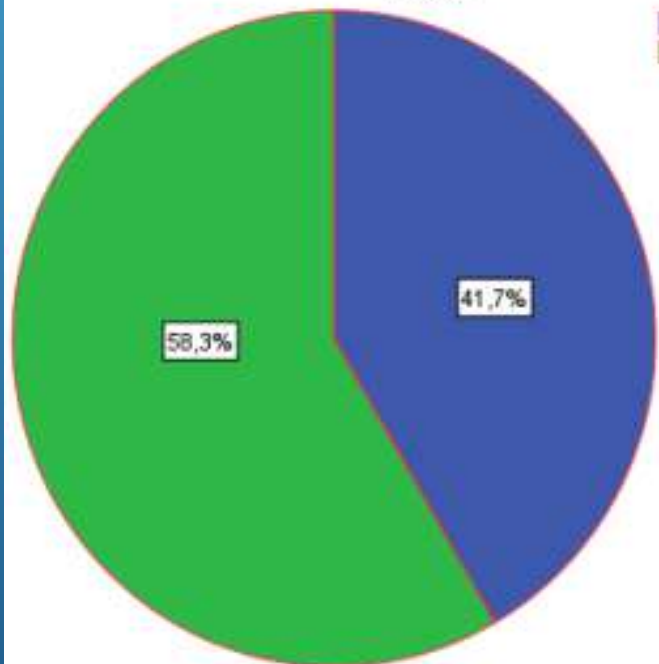




**"ATTITUDES AND
PERCEPTIONS OF TEACHERS
ABOUT GIFTED EDUCATION
STUDENTS IN THE LESSON
OF ANCIENT GREEK"
BY KONSTANTIA
MOURTZILA**

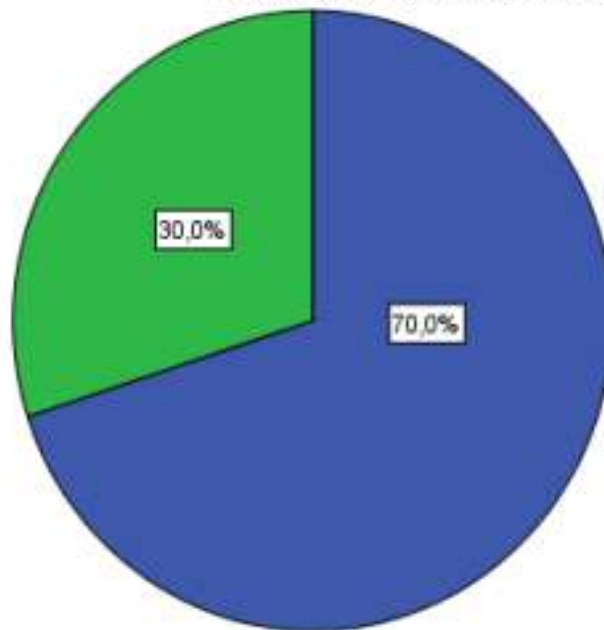
ΦΥΛΟ

- ΑΝΔΡΑΣ
- ΓΥΝΑΙΚΑ




ΚΛΑΔΟΣ/ΕΙΔΙΚΟΤΗΤΑ

- ΠΕ02 ΦΙΛΟΛΟΓΟΣ
- ΠΕ02.50 ΦΙΛΟΛΟΓΟΣ ΕΙΔΙΚΗΣ ΑΓΩΓΗΣ



PURPOSE OF THE SURVEY

- ▶ **The purpose of this research is note down to capture the attitudes and perceptions of secondary school teachers about the gifted and effectiveness of classroom inclusion of Ancient Greek students with a high learning ability through various teaching methods.**
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SUBSECTION 1: WHAT ARE THE ATTITUDES AND VIEWS OF SECONDARY SCHOOL TEACHERS ON THE INCLUSION OF YPSIM STUDENTS IN ANCIENT GREEK AT THE COMPREHENSIVE SCHOOL?

- ▶ **The two-thirds of questioned said they do not agree with the point that gifted students should not attend the classroom of the general school. The two thirds of the respondents express the view that charismatic students do not need special educational care in the lesson of ancient Greek, while nine ten respondents consider it necessary to study in parallel classes in the space of the primary school for some hours of the school day. Regarding the diversification of teaching strategies and the content of the Ancient Greek course to the benefit of charismatic pupils just a little over half of the teachers estimate that this can not be detrimental to the rest of the pupils.**

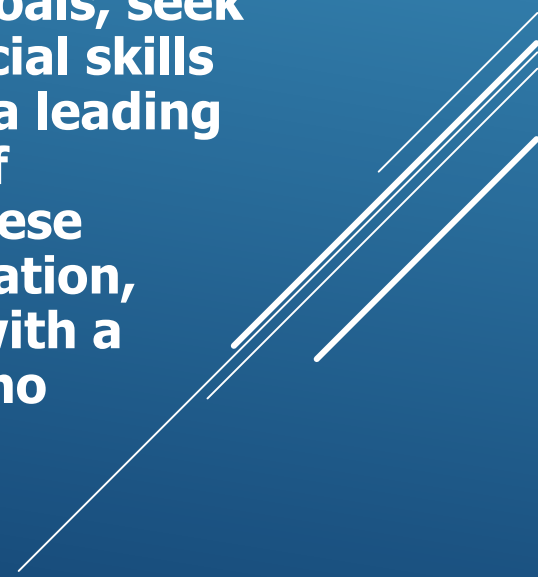
SUB-QUESTION 2: WHICH TEACHING METHODS, ACCORDING TO SECONDARY SCHOOL TEACHERS, CAN CONTRIBUTE MORE EFFECTIVELY TO THE TEACHING OF ANCIENT GREEK TO YPSIM STUDENTS IN GENERAL SCHOOL?

- ▶ Regarding the second research question, a very large percentage of the respondents assessed that the interactive teaching is considered the most suitable for charismatic students, with the exemplary form to be second. As the for forms they were answered positively by few with the same percentage as the teachers of special treatment to make more accurate assessments. With regard to the areas of development of charismatic students where greater emphasis should be given , teachers consider important to develop the critical and creative thinking of the charismatic pupils and, with very little difference, the follows view of the personality development sector .


- ▶ **In the most appropriate strategies and educational / pedagogical models for charismatic students, respondents choose as equally important the development of specific school aid programs, development and enrichment of the curriculum, educational support with individual educational approaches such as acceleration, class skipping, part-time attendance, fast paced teaching, etc., and finally individualized teaching approaches.**




SUB-QUESTION 3: WHAT ARE THE ATTITUDES AND VIEWS OF SECONDARY SCHOOL TEACHERS IN GENERAL ON HOW TO FIND CHARISMA?

- ▶ **As far as the third question is concerned most of the respondents estimate that spotting the gifted students in a class is a difficult process for the teacher. Specifically, with regard to personality traits of the gifted students the participating teachers integrate those students need for perfection and their desire to set high personal goals, seek new goals, but they find it difficult to develop social skills with their peers, having the tendency to acquire a leading profile. Regarding the cognitive characteristics of charismatic children, respondents believe that these students have a desire for knowledge and exploration, strong critical thinking, persistent engagement with a subject of interest and boredom when there are no challenges.**
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Regarding learning attributes, respondents think that gifted are the students who understand and memorise quickly and easily the school material since they are students with a strong interest in the content of the lesson, which gives them excellent performance at school, although they claim they are easily bored with school. Finally, they study on their own initiative additional learning materials and carry out many extra-curricular activities at the same time.



SUB-QUESTION 4: WHAT ARE THE ATTITUDES AND VIEWS OF SECONDARY SCHOOL TEACHERS GENERALLY ABOUT THE NATURE OF CHARISMA?

- ▶ **Finally, in the fourth research question, the majority of respondents believe that adapting the programs of the general school to the needs of charismatic students requires specialized knowledge, which however, they do not seem to have by their studies at the university or their additional education in training. Approximately half of the participants believe that assignment to charismatic students that is differentiated from work assigned to other students is a practice that does not promote elitism, while eight in about ten of the participants estimate that charismatic students need more work because they work faster than other students.**
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Correspondingly, three-quarters of the teachers involved in the research consider encouraging charismatic learners to be a significant reinforcing factor in their learning, while providing the students with additional clarification when charismatic students do not understand the learning object or are confused is selected by almost all teachers. However, two-thirds of teachers do not include in their choices the elastic attitudes toward charismatic students in terms of respecting classroom rules, but eight out of ten participants consider it necessary to encourage charismatic students to be consistent in completing their schoolwork . Finally, almost all teachers believe that it is their duty to support and tempt charismatic students to believe in a better academic course.

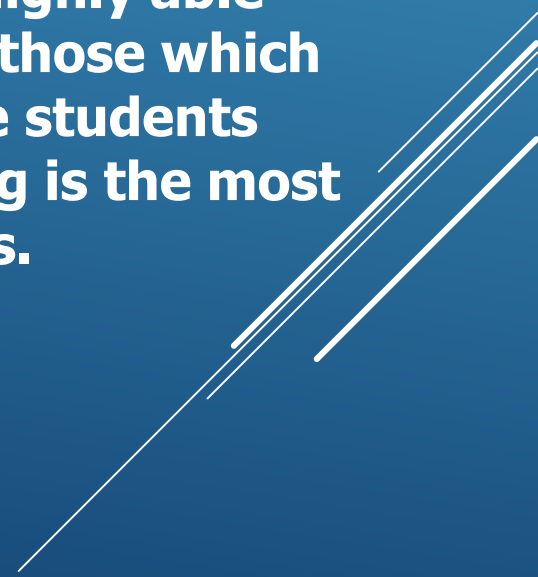



CYCLICAL MODEL OF GIFTED RECOGNITION



ABSTRACT

- ▶ **Through the analysis it is established that several educators need further briefing and instruction so that they can apply educative programs for gifted students. Several can identify some distinctive characteristics in the personality of a gifted student as well as in the field of learning and understanding; however they claim that pinpointing a gifted child in class it is not an easy procedure for the educator.**
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- ▶ **Moreover, some of the educators who were asked, they think it is necessary to adjust the syllabus of general education programs to the needs of gifted children. They point out that differentiating their teaching to accommodate gifted children is something that requires specialized knowledge. They also pinpoint that the teaching methods that can contribute more effectively to the teaching of Ancient Greek Language to highly able students in general education programs are those which boost, strengthen, help and encourage those students claiming that the interactive form of teaching is the most effective teaching method for those students.**
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- ▶ **Finally, through the questionnaire it is being examined how the highly able students might need special education attention during the lesson of the Ancient Greek Language, by responding the educators themselves that it is advisable to include the highly able students in the class without some special educational attention.**
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Thank You for Your Attention!

