



METADATA

Title: Outlining learning and the difficulties and disorders in reading, spelling and writing

Other Titles: for an inclusive didactic approach

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Abstract

This book approaches and outlines the concept of learning and the difficulties and disorders in reading, spelling and writing and suggests flexible, dynamic and effective ways of their diagnosing and management, based on valid research data, studies and scientific researches. It is a holistic approach to learning, to the disorders and difficulties of reading, spelling and writing, which associates learning theories with modern and effective teaching approaches. In each chapter, the theoretical analysis that comes first is followed by useful didactic suggestions, which make the best of the theoretical framework. In particular, the learning theories of reading, spelling and writing are analyzed and described and indicative didactic approaches are suggested for their

development. In addition, a systematic distinction between the difficulties and disorders of reading, spelling and writing is made and the theoretical framework for the diagnosis of these difficulties and disorders is presented. Finally, the most modern didactic approach to the difficulties and disorders of reading, spelling and writing in the context of inclusion is presented. The concepts of didactic inclusion, the conditions, the potentials, the concerns, the steps for its implementation, the role of the teacher in the whole process are analyzed and effective teaching approaches based on research data with solid theoretical coverage are suggested, providing an organized framework for design, implementation and evaluation of facilitative learning environments.