

# Presentation of the Research Proposal

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# A few words about the candidate

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I was born in 1977

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In 2002 I received a bachelor's degree from the Department of Classical Philology of the Faculty of Philosophy of the Aristotle University of Thessaloniki

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In 2017 I received my MSc in Special Education

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I fulfilled many seminars in Ancient Greek and Pedagogical issues

# A few words about the candidate

I have worked in high schools and coaching schools

16 years in education

Teaching Ancient Greek

# Purpose of the research

- The purpose of this doctoral thesis is to examine the views and experiences of special education philologists regarding the use of differentiated educational practices.



# Research problem

The present research study aims to contribute to the emergence of factors that affect the implementation of differentiation practices in the classroom.

The results of the research are expected to contribute to the formation and enrichment of training programs related to the effective use of differentiated teaching, with the ultimate goal of upgrading the educational process as a whole.

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# Areas of research

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Education



Diverse students



Differentiated  
teaching

# What about research?

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- The purpose of this doctoral dissertation is to explore the views of special education philologists regarding the use of differentiated educational practices. Specifically, the research questions are as follows:
  - 1. What is the relationship between the level of understanding and implementation of Differentiated Teaching practices?
  - 2. In which categories of the questionnaire are there discrepancies between the comprehension and application scales?
  - 3. The level of understanding of the Differentiated Teaching practices regarding the categories: Content, Process, Teaching Materials, Learning Products, Assessment and Classroom Management and the set of categories is differentiated according to the individual characteristics of Primary Education teachers such as gender, age, employment, studies, years of experience in General and Special Education, school district, and Differentiated Education training?
  - 4. The level of implementation of Differentiated Teaching practices is differentiated regarding the categories: Content, Process, Teaching Materials, Learning Products (results), Assessment and Class Management and all the categories depending on the individual characteristics of Primary Education teachers such as gender, age, employment, education, years of experience in General and Special Education, school district, and Differentiated Education training?
  - 5. Does the degree of Difficulties faced by Primary Education teachers in the implementation of Differentiated Teaching differ according to their individual characteristics (gender, age, work relationship, studies, years of experience in General and Special Education, work area and training in differentiated teaching)?
  - 6. Which Difficulties do teachers face to a greater extent in implementing Differentiated Teaching practices?
  - 7. What is the relationship between the level of understanding and application and the Difficulties faced by teachers in implementing Differentiated Teaching?



# Literature review

Learning disabilities are a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of spoken and written language, logical processing and learning skills

Responding to the reality of such a diverse student population, teachers need to adopt new measures, such as the use of differentiated teaching and learning practices.

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# Literature review

- Differentiated teaching is a trend in the implementation of the educational project, which focuses on the special educational needs of students and provides them with various options for access to information, so that effective learning can take place.
  - The method of differentiated teaching can be used in the context of the modern school classroom, as it includes a diversified student population in terms of their characteristics and educational needs.
  - It is a method that is widely used in the field of Special Education, as it is considered particularly suitable for students with learning difficulties and other special educational needs, emphasizing their particularities, their abilities and the difficulties they face.
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# Research methodology

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A quantitative survey was conducted, based on secondary and primary sources.



The first part is a literature review of previous, relevant research.



The second part is a questionnaire-based survey, on 301 special education philologists of special education of northwestern Greece

# The investigation has

- Personal characteristics of users (14 questions)
- Views of participants regarding the use of differentiated educational practices (65 questions):
  - 1. Differentiation of Content (15 questions),
  - 2. Differentiation of the Process (11 questions),
  - 3. Differentiation of Teaching Material (5 questions),
  - 4. Differentiation of Learning Products (5 questions),
  - 5. Differentiation of Evaluation (11 questions) and
  - 6. Differentiation of Classroom Management (18 questions).

# What's been done so far

- The literature review has been completed
- The construction of the questionnaires was completed
- The survey was completed
- The analysis is in progress



# Future steps

Completing the thesis by  
the end of 2024

Thanks for your time

