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Abstract:

Slovenia is considered a country with fairly good knowledge of mathematics. But students do not like mathematics. Many find it too demanding. In 1999, multi-level classes began to appear in Slovenian schools, also in mathematics, as a form of external differentiation. In doing so, eighth and ninth grade students were divided into three homogenous groups of varying demands. This was implemented only for a short time, as there were great difficulties with the formation of permanent homogeneous groups. Today, we no longer meet homogenous groups, although there is still a great need for multi-level mathematics lessons. The article presents a multi-level teaching of mathematics, which is carried out by temporarily combining two or three departments into one, as is already done in Finland. An example from scratch is also described, when the teacher himself leads classes at two difficulty levels within one department. ICT technology can also help with this.

Keywords: differentiation, combined mathematics lessons, homogeneous groups, use of ICT