

CONCLUSIONS OF INTERVIEWS

Partner: Colegio Séneca (Córdoba, Spain)

All the interviews were carried out at Colegio Seneca SCA (Córdoba) during the month of March 2021. All of them are detailed in the appendix.

1. TEACHERS' INTERVIEWS

Four teachers were interviewed, one from pre-Primary, two from Primary and one from Secondary school.

- They believe that ordinary actions can be taken within the classroom (a more individualised attention, adaptation of the curriculum, providing complementary activities, etc.) in addition to a reinforcement programme or a specific programme outside the classroom in coordination with the Guidance Department, if this is necessary. For this, it is essential to provide complementary material to reinforce these contents, which should be generally manipulative and visual.
- Also, they observe that depending on their age and as they become more aware of their difficulties, they show behaviours such as: low participation in classes due to insecurity, mental blocking and lack of motivation before tasks requiring logical-mathematical reflection.
- Finally, teachers consider that pupils with such difficulties have the possibility of receiving some specialist help, once the implemented ordinary measures have not been effective enough.

2. FAMILIES' INTERVIEWS

Four families were interviewed, two of whom have children in Primary school and two in Secondary school.

- They consider it essential to understand the subject and not just to memorise it.
- Furthermore, it would be necessary to contextualise the subject more towards the student's immediate environment and everyday life through real situations and constant examples.
- They affirm that they have a continuous contact with the school. Additionally, they state that anxiety in mathematics can lead to a drop in their children's

performance in the subject, negative assessments, dropping out, frustration, insecurity, nervousness, etc.

3. STUDENTS' INTERVIEWS

We surveyed four Secondary school students, one from each grade.

- Overall, pupils consider themselves to have difficulties in mathematics, identifying them both in themselves and in their classmates.
- These difficulties are mostly related to problem solving.
- They conclude that, in order to improve their performance, they should make a daily effort and ask questions in class, as they tend to remain silent when facing difficulties.