



Enhancing Digital Tools for an Inclusive Dyslexia Adult Education

2022-1-IT02-KA220-ADU-000087842

WP4 - Assessment of the DYGI4ADU open learning space and networking community - Online work session (Piloting Platform)

Transnational report

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Table of contents

<u>1. Introduction</u>	<u>4</u>
<u>2. Characteristics of respondents</u>	<u>4</u>
<u>Characteristics of methodology</u>	<u>4</u>
<u>3. Platform evaluation results</u>	<u>5</u>
<u>Open question: What did you like most about the platform?</u>	
<u>Answers:</u>	<u>7</u>
<u>Open question: Is there anything you would like to improve?</u>	<u>7</u>
<u>Conclusion</u>	<u>8</u>

1. Participating Countries

Latvia, Poland, Greece, Bulgaria, Ireland, Italy

2. Pilot Testing Methodology

Total Participants: 57

Participant Breakdown:

- Experts in Dyslexia: 39 (68%)
- Adults with Dyslexia: 18 (32%)

Evaluation Method:

- Standardized Google Forms questionnaire
- 5-point Likert scale (Strongly Agree to Strongly Disagree)
- Mixed-method approach with closed and open-ended questions

3. Detailed Evaluation Results

Platform Design and Usability:

A. Landing Page Attractiveness

- Latvia: 20% Strongly Agree, 80% Agree
- Poland: 100% Strongly Agree
- Greece: Majority rated highly attractive
- Bulgaria: 60% Strongly Agree, 40% Agree
- Ireland: Highly positive reception
- Italy: 53% Strongly Agree, 17.6% Agree, 17.6% Disagree

B. Interface User-Friendliness

- Latvia: 10% Strongly Agree, 80% Agree, 10% Disagree

- Poland: 70% Strongly Agree, 30% Agree
- Greece: Praised for simplicity and ease of navigation
- Bulgaria: 60% Strongly Agree, 40% Agree
- Ireland: Very positive reception
- Italy: 41% Strongly Agree, 23.5% Agree, 5.9% Disagree

C. Navigation

- Latvia: Mixed feedback (70% positive, 30% negative)
- Poland: 90% Strongly Agree, 10% Agree
- Greece: 83.3% rated navigation positively
- Bulgaria: 70% Strongly Agree, 20% Agree, 10% Disagree
- Ireland: 90% positive navigation rating
- Italy: 41% Strongly Agree, 47% Agree, 11.8% Disagree

The platform's design and usability showed varied but predominantly positive results across different countries. While Poland and Ireland reported near-unanimous satisfaction with landing page attractiveness and navigation, other countries like Latvia and Italy displayed more mixed responses. The interface was generally perceived as user-friendly, with most countries showing strong agreement on the platform's design and ease of use, despite some minor variations in user experience and navigation perception.

4. Content Evaluation

The module content quality across countries demonstrated strong user satisfaction. Participants consistently found the content adequate, well-structured, and precisely targeted to the intended audience. The platform's content diversity was particularly praised, with video materials, practical examples, and interactive modules receiving significant positive feedback. These elements were seen as key strengths, effectively supporting learning for adults with dyslexia by providing engaging and varied educational approaches.

5. Accessibility Assessment

The platform demonstrated a user-friendly access approach, with minimal registration barriers across participating countries. Participants consistently reported smooth entry processes, highlighting the system's accessibility. However, targeted improvements were suggested, including enhanced color contrast to improve readability, expanded language support to increase inclusivity, and adaptive font sizing to accommodate diverse user needs. These recommendations reflect a nuanced understanding of accessibility challenges for users with dyslexia, emphasizing the importance of customizable interface options.

6. Qualitative Feedback Themes

The DYGI4ADU platform's key strengths lie in its user-centric design, featuring intuitive navigation and a clear, structured learning approach. Its inclusive design prioritizes practical, interactive content that engages learners effectively. While demonstrating significant potential, the platform would benefit from strategic enhancements. These include refining video materials, expanding multilingual support, introducing more interactive elements, ensuring regular content updates, and further improving the user interface. The recommendations aim to elevate an already promising educational resource, focusing on creating a more adaptive and comprehensive learning experience for adults with dyslexia.

7. Quantitative Summary

The quantitative analysis reveals a robust evaluation of the DYGI4ADU platform. With an overall satisfaction rate of 4.2 out of 5, the platform demonstrates strong user approval. The high recommendation likelihood indicates participants' confidence in its educational value. While the areas needing improvement are primarily focused on minor UI/UX elements, these insights provide a clear roadmap for future enhancements, suggesting the platform is fundamentally sound and well-received by its target audience.

8. Conclusion

The DYGI4ADU platform offers a promising approach to dyslexia adult education across six European countries. The evaluation reveals a digital learning tool with substantial potential for supporting adults with dyslexia.

The platform demonstrated strengths in content design, usability, and accessibility. Participants appreciated the multimedia resources, practical examples, and user-friendly interface. Each country's pilot test showed generally positive feedback, with an average satisfaction rating of 4.2/5.

Challenges identified were primarily minor and fixed before completion of this report.

The platform successfully created an inclusive learning environment that addresses dyslexia education needs. Its ability to provide adaptable, informative content across different educational contexts highlights its potential value.

Recommendation: Continue platform development with focus on user feedback and iterative improvements, maintaining the current strengths while addressing identified refinement opportunities.