



Enhancing Digital Tools for an Inclusive Dyslexia Adult Education
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Transnational Report on training sessions of the video course “Dyslexia in Adults for trainers – Learning to Achieve”

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Based on national reports of the project partners:
Education in Progress (EIP- Italy)
Danmar (Poland)
Eurospeak (Ireland)
Dyslexia Association of Bulgaria (DABG) – (Bulgaria)
European Knowledge Spot (EKS - Greece)
University of Latvia (UL - Latvia)

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Introduction

Research and policy analysis frameworks in the countries suggest that most teachers receive little formal instruction in reading and writing development and different learning disorders during their undergraduate studies as well as in continuous education courses concerning adulthood.

Discussions in previous work packages confirmed that work with dyslexic adults is not developed. On the other hand, the changing climate of adult education classes today increasingly includes populations of learners with dyslexia. Besides that, school teachers have to deal with families and young adults with developmental dyslexia.

Educators have to seek innovative approaches to address diversity in adult classrooms and employ practices that meet the needs of all learners. Although it is not a teacher's responsibility to diagnose dyslexia, it is important that they have an understanding of the behavioural and cognitive difficulties associated with dyslexia so as to identify learners that could be at risk, think out of the box and are striving to get through life alone without appropriate pedagogical and technological approach.

In this context, the main aim of WP3 was to develop and deliver a training package comprising of 5 interactive video-modules. The course **“Dyslexia in Adults for trainers – Learning to Achieve “** is based on the deliverables of WP2 ERASMUS+ project ” Enhancing Digital tools for an Inclusive Dyslexia Adult Education”

The aim of the course

Facilitate the development of inclusive adult education by promoting the understanding of adult educators and providers and strengthening their skills and competencies in using innovative and digital-based approaches

Objectives of the course

To develop expertise and skills of adult educators and providers supplying them with an innovative and digital-based approach

The course consists of the following modules:

1. Adult education-specific features and the role of adult educators in the inclusion of diverse adults /adults with dyslexia/ in the learning process
2. The essence and understanding of dyslexia in adults
3. Evidence-based indicators for assessment of Dyslexia in adults
4. Pedagogical approaches in working with dyslexic adults to promote inclusion for all in the learning process
5. Technological approaches working with dyslexic adults to provide support for overcoming learning obstacles for everyone.

To acquire this course, adult educators and teachers are offered the possibility to watch videos, read prepared materials, complete different tasks, do quizzes and to cooperate with their group mates and their tutor.

The aim of the training session was to analyse if we have reached the aim and objectives planned for the course. What are the pluses and minuses of the course?

How useful is it for practical users?

What are suggestions for the improvement of the training course- package, its content, language, layout, learning materials, activities, the use of videos, the length of videos, the possibilities to communicate in the platform, the role of the tutor in the course, how friendly is the learning platform?

The organisation of the sessions

The training sessions in all partner countries took place June 18th – July 18th, 2024, in the form of on-line, face-to-face, mixed mode and in individual way studies corresponding to the specific features of adult learning and country possibilities to organise training sessions thus guaranteeing the flexibility in the implementation of the tasks.

Selection of participants

Totally 64 participants registered themselves in the course from all partnership countries. In Bulgaria, Poland, Latvia learners were selected using an individual approach and interest of participants themselves.

Partners from Greece and Italy invited potential participants through an email. The invitation provided an overview of the project, details about the pilot session and its purpose, a Google Form to collect contact information and register them on the platform. Additionally, it included clear instructions on registering for the platform and information on the online training and feedback sessions.

In Ireland participants were invited via an email to the organisation's employees and subscribers. The selected participants were very diverse. They represent teachers of different educational establishments, adult educators working with parents and families and adults, speech therapists, special education teachers, teacher assistants, adult education organisers, carrier consultants, supervisors, academicians.

Guidance of the sessions

The learning sessions were mainly guided by the contact persons and staff involved in the project. At the beginning, the participants got information about the learning platform and the structure of videos and their tasks regarding activities and questionnaires as well as the possibility of getting support from the tutor.

The participants mainly worked with the English video versions. Partners in Bulgaria had prepared written instructions about the course and piloting of it.

In Latvia the sessions were supported by an off-line Latvian version but the participants worked with the English version. In Greece a dedicated facilitator led the interactive learning and feedback sessions.

Way of organising learning session

In Poland and Ireland, the session was organized online via Google Meet software.

In Bulgaria, the training was organized as a combination of two face-to-face sessions and a period of independent work between them. During the period when the participants had to work independently with videos and additional materials, they were in constant contact with the tutors to get consultations whenever they needed support.

In Latvia, the session was organized in the form of online learning on both days in Teams platform working with the given site <https://dygi4adu.erasmus.site/>

In Greece and Italy, the training took place over two days as an online learning experience using the Teams platform. Participants were actively engaged with the provided website throughout the sessions.

Length of the training

According to the proposal of the project in all partner countries the training was implemented in 10 hours.

In Latvia the training session was implemented into two days—every day 5 hours, concluding with discussions about the course, its usefulness and their success in the course.

In Ireland participants were encouraged to sign up and work through the videos and quizzes at their own pace at home which amounted to 5 hours of at-home work under the guidance of the tutor.

In Bulgaria the training was implemented as two face-to-face sessions – 3 hours each, plus a period of independent work with the videos and materials. The estimated length of this independent work period was 4 hours, but it took longer for some participants.

In Poland the combined learning was implemented under the guidance of the tutor.

In Greece according to the participants, the length of training depended on how many modules they tested/attended and on the number of technical and connection problems they encountered.

In Italy online learning was used to implement the training session.

Introduction to the course and organising of video sessions.

At the beginning of the session all partners acquainted learners with the project, its aim, objectives, planned results and tasks of the training session. Every partner tried to ensure a favorable learning environment before and during the sessions.

Partners from “Dyslexia Association” of Bulgaria and University of Latvia started the first session with some warm-up activities; the participants presented themselves and shared information about their backgrounds and experiences. Those of them who had to work with dyslexic learners (children or adults) shared some case studies, explained the methods and approaches they used and which of them they found useful. Facilitated by the tutor, the trainees tried to figure out the differences of the learning between children and adults.

A detailed introductory work was carried out by partners from Poland, Ireland and Italy. As the sessions practically were implemented in the English language the partners “Dyslexia

Association” of Bulgaria had prepared additional explanatory material in the Bulgarian language, University of Latvia supported learners by off-line translation into the Latvian language and individual support in understanding the English language. Partner from Italy has succeeded to form a group with good English language skills.

Partners from Greece had organised the session in 3 parts.

Introduction (Part 1): The facilitator provided an overview of the project, its goals, and the anticipated outcomes. They then delved deeper into the course structure, explaining the modules and the skills participants could gain upon completion. Participants also had the opportunity to introduce themselves and share their motivations for joining the pilot program.

Platform Exploration (Part 2): This session focused on the online platform itself. The facilitator demonstrated its usability and highlighted key features to help participants navigate it comfortably.

Feedback and Improvement (Part 3): The final session centered on participant feedback. This was an opportunity for them to share their experiences, including what they enjoyed, what presented challenges, and any suggestions they had for improving the platform.

In all partner countries the tutor or contact person follows that the given activities in the modules are completed as well as the evaluation of each module and questionnaires.

Evaluation and analysis of video modules and training

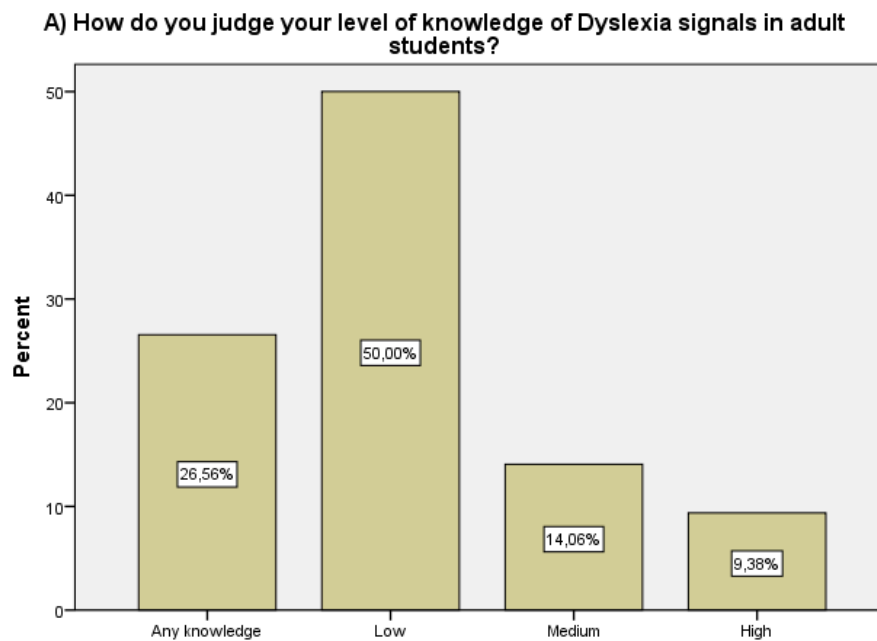
The participants had to complete the following tasks:

- to fill the preliminary evaluation questionnaire,
- after introduction to choose his/her expectations for the course,
- to complete all activities included in the modules as well as to do 3 quizzes as the assessment what they have acquired in the module,
- to fill the evaluation questionnaire of training modules,
- to fill the final evaluation questionnaire - training provided.

Results of preliminary questionnaire

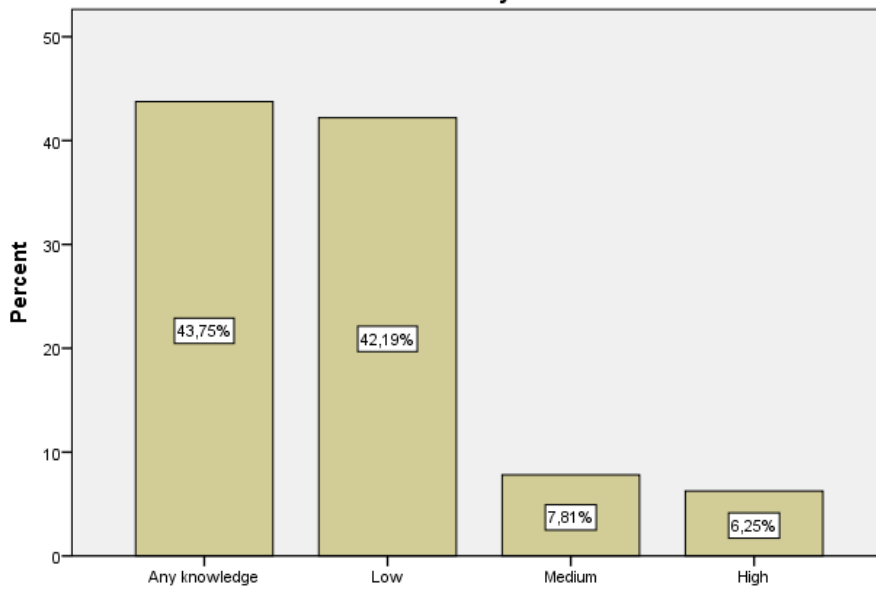
The preliminary evaluation questionnaire aimed to assess the initial preparation of adult educators on the theme of video modules, how do adults learn, how to recognize dyslexia in adults and what pedagogical and digital tools can be used to help dyslexic adults in learning and working. It was carried out before introduction.

The learners were asked to answer the following questions :



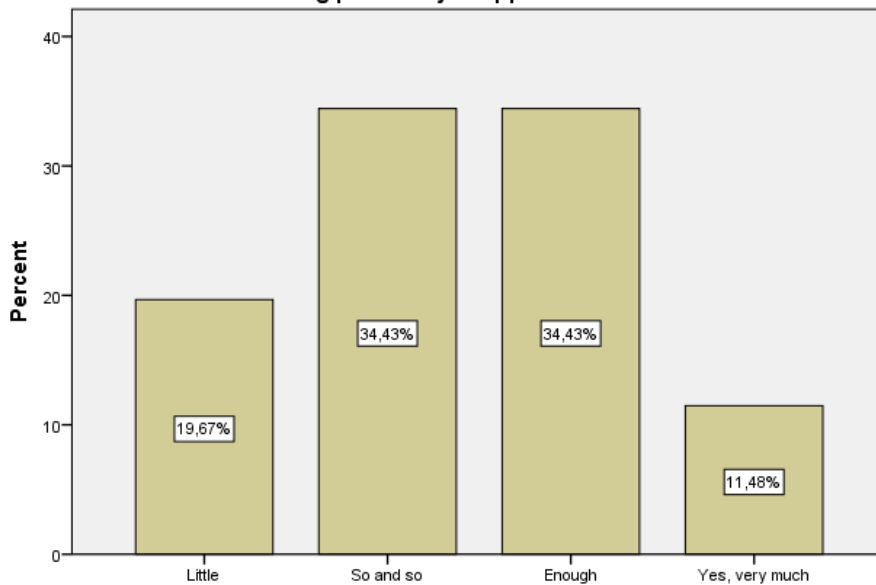
The answers demonstrate that half of the learners have a low level of knowledge of Dyslexia in adults. At the same time 9 % have pointed out that they have a high level of knowledge, but 27% state that they have some knowledge in this field.

B) How do you judge your level of knowledge and use assistive technology tools to facilitate students with dyslexia in class?

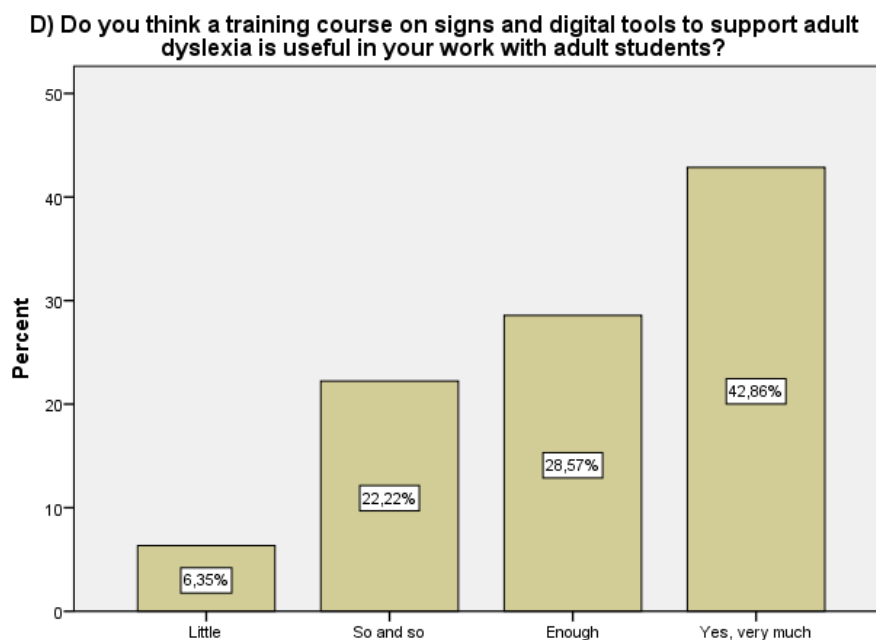


42% of learners have low level knowledge about assistive technologies and the use of them, nearly the same amount 44% have some knowledge, 8% medium and 6 %. It means that they can support learners in teaching.

C) Do you have awareness of how Dyslexia in adult students affects their learning path and job opportunities?



46% of learners are aware of how Dyslexia affects adult learners in their learning and job opportunities. It is necessary to mention that in discussions after the sessions there was a remark about the criteria “so and so” in the questionnaire as unclear and in this case it contains 34%.



Conclusions –

The above answers to the questions (A-D) and calculated scores demonstrate, that participants have some knowledge in the field of dyslexia and adult education, the use of assistive technologies, nearly half of learners practically are aware of how Dyslexia affects adult learners in their learning and job opportunities and they have great hope that the course will be useful for their work (43%).

After the introductory video the participants had to state their expectations for the course.

They had the following possibilities to choose as follows:

- Gain knowledge about specific features of dyslexic learners
- Gain better understanding of developmental dyslexia in adults

- Know different pedagogical and technological approaches for inclusion of dyslexic adults the learning process
- Able to develop support for dyslexic learners
- Manage diversity in the class
- Other

As the Moodle system didn't count the responses the tutor paused and every participant gave her/his expectations. Every participant had the right to choose several as planned in the introduction.

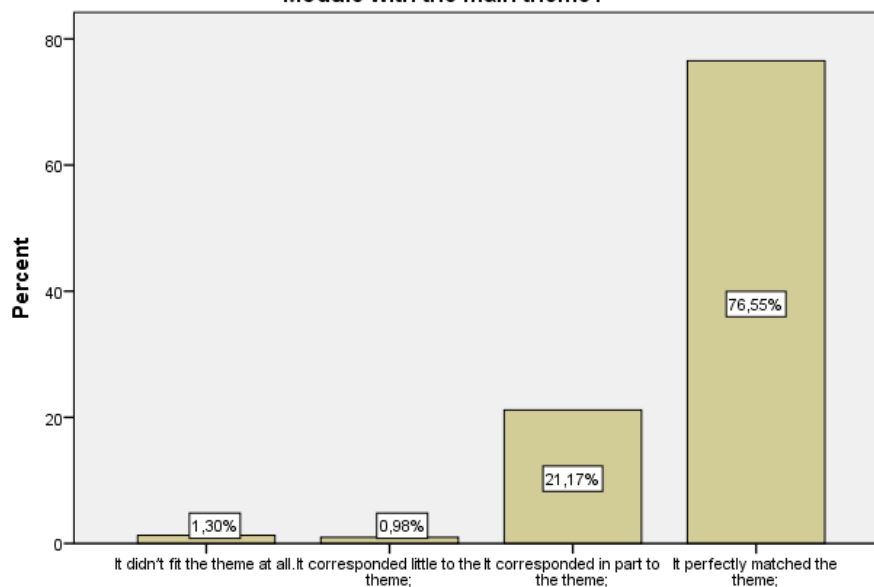
It also demonstrated that participants have high expectations for knowledge, they evaluate knowledge in life.

Analysis of video modules

After finishing every module teachers, adult educators expressed their view about the quality of the learning material created, such as content, language used, layouts, activities included in the modules and the user interface.

The pictures below give summary results of the answers (from A - G) of learners in all five modules.

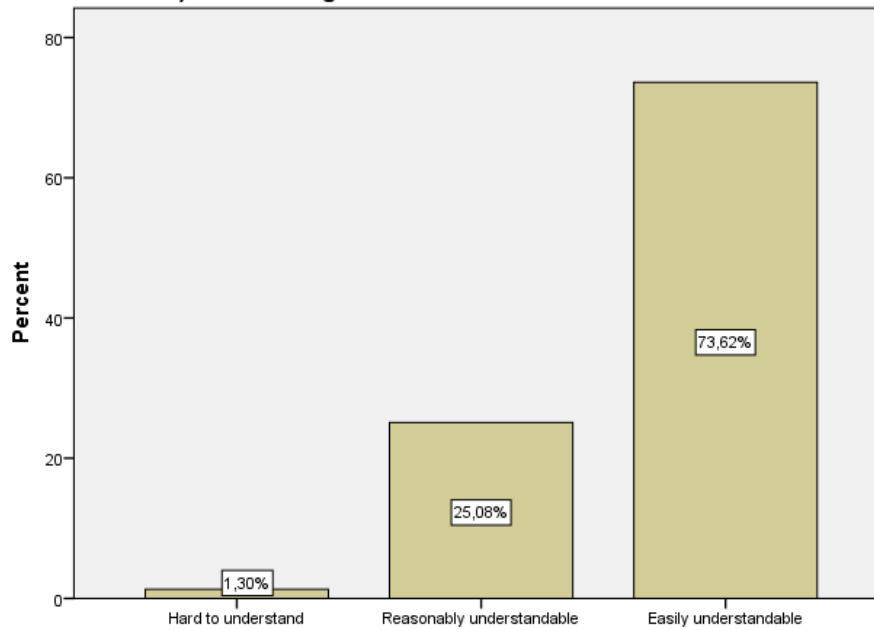
A) How do you assess the consistency of the teaching content of the Video - Module with the main theme?



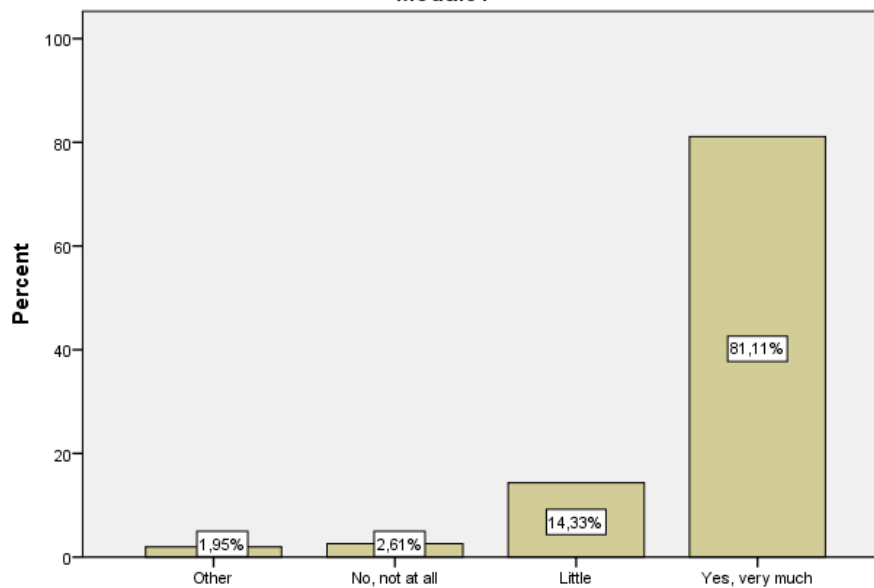
76.55% demonstrate that the content perfectly matches with the theme. The highest evaluation of the content matching with the video was given by learners from Poland and Ireland.

“Danmar” (Poland) and “Eurospeak” (Ireland) in the national reports have pointed out that all respondents found the teaching content consistently matched the main theme, was easily understandable, and the module duration was adequate. The layout, language used by the teacher, activities, and user interface were all evaluated as very clear, easy to understand, and user-friendly. This high evaluation of the video modules has influenced the common results not only the evaluation of the content matching with the video.

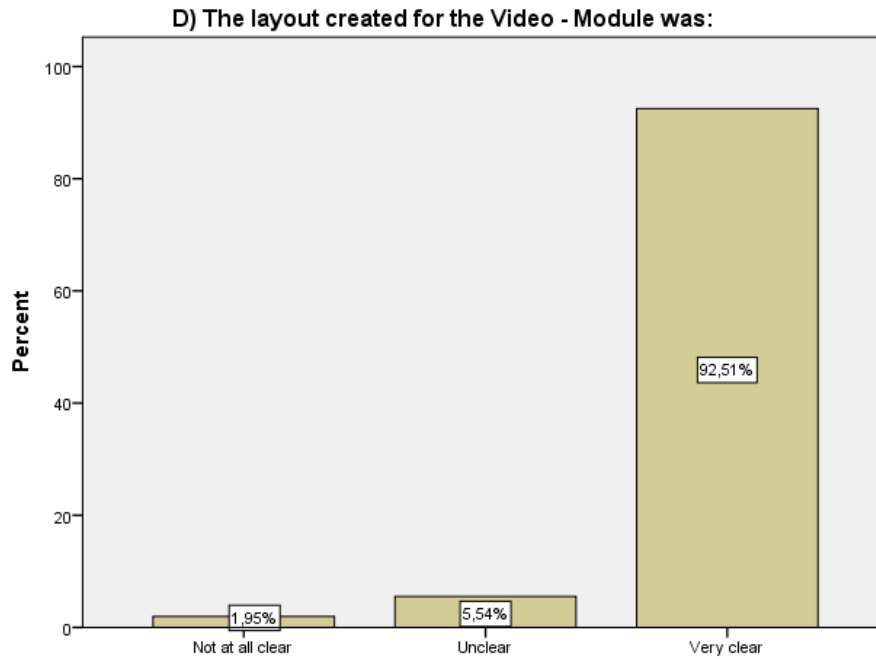
B) The teaching content of the Video - Module was:



C) Was the duration of the Module adequate in terms of the length of the Video - Module?

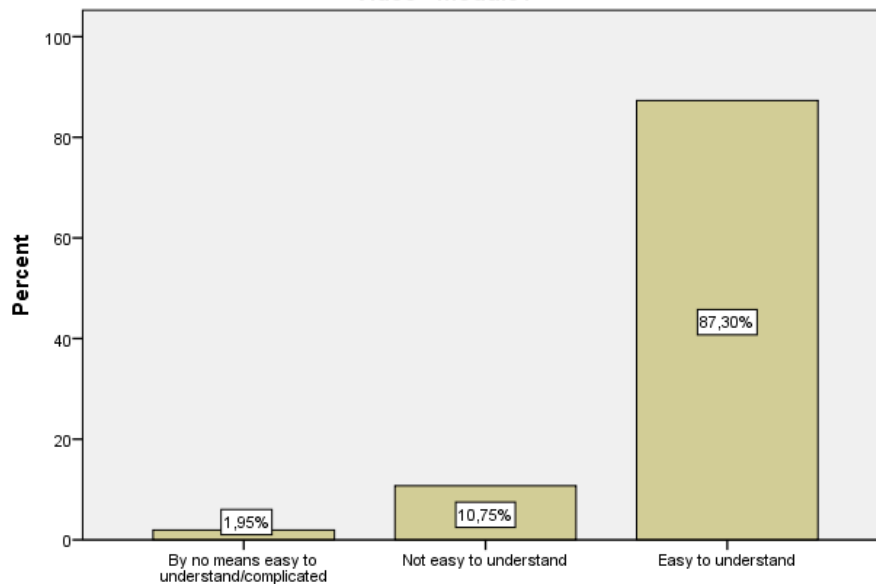


81% proves that the duration of the video modules was very much adequate of the length to follow the content and acquire new knowledge.



93% of the learners consider that the layout of the video is clear and understandable.

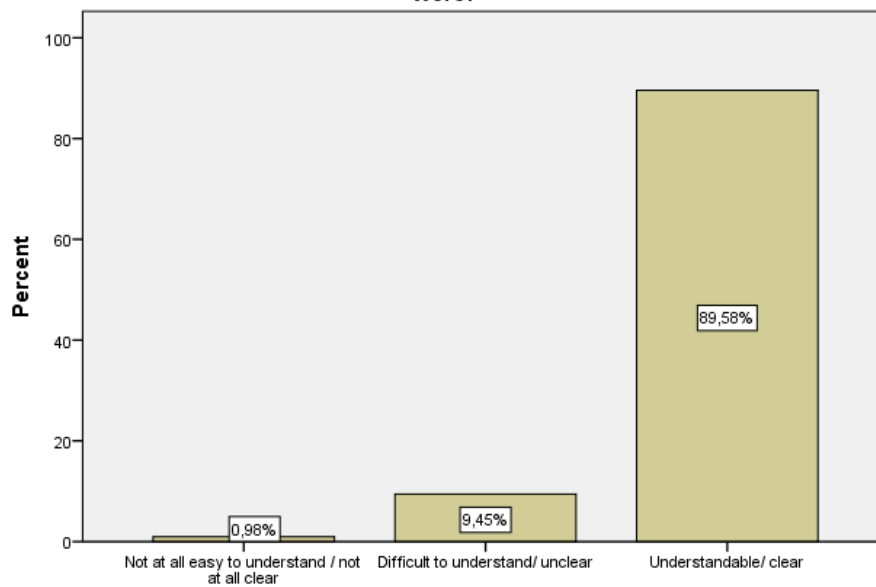
E) How do you evaluate the language used by the teacher /trainer during the Video - module?



Nevertheless all participants of the course are not English speaking, 87% of them pointed out that the language used by the teacher was easy to understand. It demonstrates the fact that

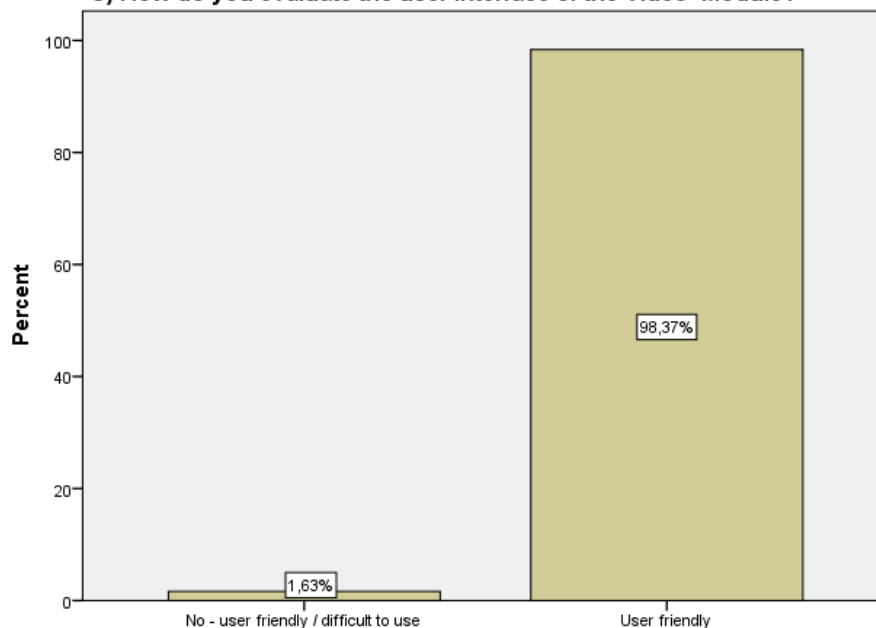
foreign language level has grown up in European countries. At the same time learners consider that video modules in national languages are needed very much.

F) The activities indicated during the Video- Module (quizzes, interviews, etc.) were:



90% of learners understood activities very clearly, 9 % of learners had difficulties and 1% of learners considered activities not at all easy to understand.

G) How do you evaluate the user interface of the Video- Module?



The user interface positive evaluation results show that Moodle platform is suitable and good for learning.

Conclusions

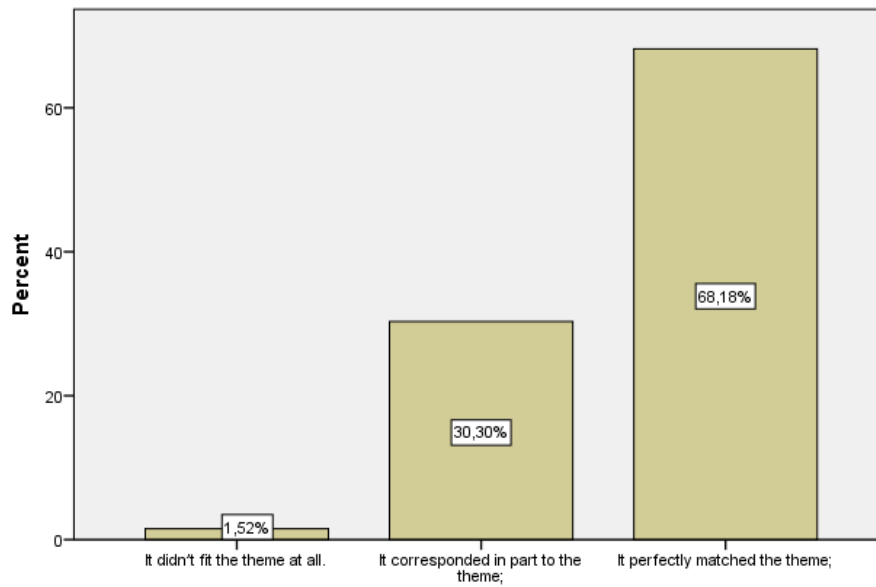
The summary results of all 5 video modules demonstrate positive evaluation of the course for adult educators **“Dyslexia in Adults for trainers – Learning to Achieve” in all criteria** - content matching the main theme, easily understandable, the module duration as adequate for learning, clear and understandable layout, language used by the teacher, activities, and friendly user interface.

Despite such a good common evaluation it is necessary to “look in” the results of evaluation of every module separately to find the ways of improvement, because not every learner will choose the whole course. We must create the possibility to obtain the themes the learners are interested in or they need for practical work.

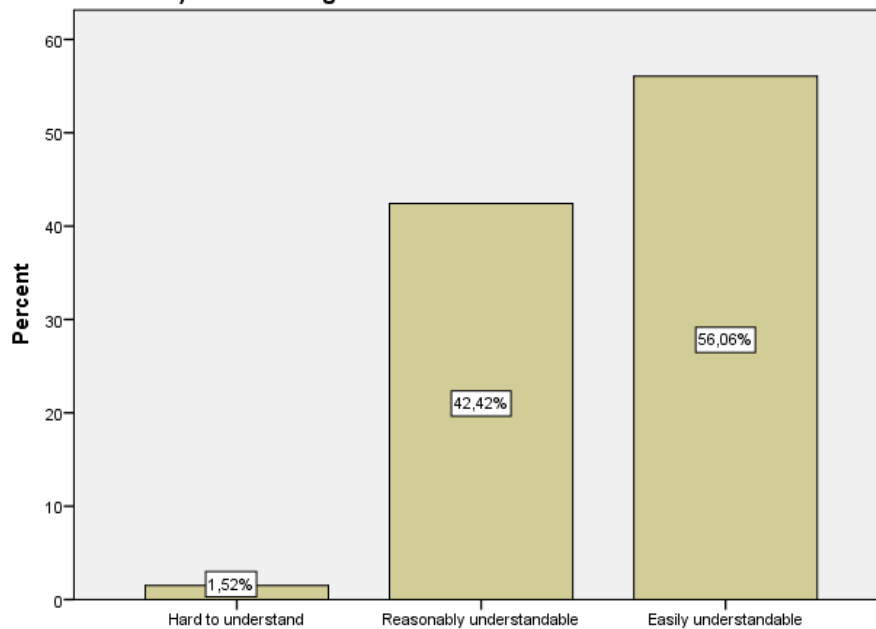
Analysis of MODULE 1

Adult education specific features and the role of adult educator in the inclusion of diverse adults /adults with dyslexia/ in learning process

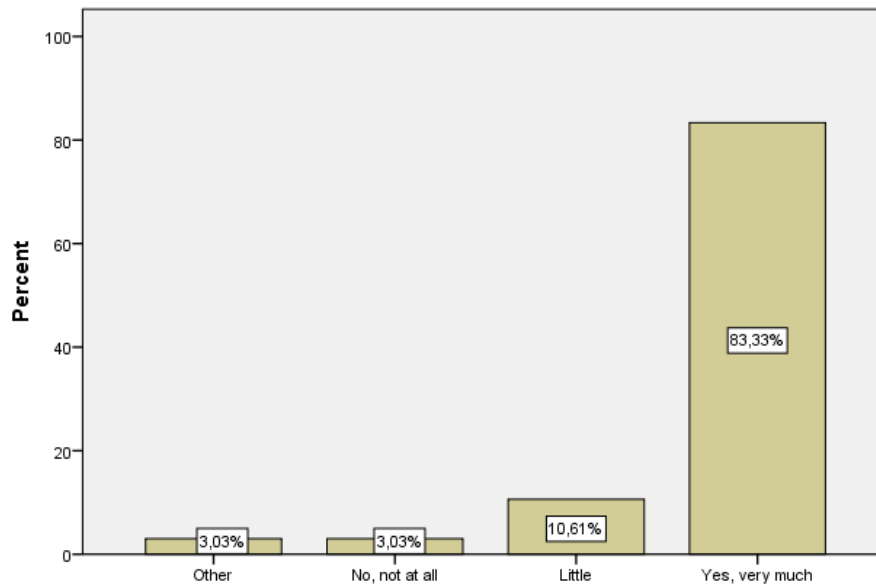
A) How do you assess the consistency of the teaching content of the Video - Module with the main theme?



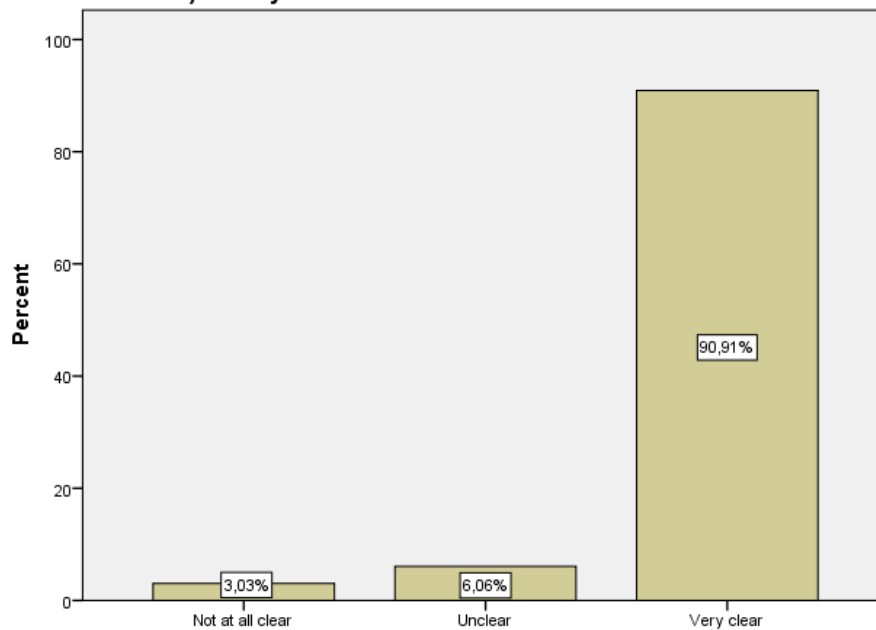
B) The teaching content of the Video - Module was:



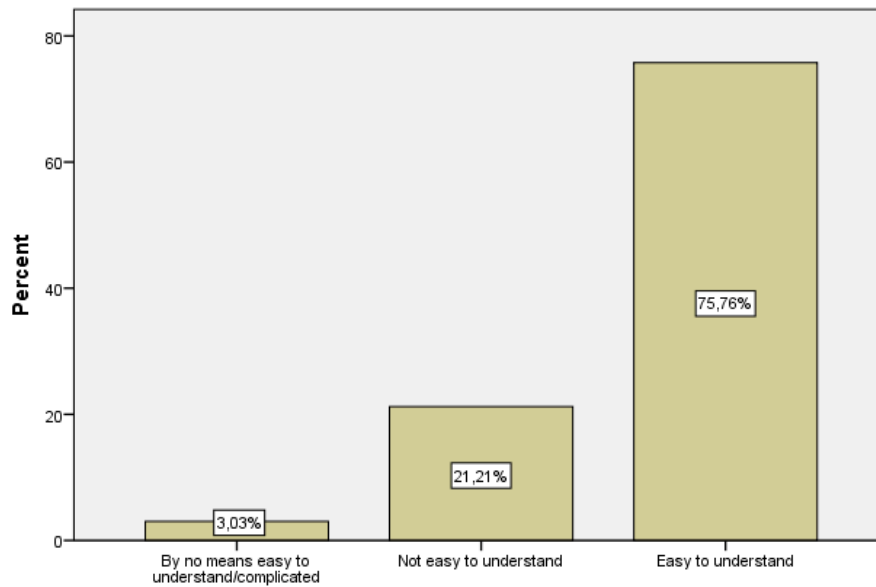
C) Was the duration of the Module adequate in terms of the length of the Video - Module?



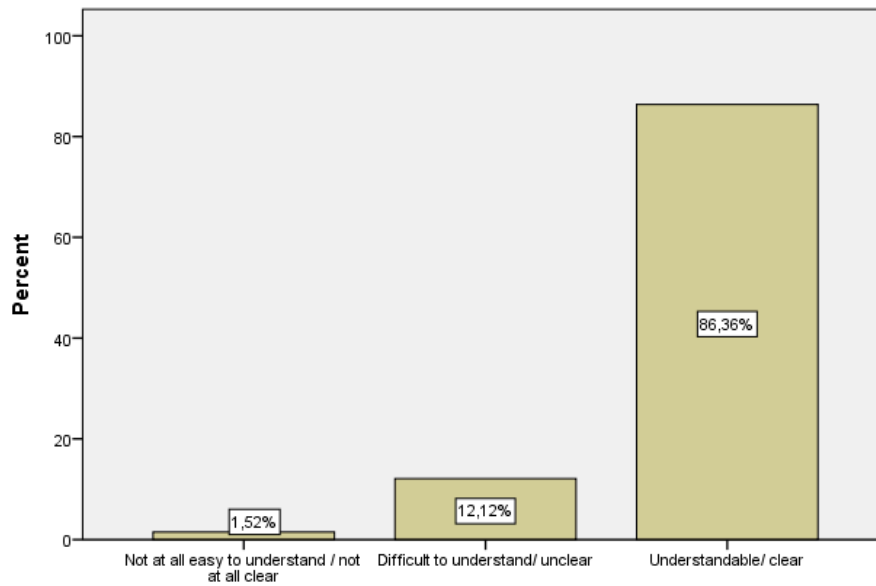
D) The layout created for the Video - Module was:

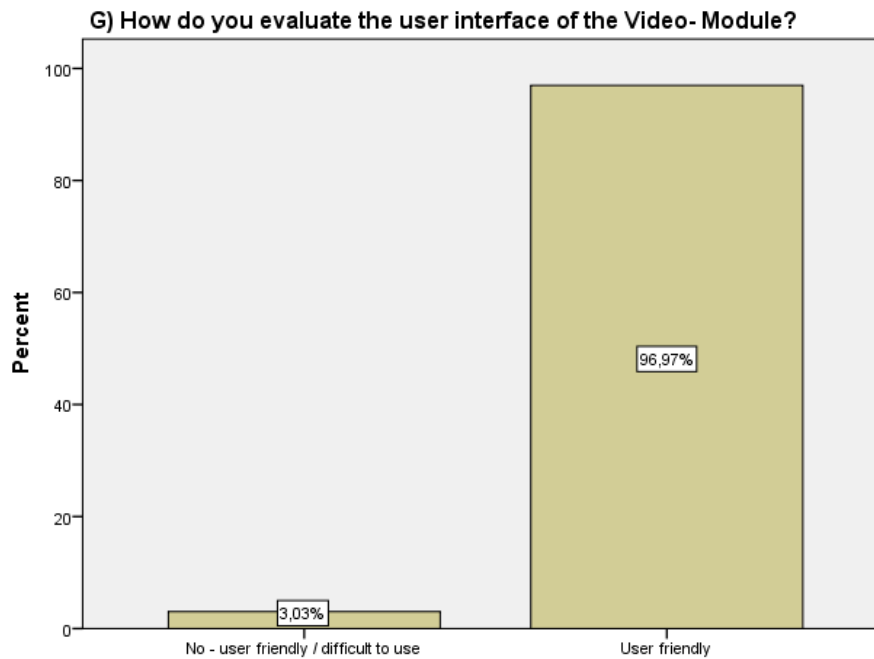


E) How do you evaluate the language used by the teacher /trainer during the Video - module?



F) The activities indicated during the Video- Module (quizzes, interviews, etc.) were:



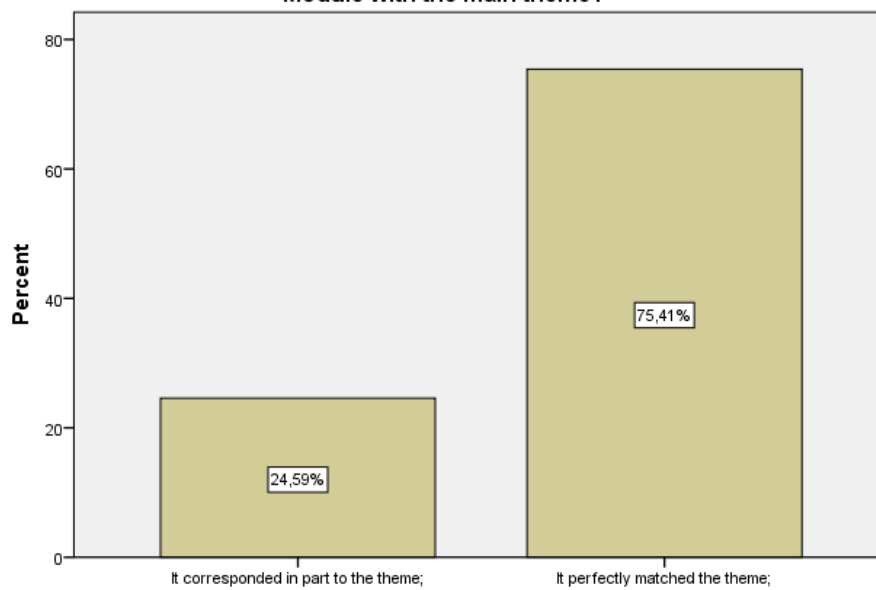


The data of module 1 demonstrates positive evaluation, it is necessary to analyse the content of the module, but there is no necessity to make essential changes, because the majority of the learners have expressed their satisfaction of all above mentioned criteria.

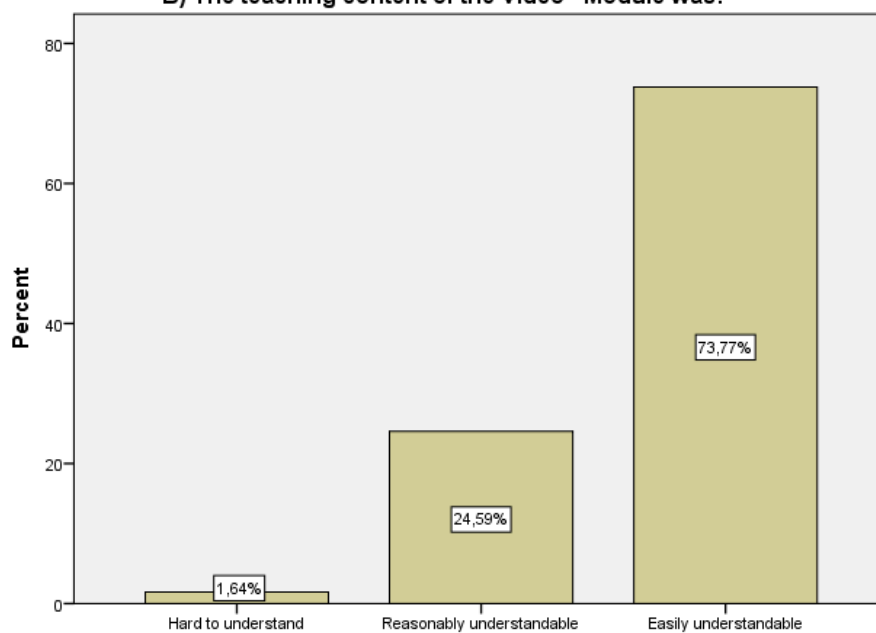
Analysis of MODULE 2

The essence and understanding of dyslexia in adults

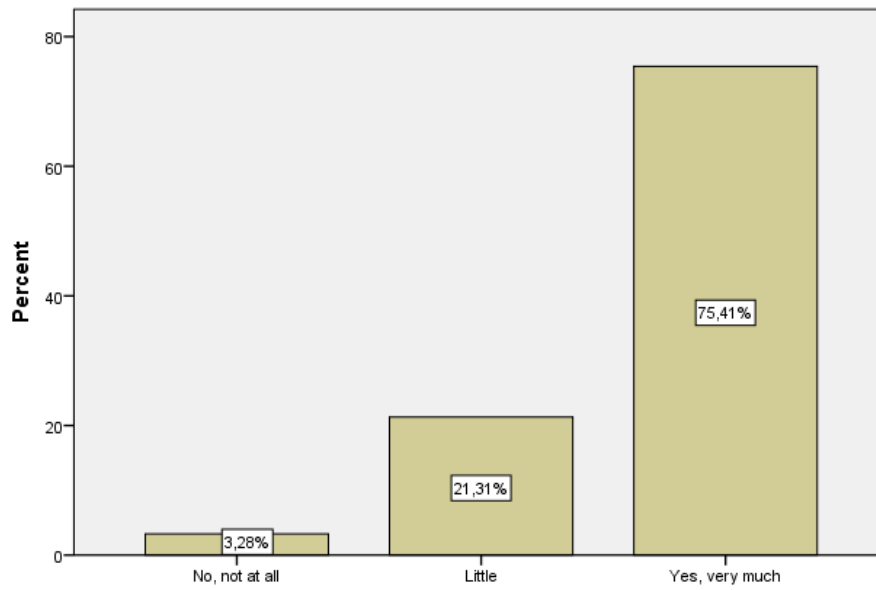
A) How do you assess the consistency of the teaching content of the Video - Module with the main theme?



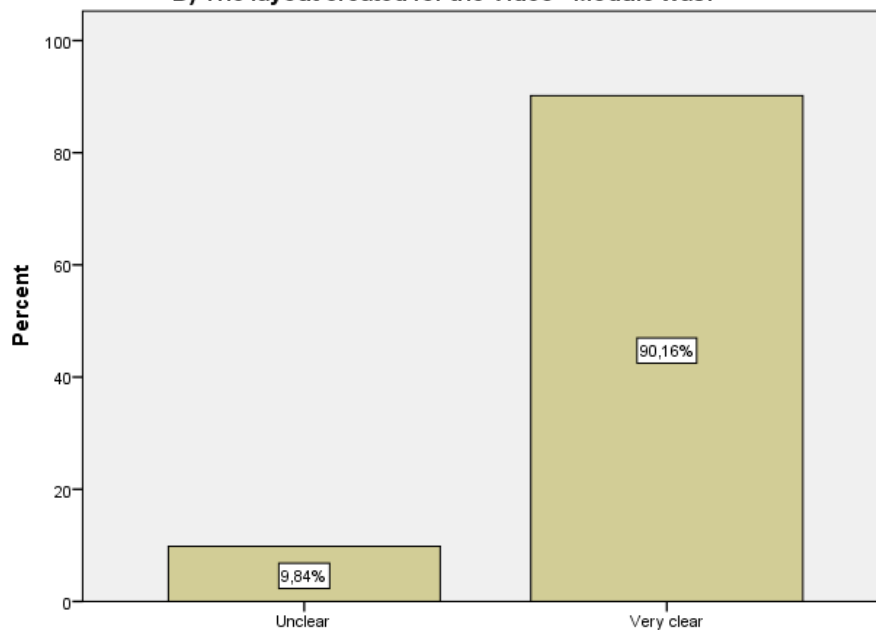
B) The teaching content of the Video - Module was:



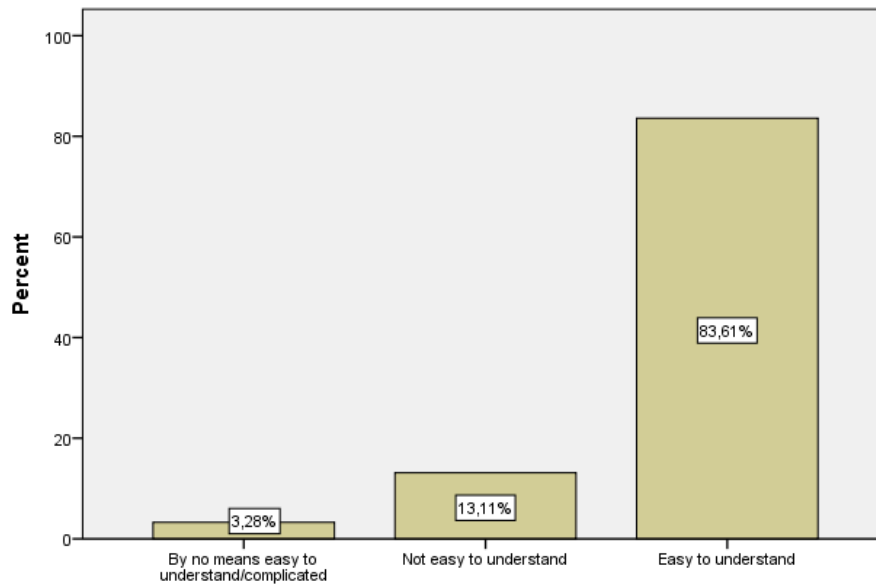
C) Was the duration of the Module adequate in terms of the length of the Video - Module?



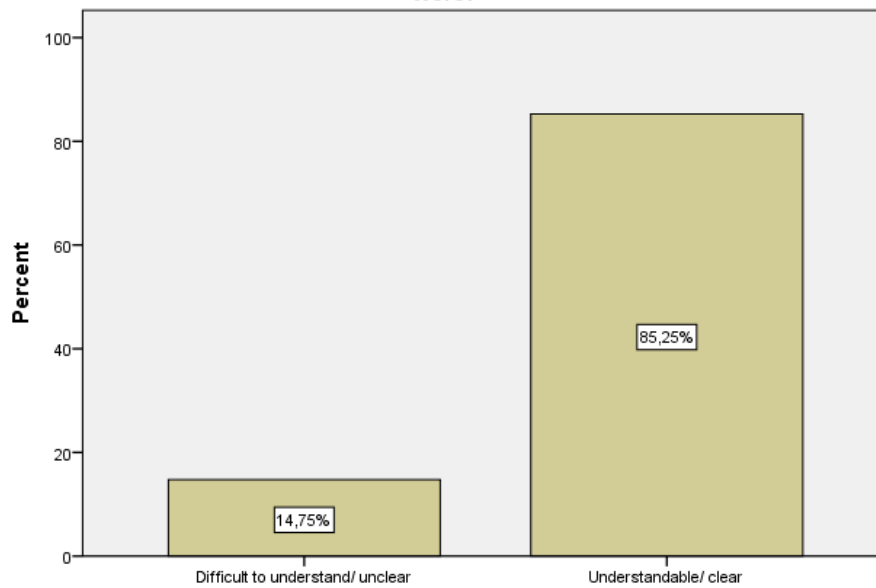
D) The layout created for the Video - Module was:

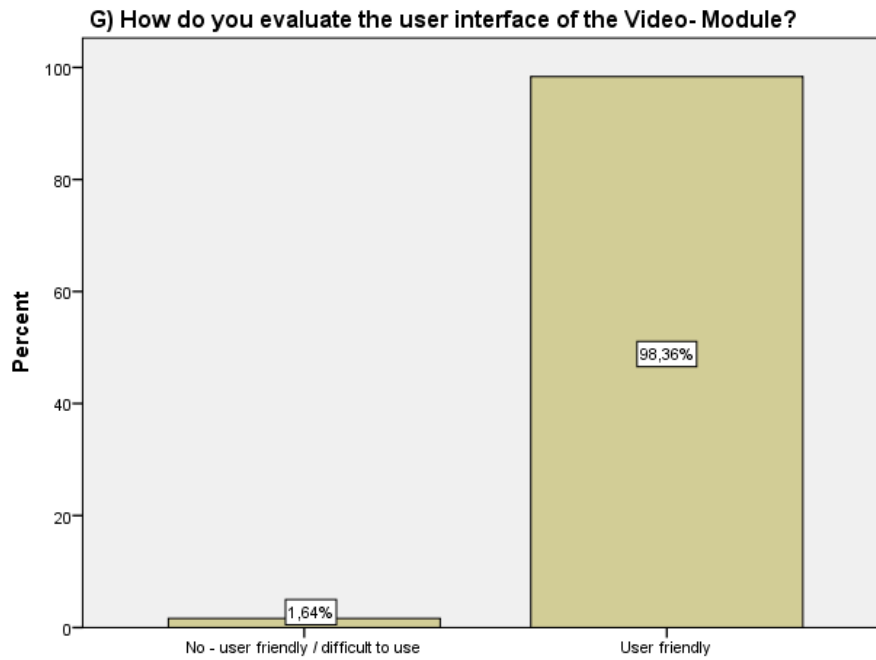


E) How do you evaluate the language used by the teacher /trainer during the Video - module?



F) The activities indicated during the Video- Module (quizzes, interviews, etc.) were:



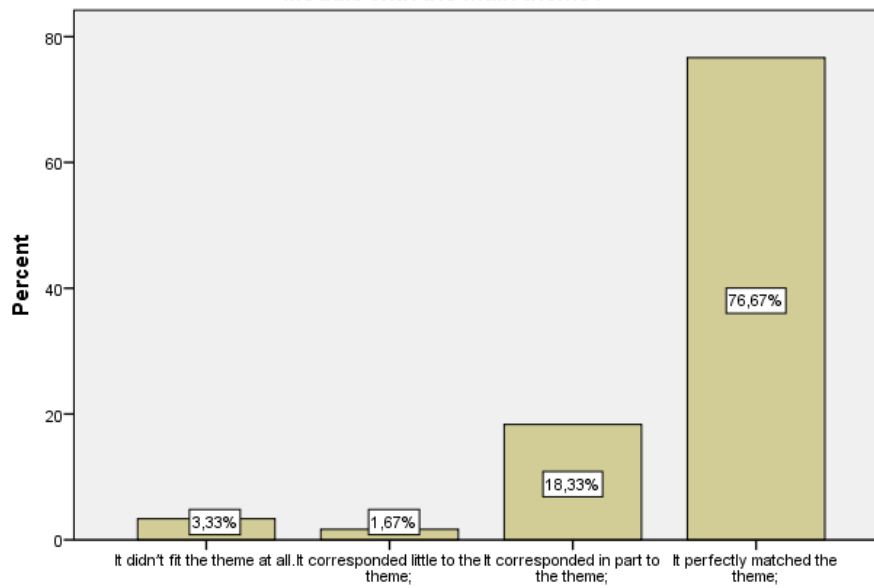


The learners' responses show that there is no need for changes.

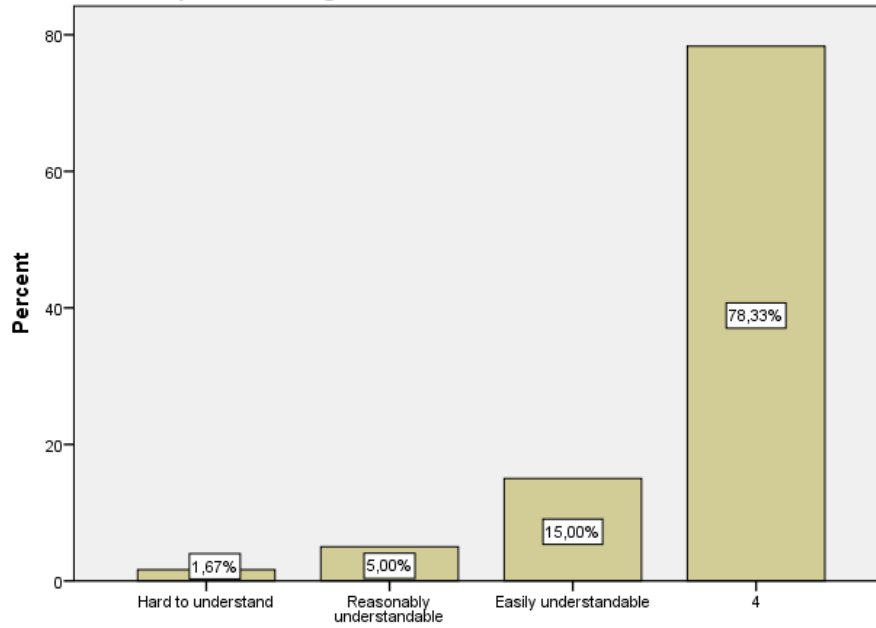
Analysis of MODULE 3

Evidence based indicators for assessment of Dyslexia in adults

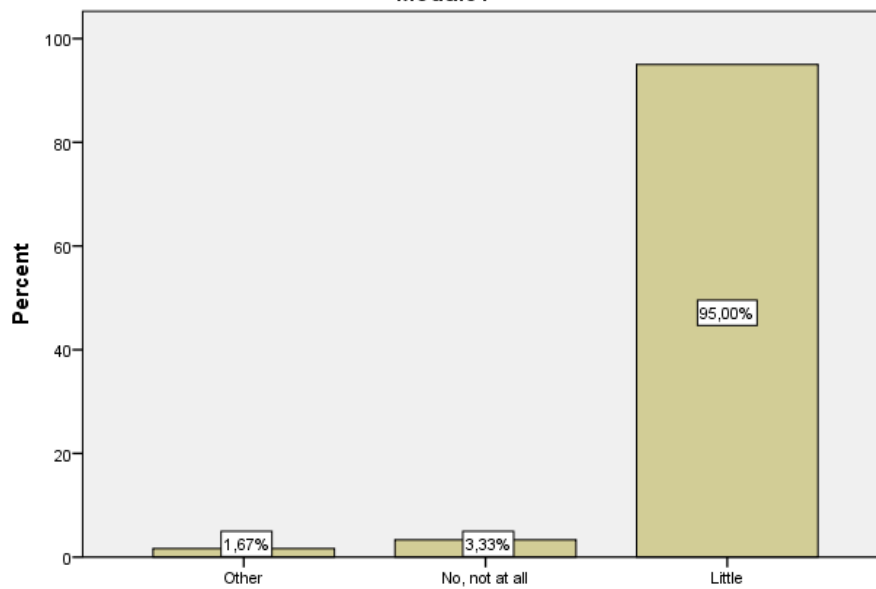
A) How do you assess the consistency of the teaching content of the Video - Module with the main theme?



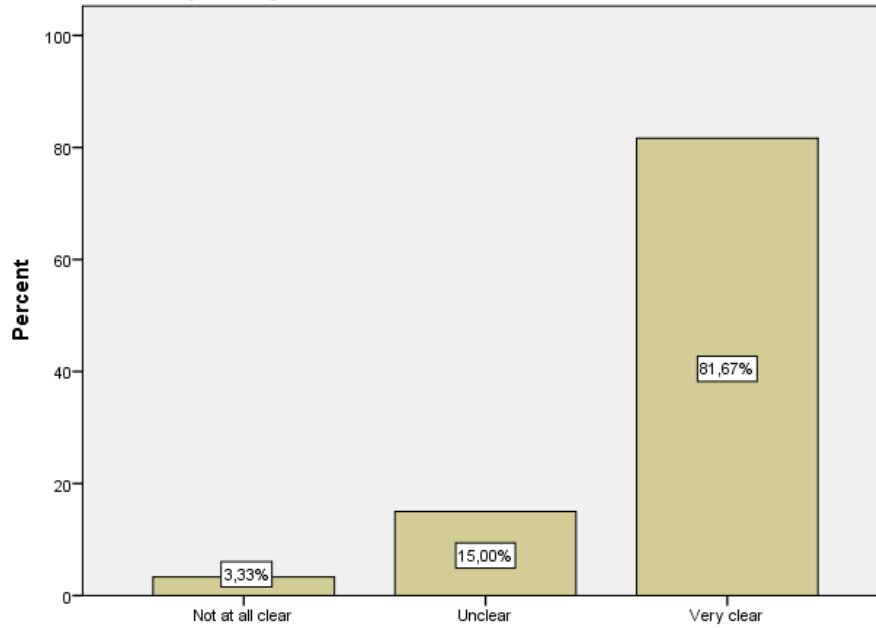
B) The teaching content of the Video - Module was:



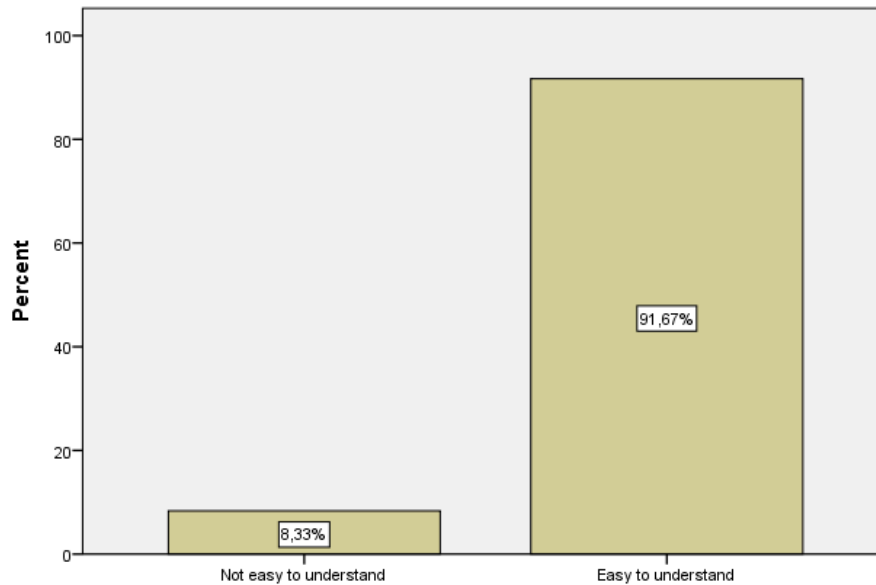
C) Was the duration of the Module adequate in terms of the length of the Video - Module?



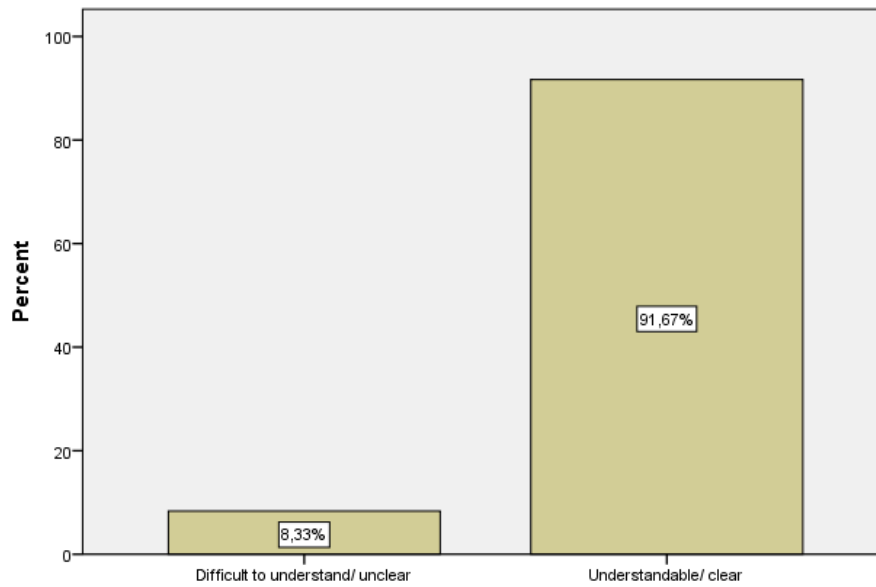
D) The layout created for the Video - Module was:



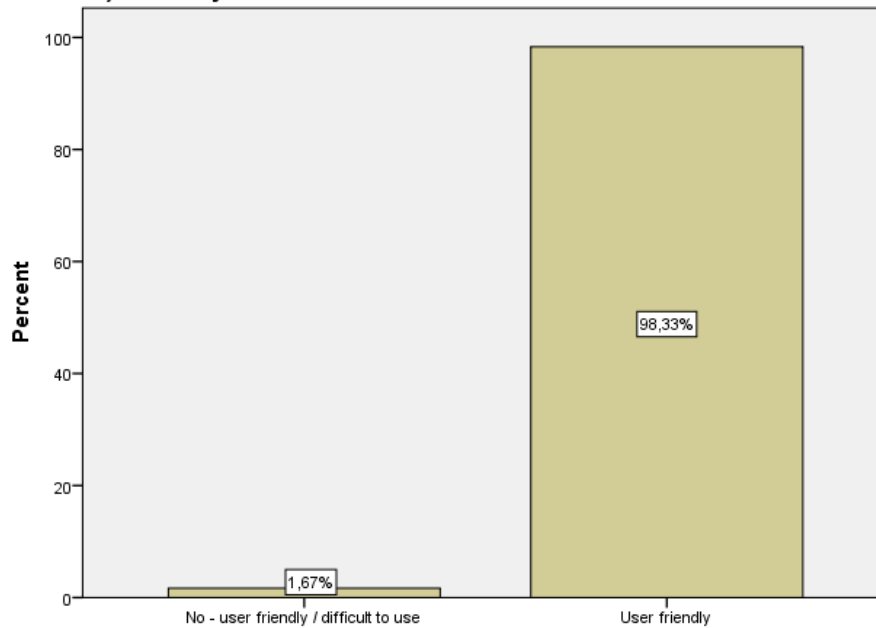
E) How do you evaluate the language used by the teacher /trainer during the Video - module?



F) The activities indicated during the Video- Module (quizzes, interviews, etc.) were:



G) How do you evaluate the user interface of the Video- Module?

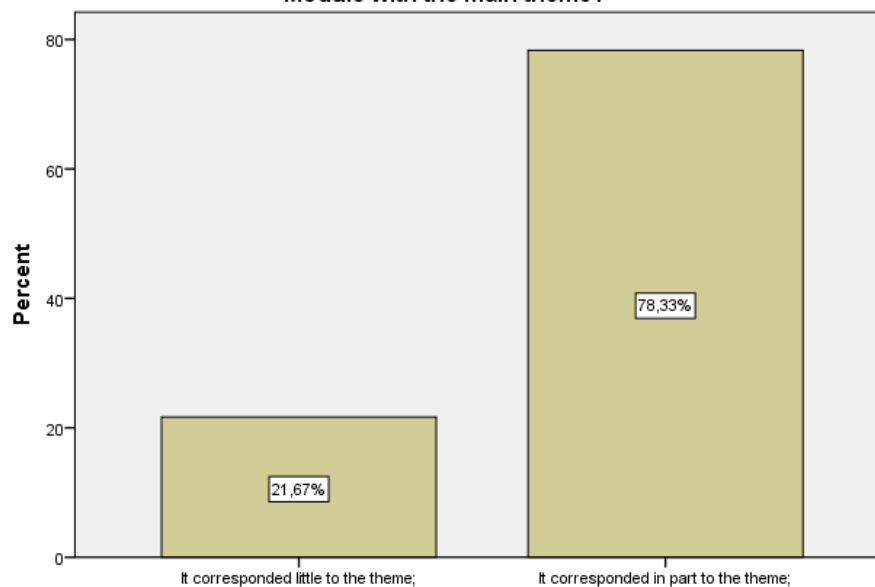


It is necessary to conclude that there is no need for additional special improvement.

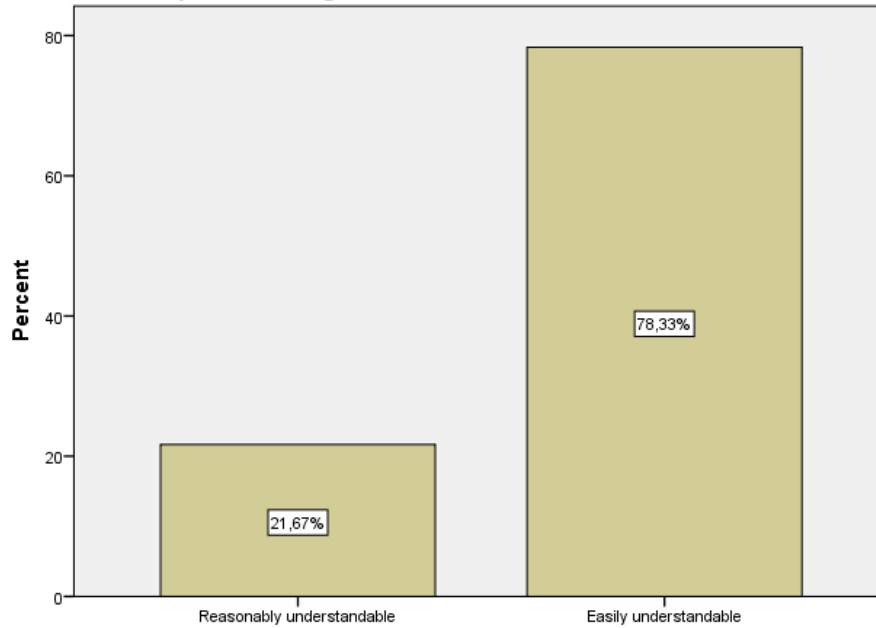
Analysis of **MODULE 4**

Pedagogical approaches in working with dyslexic adults to promote inclusion for all in the learning process

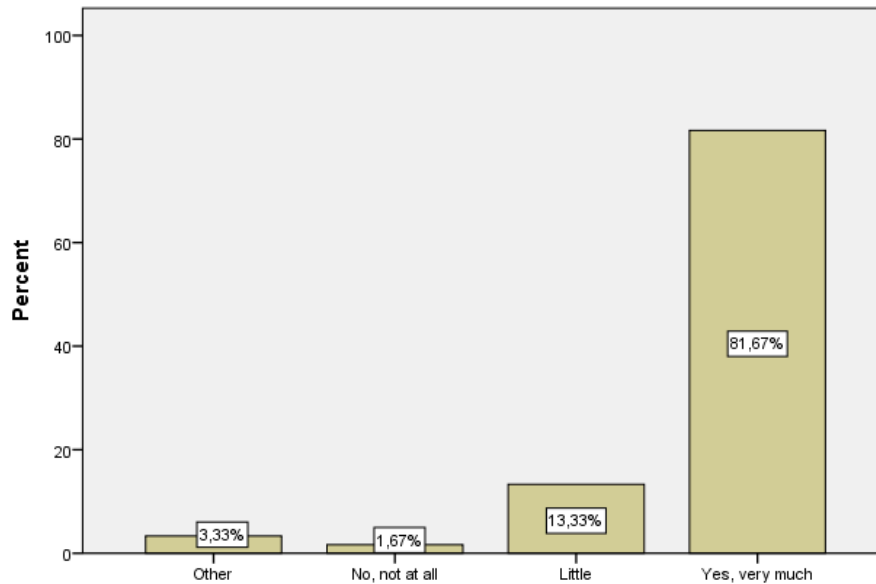
A) How do you assess the consistency of the teaching content of the Video - Module with the main theme?



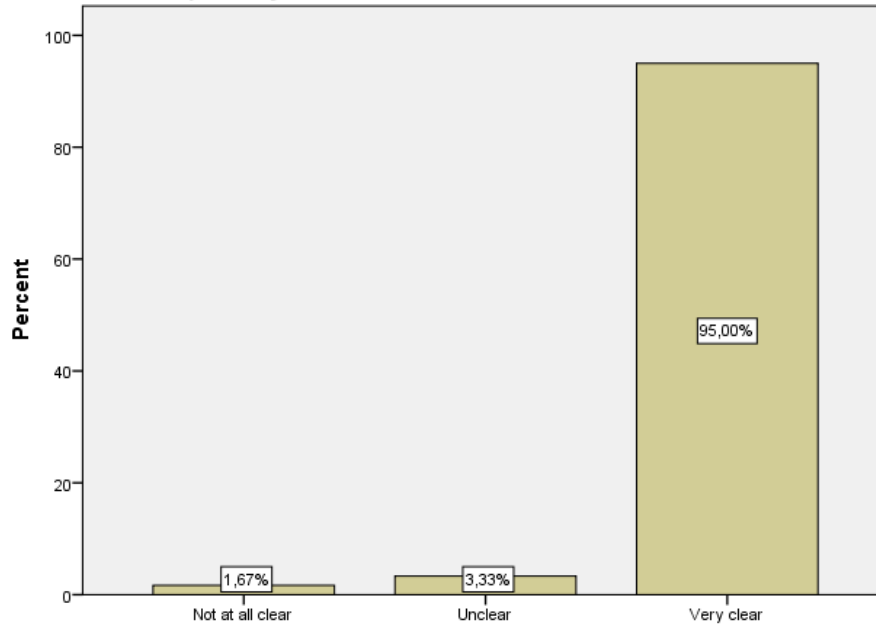
B) The teaching content of the Video - Module was:



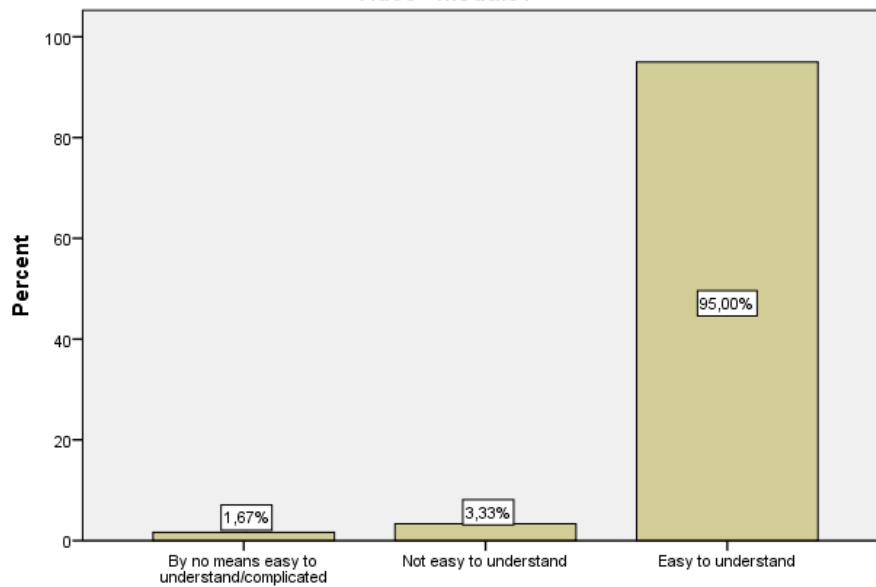
C) Was the duration of the Module adequate in terms of the length of the Video - Module?



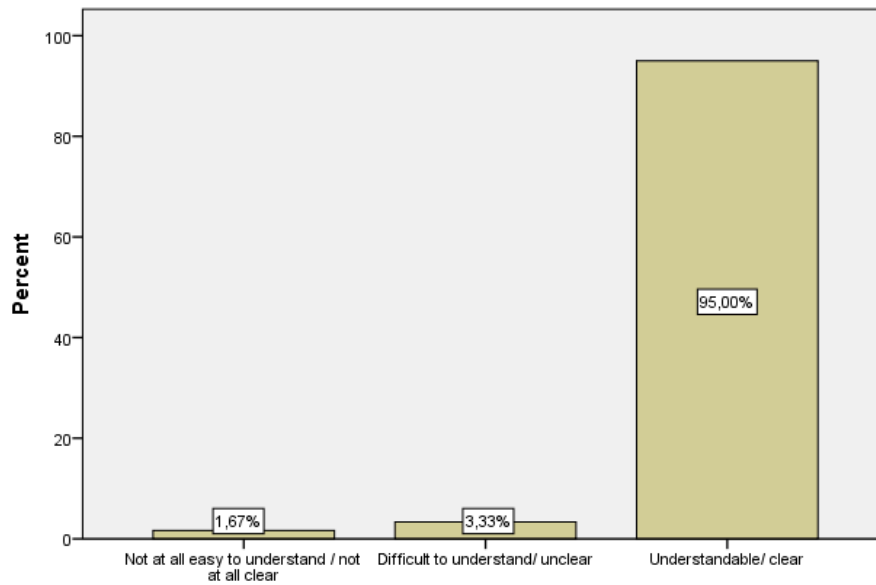
D) The layout created for the Video - Module was:



E) How do you evaluate the language used by the teacher /trainer during the Video - module?



F) The activities indicated during the Video- Module (quizzes, interviews, etc.) were:

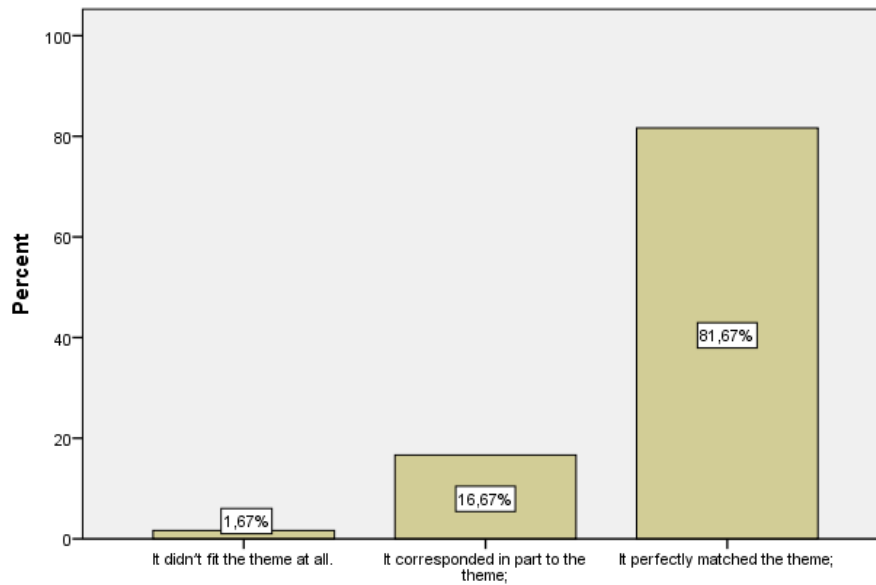


According to the positive evaluation there is no need for changes in the module. It is necessary to mention that the user interface got the highest evaluation – 100% user friendly.

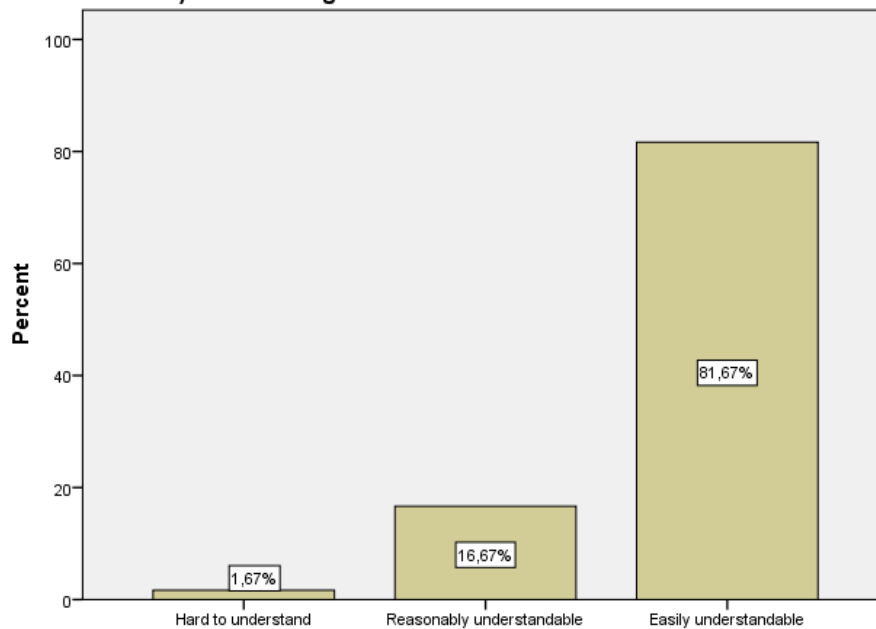
Analysis of **MODULE 5**

Technological approaches working with dyslexic adults to provide support for overcoming learning obstacles for everyone.

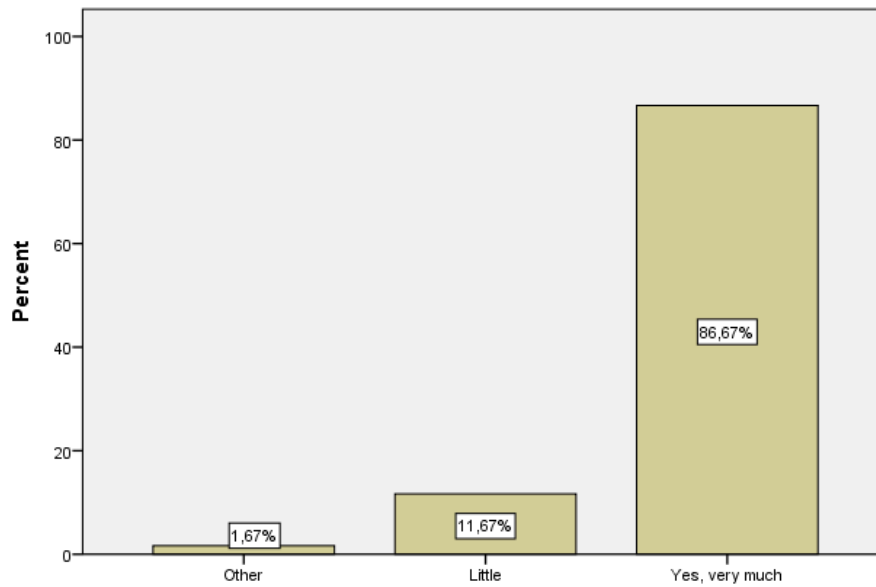
A) How do you assess the consistency of the teaching content of the Video - Module with the main theme?



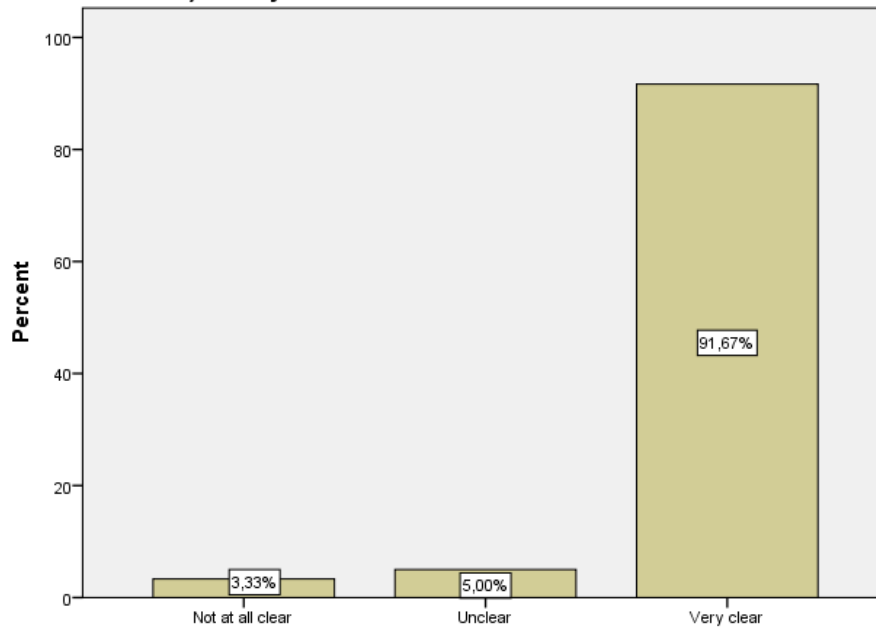
B) The teaching content of the Video - Module was:



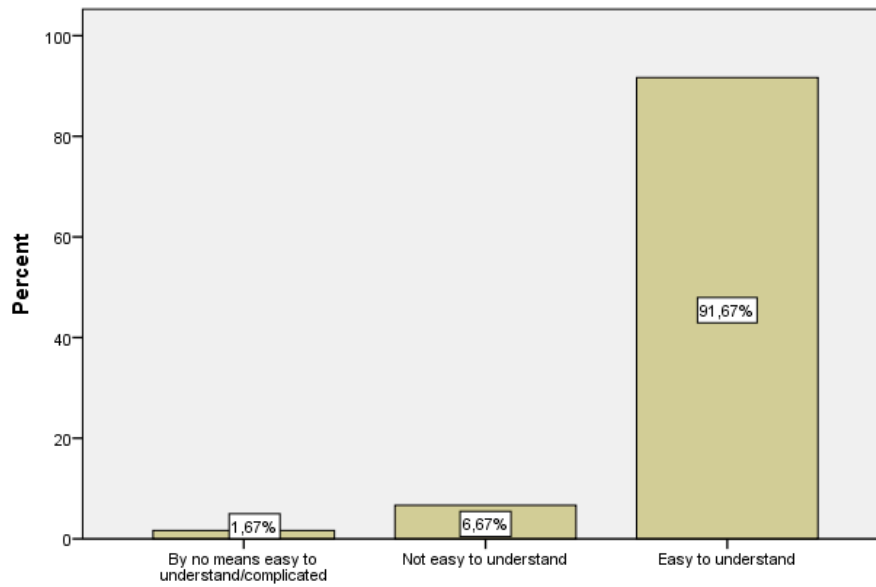
C) Was the duration of the Module adequate in terms of the length of the Video - Module?



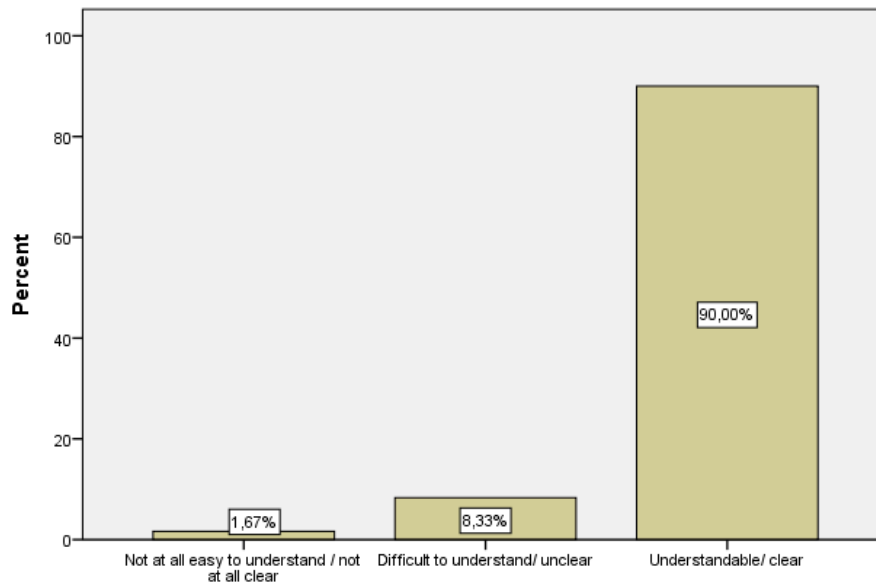
D) The layout created for the Video - Module was:

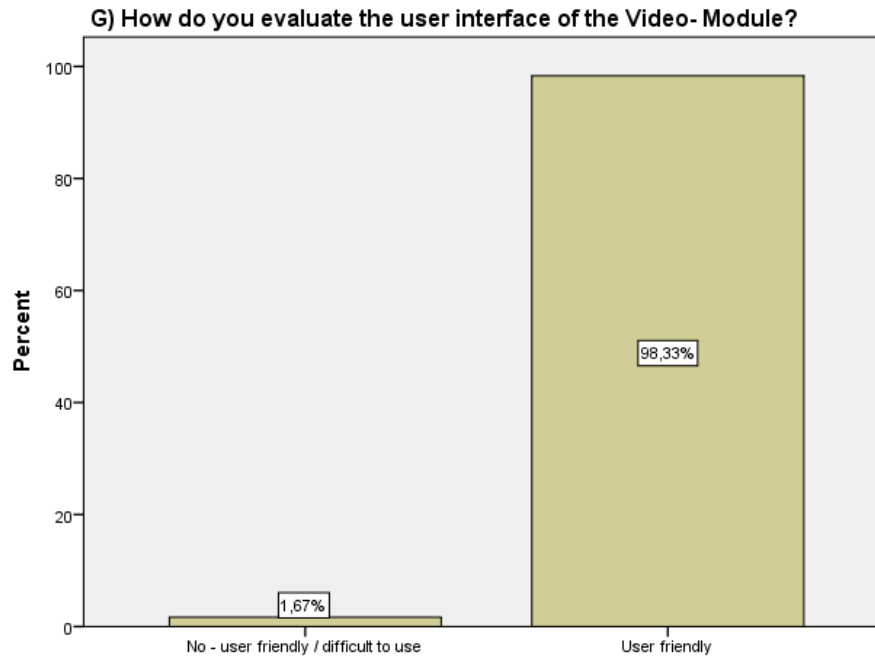


E) How do you evaluate the language used by the teacher /trainer during the Video - module?



F) The activities indicated during the Video- Module (quizzes, interviews, etc.) were:



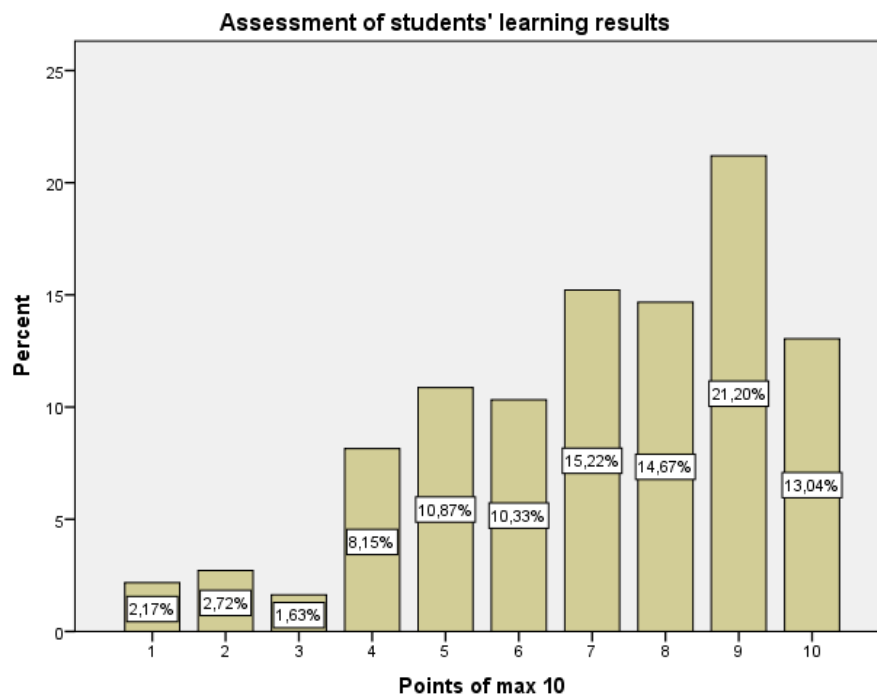


According to a very positive evaluation of this video module there is no need for changes.

It was important to learn how did the participants succeed in completing 3 quizzes as the assessment, what they have acquired in the modules

Assessment of students' learning results

Common assessment of students' learning results of Modules 1; 3; 5

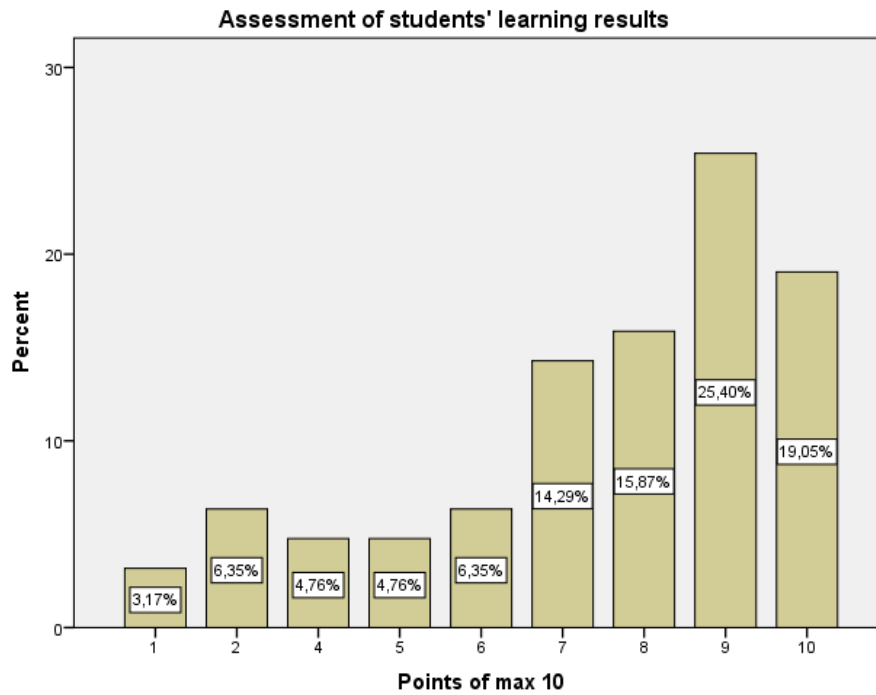


The results demonstrate that 13% of all learners completed the quiz with 10 points that is the highest, the best result. 64% including these 13% have acquired the module with a good result gaining 7,8,9,10 points, that allows to conclude that the majority of the participants have acquired the course.

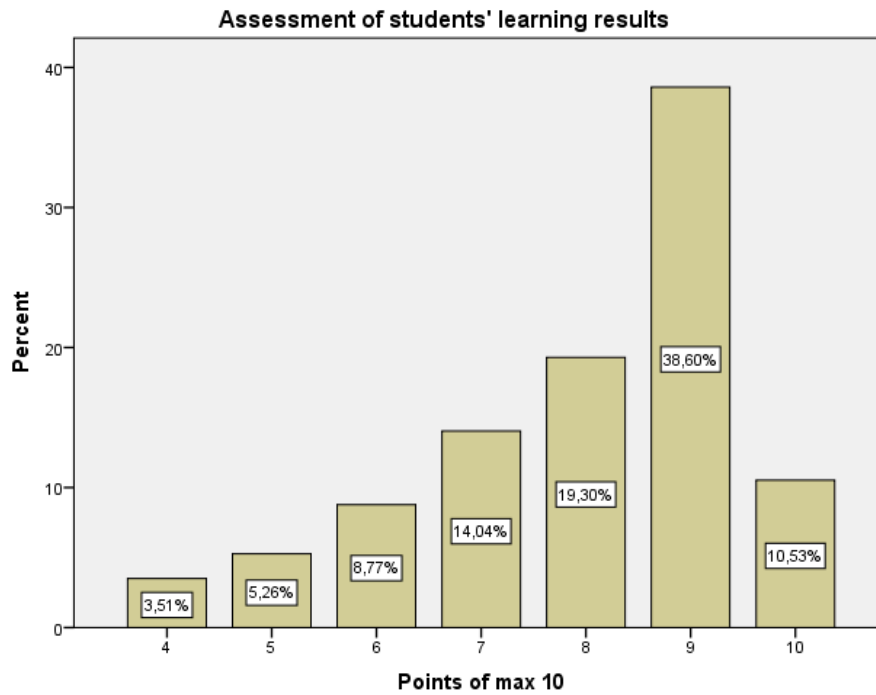
It is worth mentioning that 83% of learners (getting 7 up to 10 points) were successful in completing quiz about module 3, according to the assessment results 74% of learners in completing quiz about module 1, but only 38% - module 5. Quizz after module 5 was planned as the assessment of the acquisition of the whole course. It gives the hint to the creators of the quiz to overview the questions, their level of difficulty.

See below the analysed assessment results of learners' about module 1, 3, 5 separately as well as difficulty level of the questions.

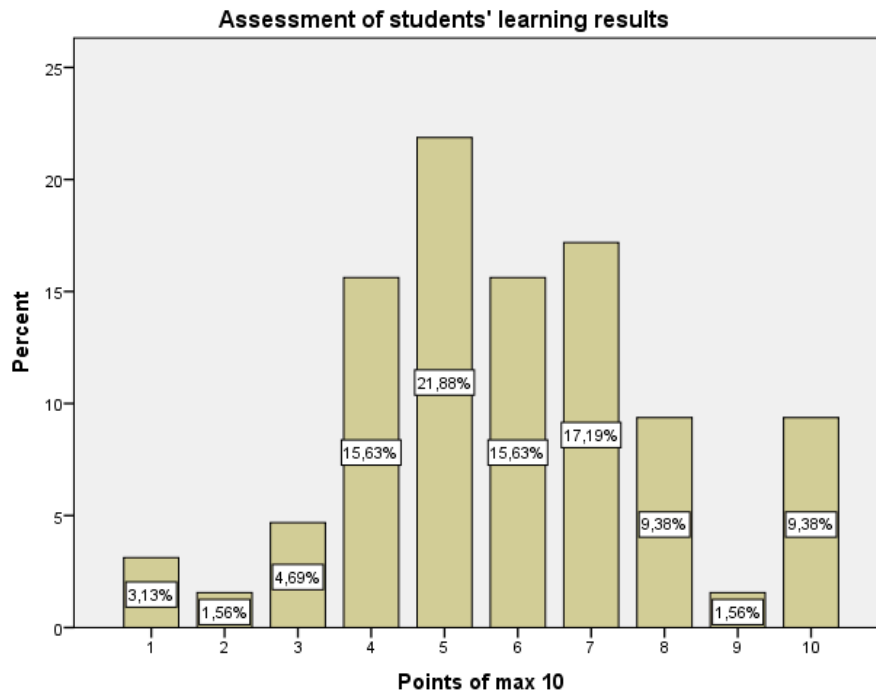
Assessment of students' learning results of Module 1



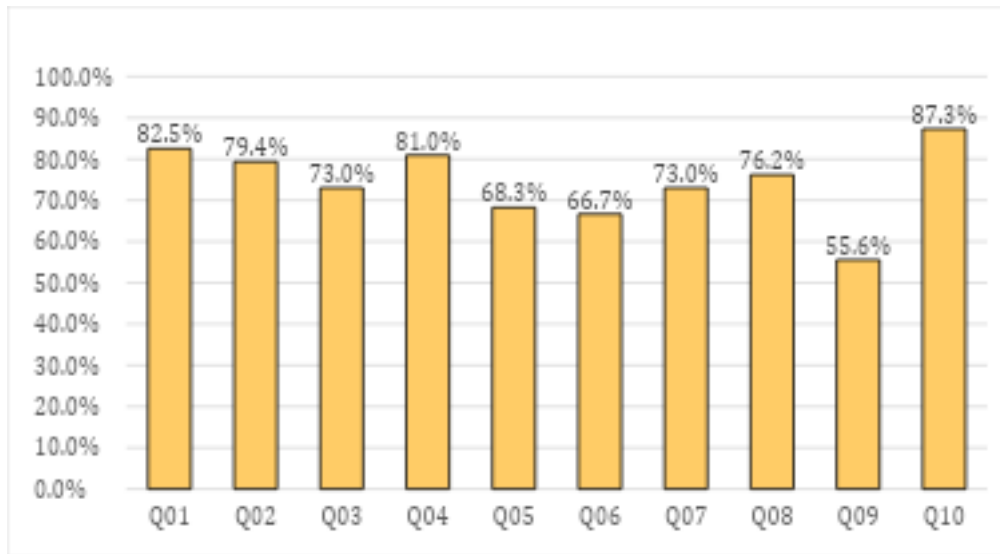
Assessment of students' learning results of Module 3



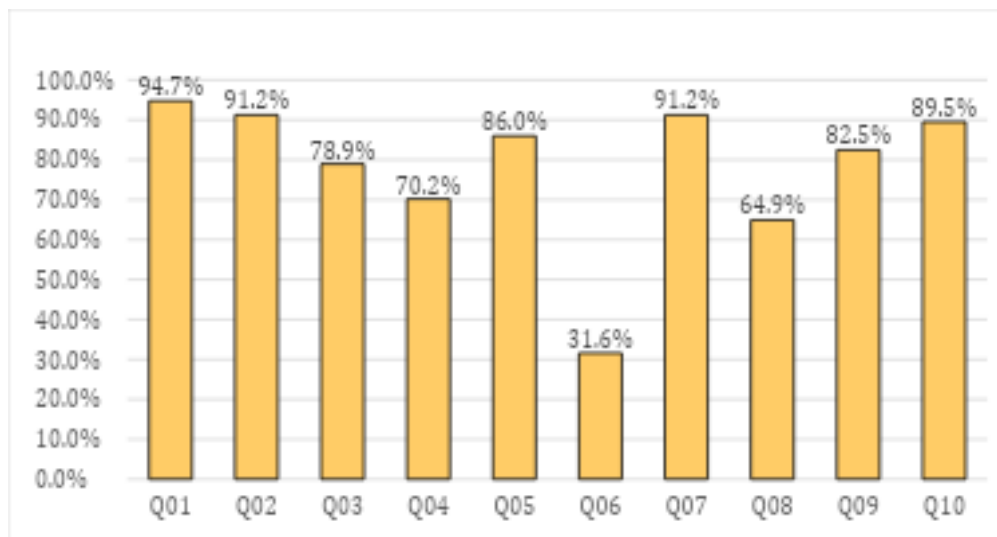
Assessment of students' learning results of Module 5



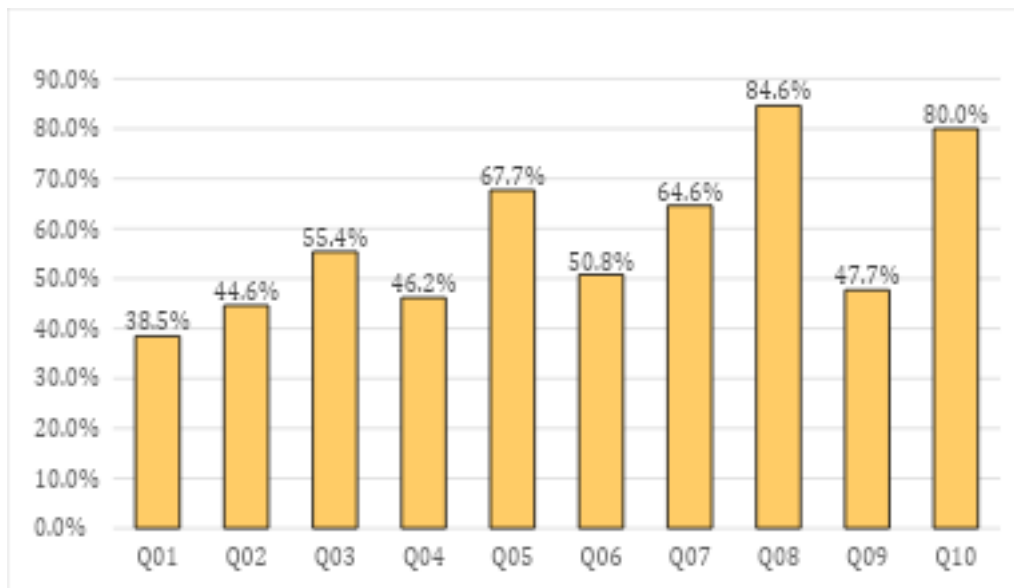
Difficulty level of questions is described as follows: less percentage question has, higher is difficulty of question.



Module 1.



Module 3.



Module 5.

If we compare the results of completing all three quizzes then the last one has to be analysed to find the reason for such a result because the questions do not seem to be difficult.

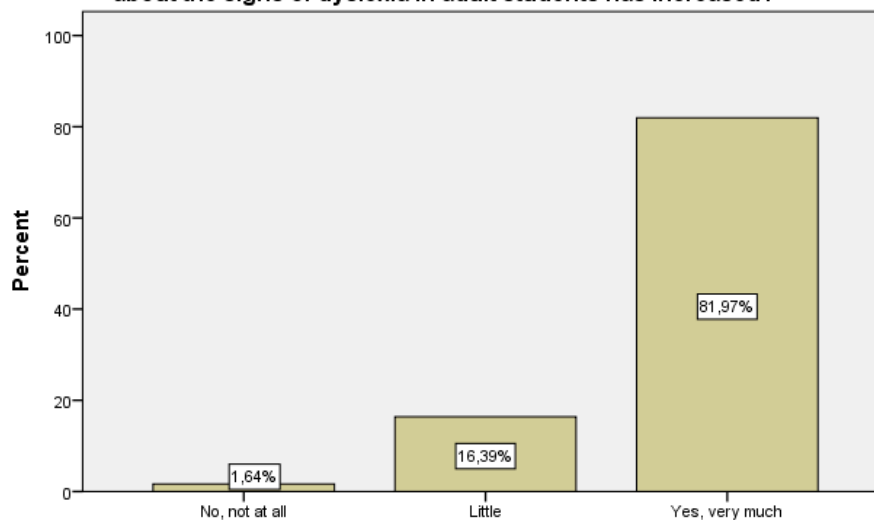
At the end of the course learners were asked if they remember expectations for the course. 24 participants had given the answer in the discussions.

20 participants answered that they gained knowledge and better understanding, 9 will know how to manage diversity in the class, 2 will be able to develop support.8 – other, pointing to the development of skills. It means-participants had\ high expectations for knowledge, they evaluate knowledge in life. That coincides with their intentions at the beginning of the course.

Results of the final Questionnaire

The final evaluation questionnaire was completed at the end of all video modules sessions. In this case, the participants were asked to express the degree of satisfaction with the quality of the modules and the training received -whether it has increased their competence in the recognition of dyslexia, whether it has increased their knowledge of digital tools to support dyslexia, whether it would advise another learner to attend video courses, if the course as a whole is evaluated as being highly useful to deepen the topic of dyslexia in adults.

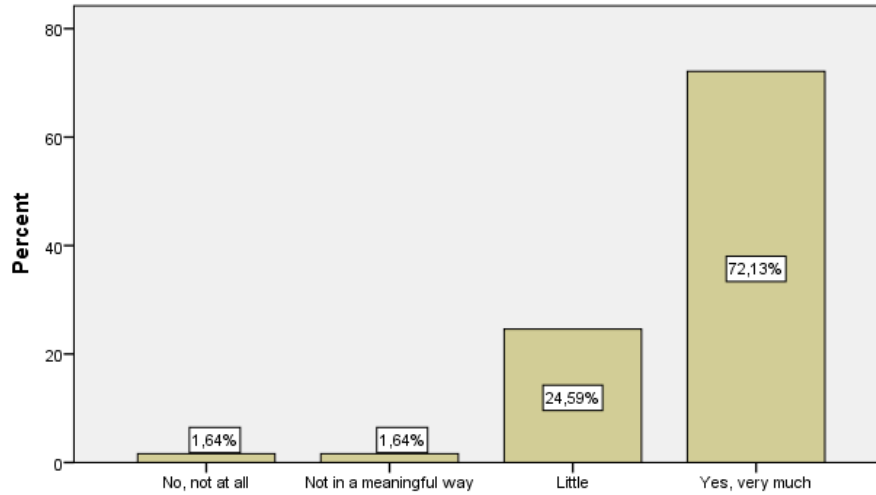
A) Do you think that, thanks to the Video - Modules of the project “Enhancing Digital tools for an Inclusive Dyslexia Adult Education”, your level of knowledge about the signs of dyslexia in adult students has increased?



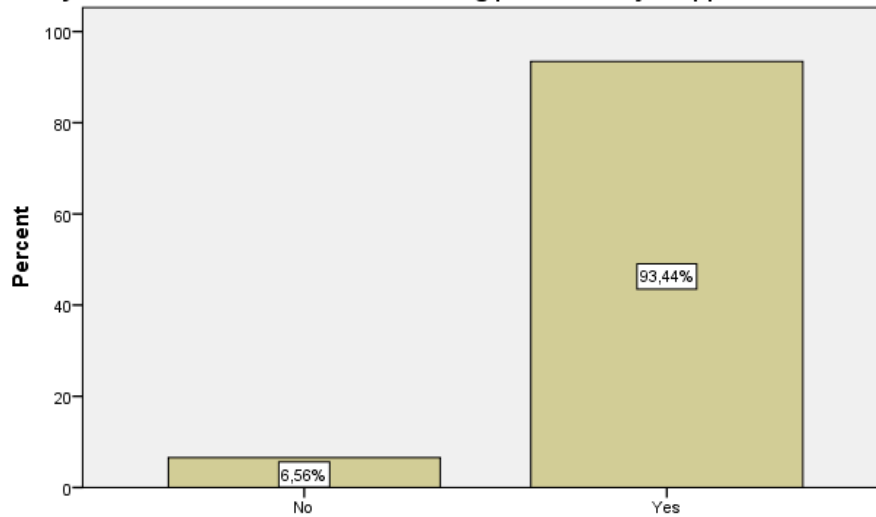
As seen in the diagram 82% of learners consider that the video modules have increased the knowledge very much. If it is compared with the expectations of the course to get more knowledge then it has become reality and the modules can be considered as a successful result in WP3. Then the answers to the second question (72%) about the knowledge and use of assistive technologies confirm the increase – yes, very much. 93% of learners point that they better understand the learning and work opportunities of adults with dyslexia. 98% of the participants of the sessions say that the course is useful for adult educators. 60% of learners are fully satisfied to have taken the course.

See below in the diagrams showing the answers to questions B, C, D, E.

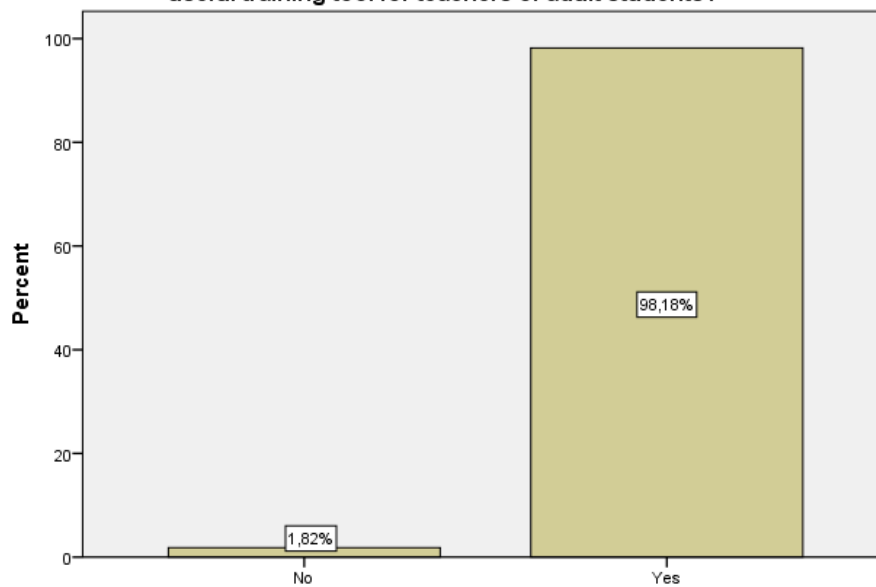
B) Do you think that, thanks to the Video - Modules of “Enhancing Digital tools for an Inclusive Dyslexia Adult Education”, your level of knowledge and use of assistive technological tools to facilitate students with dyslexia in class has increased?



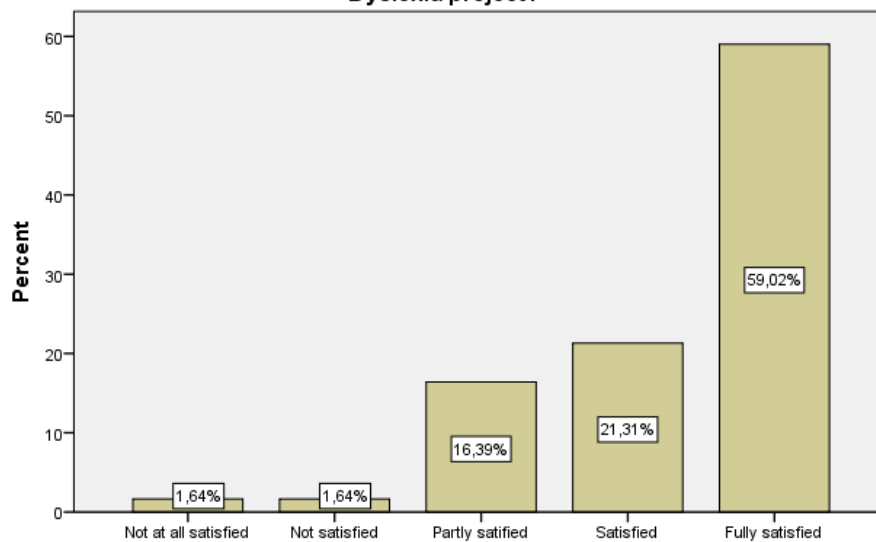
C) Thanks to the Video - Modules of the project “Enhancing Digital tools for an Inclusive Dyslexia Adult Education”, do you feel you have better understood how dyslexia in a student affects his learning path and his job opportunities?



D) Do you think that our course structured in 5 Video-Modules as a whole is a useful training tool for teachers of adult students?



E) In general, from 1 to 5, where 1 stands for "Not at all satisfied" and 5 stands for "Fully satisfied", how satisfied are you to have taken the training course of the Dyslexia project?



Overall evaluation from participants and training course organisers

Individual responses from participants and partners guiding the sessions demonstrate the positive evaluation of the video modules constituting the course.

For ex. EIP (Italy)

L.R: *“I found the topic interesting because among our students there are often clear signs of dyslexia problems but sometimes situations are unclear and it would be necessary to carry out specific investigations in this regard.*

The topics, during the course, were treated clearly and precisely; I became aware of the fact that there is a lot of talk about dyslexia in some areas but in an age group other than adults. The course made me reflect on concrete situations experienced in the classes and I particularly appreciated video no. 5 for the suggestions offered.”

S.C. *“It's simple to use, because even though it's in English, it displays the summary sentences on the screen. Of course, I was already a little educated...”*

It explains dyslexia very well and contextualises it, the testimonies are very interesting. I was very touched by Ivo's situation, a situation I often saw in compulsory school.

I would have liked to perhaps see the concrete application of certain software, but we can return to this.

Thank you for this opportunity!”

e-education in Progress (Italy) concludes

In conclusion, the Italian Work Session demonstrated that the teaching material obtained so far is of quality and useful above all to the target group for which it was designed, i.e. professionals who work with adult students. Thanks to the videos, whose length, quality of teaching and user-friendly interface were appreciated, teachers who work with adult students now have a simple digital tool at their disposal, which they can use to learn more about the signs of dyslexia and the digital tools to be used to support students. We are certainly happy with all the feedback

received from our participants, we will take advantage of the comments received and we will strive to spread our E-learning platform to a wide audience.

Danmar (Poland) concludes:

The training course "Enhancing Digital Tools for Inclusive Dyslexia Adult Education" has been highly effective and well-received. All participants reported significant improvements in their knowledge of dyslexia signs, use of assistive technology, and understanding of dyslexia's impact. Additionally, the course was universally deemed useful, and the overall satisfaction level was extremely high.

Dyslexia Association of Bulgaria expresses the view of participants:

The overall opinion of the participants in the Pilot training is that the Video Modules are well done: well-structured, understandable, accurate and clear

EKS (Greece) points out that

participants appreciated the instructor's clear and slow speech, which aided comprehension.

The overall content of the course was found to be interesting and cover various aspects of adult dyslexia. The assessment questions were seen as somewhat interactive.

In Latvia (UL) the participants pointed out that the course is good to be included in continuous education of teachers because every teacher practically works with adults – parents, grand parents, community.

Learning when videos are combined with interviews and learning materials were considered as a good learning package for online learning as well as for face- to- face learning.

During the training session the atmosphere was positive and encouraging to finish the Latvian language subtitle version as soon as possible.

Eurospeak (Ireland)

Participants and partners very highly evaluated the course, participants were satisfied with the training.

Proposals and suggestions for the improvement of the course and Dygi4Adu platform

Danmar (Poland)

At the end of the session the participants were asked if there was something they would like to improve or see implemented in the Dygi4Adu platform. There was a response from a participant stating that he would like to see the platform and the materials available in Polish language to which the rest of the participants agreed

University of Latvia (Latvia)

- Videos has to be with the subtitles in the Latvian language
- Learning materials at least some must be in the resources and in the Latvian language
- English language subtitles have to be edited
- It is necessary to use easy language in general, because some dyslectic people can be between learners
- UDL could be discussed wider
- The formulations of questionnaires too long, not explicit
- More communication in the platform
- The role of the tutor could be more maximized.
- There is a necessity to work on timing of the videos and text and activities

Eurospeak (Ireland)

Overall, participants were satisfied with the training but at the end of the session, participants discussed any remaining comments. One participant noted issues with video buffering. Another participant noted that when clicking 'done' on some pages, it would lead to the main page instead of the next section.

DABG (Bulgaria)

- In order to make the Course available for more teachers/tutors/trainers all videos and interviews have to be provided with subtitles in Bulgarian
- The English subtitles in the Introductory module is better to be turned off
- Learning materials, at least some, has to be in the resources and in the bulgarian language
- Some participants complained that videos sometimes “freeze” too often which makes watching them difficult; there is a suggestion to add an option to choose lower resolution for each video for those whose internet connection is not very good/stable.
- Assessment test Module 2, there is a question about appropriate fonds, and as the correct answer is marked Comic Sans, but in the Module where participants see a text in different fonds and they need to point out which of them is easier to read, Comic Sans is not included, but the easiest one there is Ariel, so many participants in the test chose “Ariel” and it turned out to be wrong (in fact many dyslexics find Ariel even better than Comic Sans, at least in Bulgarian in which Cyrillic alphabet is used)
- Assessment test Module 3, 4th question, answer “a) All of the above” should go last, otherwise it is confusing as all other options go after it.
- In one of the quizzes (about indicators) there is an option “They are class clowns”, but it is somehow strange when we talk about adults, maybe better to reformulate or mark the answer “They are quiet...” as a correct one.
- Questions in the Evaluation questionnaires (after modules) and Preliminary and Final should be formulated in simpler language – too long. The answer “so-so” also doesn’t seem appropriate.

EKS (Greece)

- Platform Usability and Functionality:
- Navigation: Many participants found it difficult to navigate the platform, particularly moving between the initial page, modules, questionnaires, and videos.
- Videos experienced buffering or playback issues.
- Registration: Several participants reported issues with platform registration confirmation emails and retrieving forgotten login credentials.

- Progress Tracking: Some participants noted that their completed modules weren't reflected in their progress status.
- E-guide Link: The e-guide link was found to be non-functional.
- User-friendliness: Participants felt the platform lacked elements (eg. font, colors) to support inclusivity and accessibility, especially for educators and adults with dyslexia.

Content and Delivery:

- Video Length and Engagement: Participants found the video format too long and challenging to stay engaged throughout.
- Video Accessibility: Some videos lacked captions, which hinders accessibility.

Content Comprehensiveness: Despite finding the content interesting and covering various aspects of adult dyslexia, participants requested a resource summarizing key points for dyslexic individuals (e.g., brochure).

Assessment Format: The current assessment was seen as repetitive and focused solely on theoretical knowledge, lacking exercises that develop critical thinking skills (e.g., case studies, problem-solving).

Module Content: The "Indicators of Dyslexia in Adults" module lacked a readily accessible document with the indicators themselves, requiring users to visit another website.

Additional Suggestions:

- Educator Incentives: Offering a certificate upon course completion could be motivating for educators.
- Project Background: A brief introduction explaining the project's development process would be informative.
- Real-Life Examples: Including interviews where educators share challenging experiences and solutions would be beneficial.
- Classroom Resources: Providing ready-to-use templates for inclusive classroom practices would be a valuable addition.

- Content Diversity: Participants found the interviews with real-life experiences valuable. Consider incorporating interviews showcasing educators explaining their experiences and solutions for specific challenges.

Education in Progress (Italy)

Improvements that our participants asked us for are the following:

- 1) concrete demonstration of the use of some software (how to use them, how they can be useful);
- 2) the possibility of receiving a certificate of participation from carrying out the online training, so as to be able to demonstrate to the school that they have achieved greater position

Conclusion

The aim and objectives planned for the course and training session are reached.

Plusses and minuses, usefulness are stated.

Suggestions for the improvement of the training course package, its content, language, layout, learning materials, activities, the use of videos, the length of videos, the possibilities to communicate on the platform, the role of the tutor in the course are summarized as well as how friendly is the learning platform.

The data about evaluation of modules above demonstrate it.