



Enhancing Digital Tools for an Inclusive Dyslexia Adult Education

2022-1-IT02-KA220-ADU-000087842

R.3.5 demonstration Evaluation Reports:

**Report on training session of the video course “Dyslexia in Adults
for trainers – Learning to Achieve” carried out by University of
Latvia**

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June, 2024

Research and policy analysis framework in the country 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 package 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 the 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, but it is important that they have an understanding of the underlying 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 the 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 competences 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

At the end of the course it is planned that adult educators, teachers will know

- Specific features of adult education and their roles in the teaching and learning process
- The role of the adult educator in the inclusion of dyslexic adults
- The essence of dyslexia in adults

- Pedagogical and technical approaches in the work with dyslexic adults
- Good experiences from the partner countries in working with dyslexic adults

They will acquire the following skills

- Understanding developmental dyslexia in adults
- Using different pedagogical and technological approaches in working with developmental dyslexia in adults
- Creating support in guiding and advising learners with dyslexia thus promoting the development of inclusive adult education
- Creating of universal design for learning (UDL)

They will acquire the following competences

- Using the obtained knowledge in various situations when working with dyslexic adults
- Preparing and using universal design for learning to include everybody in the learning process
- Managing diversity in the learning process of adults

The course consists of the following modules

1. Adult education specific features and the role of adult educator in the inclusion of diverse adults /adults with dyslexia/ in 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 the adult educators and teachers are offered the possibility to watch videos, read prepared materials, complete different tasks, do quizzes and to cooperate with your group mates and your tutor.

The aim of training session was to analyze if we have reached the aim and objectives planned for the course. What are the plusses and minuses of the course? How useful is it for practical user? 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 platform,the role of the tutor in the course, how friendly is the learning platform.

The training session took place on June 18th and June 19th,2024, on line

1.Selection of participants

24 participants registered themselves in the course.They were selected using individual approach. One dropped our already at the beginning due to technological aspects. They represent teachers of different educational establishments, adult educators working with parents and families, speech therapists, special education teachers, teacher assitants ,adult education organizers, carrier consultant, supervisor, academician.

2.Guidance of the session

The learning session was guided by the contact person herself.It was supported by off line Latvian version .The participants worked with the English version.At the beginning they got information about the learning platform and the structure of videos and their tasks regarding activities and questionnaire as well as with the possibility to get support from the tutor.

3. Way of organizing learning session

The session was organized in the form of on -line learning both days in Teams platform working with the given site <https://dygi4adu.erasmus.site/>

4. Length of the training

According to the submission the training was implemented in 10 hours, which means , that it was split into two days June 18 and 19th,2024 –every day 5 hours.

5. Introduction into the course

During the first day at the beginning of the session the contact person introduced the participants with the short information about the project , its outcomes.Participants are asked to read the materials about adults, how do they learn as well as about dyslexia.As there are teachers of special education and teachers assistants in the group they are asked to share experiences about the work with dyslexic children.

In return school principal shares experiences about the work with dyslexic parents. Participant from higher institution gives examples from students' life.

The contact person asks the participants to listen at home all interviews that are as a part of videos.

The participants are introduced with the platform, the use of Moodle.At the end of the first day the contact person asks everybody to be ready to work with videos next day and to prepare proposals for the improvement of the course.

The contact person introduced with the aim, objectives, results of the course acquisition, modules and states that participants have to do the tasks,answer questions,complete quizzes and questionnaires .

6. Video sessions

The watching of videos depends on the level of the English language skills.It is supported by off line translation into the Latvian language and individual support in understanding the language.

Besides the main video modules the tutor-contact person follows that the given activities in the modules are completed as well as the evaluation of each module and questionnaires.

7. Evaluation

The participants have to complete

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,

Evaluation questionnaire of training modules.

Final evaluation questionnaire - training provided.

The preliminary evaluation questionnaire aims 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.

A. How do you assess your level of knowledge of Dyslexia signals in adult students?

3 participants points out her level as high, 13 medium, 6 low and 2 no knowledge at all.

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

3 high – the same participants , that marked level of knowlege

12 medium, 8 –low , 1 – no knowledge at all

C. Are you aware of how Dyslexia in adult students affects their learning path and job opportunities?

3-yes, very much, 4 –enough, 11 –so, so , 6-little

D. Do you think a training course on dyslexia signs and digital tools to support adult dyslexia would be useful in your work with adult learners?

9-very much

5- enough

9-so and so

1-little

Conclusions –

Label	Question	Responses			
	A) How do you judge your level of knowledge	High	Medium	Low	Any know
		3	13	6	2
		0,125	0,541666667	0,25	0,083333333
	B) How do you judge your level of knowledge	High	Medium	Low	Any know
		3	12	8	1
		0,125	0,5	0,333333333	0,041666667
	C) Do you have awareness of how dyslexia affects	Yes, very much	Enough	So and so	Little
		3	4	11	6
		0,125	0,166666667	0,458333333	0,25
	D) Do you think a training course on dyslexia signs and digital tools to support adult dyslexia would be useful in your work with adult learners?	Yes, very much	Enough	So and so	Little
		9	5	9	1
		0,375	0,208333333	0,375	0,041666667

The above information and calculated scores demonstrate, that participants have some knowledge in the field of dyslexia and adult education.

After introduction 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.

20 participants chose – gain knowledge, 24 gain get better understanding, 21 manage diversity in the class, 5 able to develop support. 11 – other, pointing to the development of skills. It means-participants have high expectations for knowledge, they evaluate knowledge in the life..

Results of Module evaluations (responses for all 5 modules are given in the succession of the 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.

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

According to the responses in all modules the content corresponds to the course topic with the grade- perfectly match- number of responses 16, 15,16,20,17 from 23 respondents.

The teaching content of the Video - Module was: easily understandable -6,16,15,16,16 responses; reasonably understandable- 18,7,8,7, 7 responses

*Was the duration of the Module adequate in terms of the length of the Video -
Module? Responses-*

- Yes, very much -21,17,14,18,18 responses
- Not very much -5,9,4,3 responses
- Attention has to be paid to module 3- Yes, very much -14 ,
9 not very much

To Module 1 – Yes, very much -21 , at the same time 2 responses –two short video.

The layout created for the Video - Module was:

as very good ,very clear- speaking about 3 modules,in module 3 – 5 responses appear as unclear and in module 2–unclear – 2 responses and 2 – not at all clear

How do you evaluate the language- easy to understand - responses 15,21,16,20,18
not easy - responses -9,2,6,2,3

The attention has to be paid to module 1 with 9 responses –not easy to understand.

It is connected with the matter that the session was guided in the English language,supported by off line translation .Not all educators are fluent in English.

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

responses as - understandable - 18,18,17,22,16

difficult to understand -7,5,7,5

not at all easy to understand – 2 responses

It is also connected with the use of English language.

How do you evaluate the user interface of the Video- Modules

-all responses are practically pointing to friendly, except 3 responses in all modules together
 -not friendly

It was important to learn how did the participants succeed in completing all activities included in the modules as well as 3 quizzes as the assesment, what they have acquired in the modules.Evaluation of the completing of activities was described above,but not the results of Quizzes.

The results of quizzes below.

Module 1.

Overall average					6.50	0.73	0.68	0.73	0.73	0.45	0.68	0.64	0.77	0.41	0.68
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The overall average of the success of Module 1 constitutes 6.5 ,where 4 learners got the highest grade –“10 “, 3 students- “9 “, 5 students -“7” It allows to do the conclusion that the module was interesting and the learners acquired it with pleasure basing on their previous experiences.

Module 3

Overall average					7.55	0.95	0.86	0.77	0.64	0.82	0.32	0.77	0.73	0.82	0.86
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The overall average of the success of Module 3 constitutes 7.5 where 7 students completed this quizz with grade “9”,7 students with grade “8” , that demonstrates that the students have acquired the topic “Evidence based indicators for assessment of Dyslexia in adults”

Module 5

Overall average					4.95	0.41	0.45	0.59	0.27	0.59	0.36	0.32	0.82	0.41	0.73
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The last assessment was quite satisfactory with the overall average 4.9 . 4 students have reached the highest grades “7 and 8”

Learners were asked if they remember expectations for the course.

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 the life..That coinsides with their intentions at the beginning of the course.

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.

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?

- 14 - yes, very much
- 7 -little
- 1- not at all

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 technologies has grown?

13 responses– yes , very much

8 responses - little

1 response - not at all

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

18 -responses –yes

19 -2 responses - I dont know

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?

In general, practically all participants were satisfied with the training and grade “4” stands for the majority of the participants.

The participants at the end of discussions pointed out that the course could be included in continuous education of teachers because every teacher practically works with adults –parents, grandparents, community. Learning when videos are combined with interviews and learning materials were considered as a good learning package for on-line learning as well as for face - to - face learning.

They expressed the following proposals:

- Videos has to be with the subtitles in the latvian language
- Learning materials at least some has to be in the resources and in the latvian language
- English language subtitles has to be edited

- It is necessary to use easy language in general, because some dyslectic persons 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.

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

Looking to analysis of the course we have reached the aim and objectives planned for the course and training session.

Pluses 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 in platform, the role of the tutor in the course are expressed as well as how friendly is the learning platform.

The data about evaluation of modules below demonstrate it.

Label	Question	Responses				
Wednesday, 19 June 2024, 10:54 PM						
Submitted answers: 26						
Questions: 7						
	A) How do you assess the consistency of the content of the Video?	It perfectly matches the theme of the video; It corresponded to the theme of the video; It corresponded to the theme of the video; It didn't fit the theme at all.	16	9	0	1
			0,615384615	0,346153846	0	0,038461538
	B) The teaching content of the Video is clear and easy to understand.	Easily understood; Reasonably understood; Hard to understand.	6	19	1	
			0,230769231	0,730769231	0,038461538	
	C) Was the duration of the Module appropriate?	Yes, very much; Little; No, not at all. Other.	21	3	0	2
			0,807692308	0,115384615	0	0,076923077
	D) The layout created for the Video is clear and easy to understand.	Very clear; Unclear; Not at all clear	20	4	2	
			0,769230769	0,153846154	0,076923077	
	E) How do you evaluate the language used in the Video?	Easy to understand; Not easy to understand; By no means easy to understand/complicated.	15	9	2	
			0,576923077	0,346153846	0,076923077	
	F) The activities indicated during the Video are clear and easy to understand.	Understandable; Difficult to understand; Not at all easy to understand / not at all clear	18	7	1	
			0,692307692	0,269230769	0,038461538	
	G) How do you evaluate the user interface of the Video?	User friendly; No - user friendly / difficult to use	25	1		
			0,961538462	0,038461538		

Wednesday, 19 June 2024, 10:54 PM
 Submitted answers: 23
 Questions: 7

Label	Question	Responses			
A)	How do you assess the consistency of the content?	It perfectly matched the theme at all.	It corresponded to the theme.	It corresponded to the theme.	It didn't fit the theme at all.
		15	7	0	1
		0,652173913	0,304347826	0	0,043478261
B)	The teaching content of the Video was clear.	Easily understood.	Reasonably understood.	Hard to understand.	
		16	6	1	
		0,695652174	0,260869565	0,043478261	
C)	Was the duration of the Module appropriate?	Yes, very much;	Little;	No, not at all.	Other.
		17	5	1	0
		0,739130435	0,217391304	0,043478261	0
D)	The layout created for the Video was clear.	Very clear	Unclear	Not at all clear	
		20	2	1	
		0,869565217	0,086956522	0,043478261	
E)	How do you evaluate the language used in the Video?	Easy to understand.	Not easy to understand.	By no means easy to understand/complicated.	
		21	2	0	
		0,913043478	0,086956522	0	
F)	The activities indicated during the Video were clear.	Understandable/	Difficult to understand.	Not at all easy to understand / not at all clear	
		18	5	0	
		0,782608696	0,217391304	0	
G)	How do you evaluate the user interface of the Video?	User friendly	No - user friendly / difficult to use		
		22	1		
		0,956521739	0,043478261		

Sheet1

Wednesday, 19 June 2024, 10:54 PM

Submitted answers: 24

Questions: 7

Label	Question	Responses				
	A) How do you assess the consistency of the video content with the theme?	It perfectly match 16 0,666666667	It corresponded in 8 0,333333333	It corresponded li 0 0	It didn't fit the theme at all. 0 0	
	B) The teaching content of the Video is:	Easily understand 15 0,625	Reasonably under 8 0,333333333	Hard to understand. 1 0,041666667		
	C) Was the duration of the Module:	Yes, very much; 14 0,583333333	Little; 9 0,375	No, not at all. 1 0,041666667	Other. 0 0	
	D) The layout created for the Video:	Very clear 19 0,791666667	Unclear 5 0,208333333	Not at all clear 0 0		
	E) How do you evaluate the language used in the video?	Easy to understand 16 0,666666667	Not easy to understand 6 0,25	By no means easy to understand/complicated. 2 0,083333333		
	F) The activities indicated during the video:	Understandable/ 17 0,708333333	Difficult to understand 7 0,291666667	Not at all easy to understand / not at all clear 0 0		
	G) How do you evaluate the user interface of the video?	User friendly 24 1	No - user friendly / difficult to use 0 0			

Sheet1

Label	Question	Responses				
Wednesday, 19 June 2024, 10:55 PM						
Submitted answers: 23						
Questions: 7						
A)	How do you assess the consistency of the video content?	It perfectly matched the theme of the module.	It corresponded to the theme of the module.	It corresponded to the theme of the module.	It didn't fit the theme at all.	
		20	2	1	0	
		0,869565217	0,086956522	0,043478261	0	
B)	The teaching content of the video was:	Easily understood.	Reasonably understood.	Hard to understand.		
		16	7	0		
		0,695652174	0,304347826	0		
C)	Was the duration of the module:	Yes, very much;	Little;	No, not at all.	Other.	
		18	4	0	1	
		0,782608696	0,173913043	0	0,043478261	
D)	The layout created for the video was:	Very clear.	Unclear.	Not at all clear.		
		20	2	1		
		0,869565217	0,086956522	0,043478261		
E)	How do you evaluate the language used in the video?	Easy to understand.	Not easy to understand.	By no means easy to understand/complicated.		
		20	2	1		
		0,869565217	0,086956522	0,043478261		
F)	The activities indicated during the video were:	Understandable/	Difficult to understand/	Not at all easy to understand / not at all clear		
		22	0	1		
		0,956521739	0	0,043478261		
G)	How do you evaluate the user interface of the video?	User friendly.	No - user friendly / difficult to use			
		23	0			
		1	0			

Sheet1 (+)

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Label	Question	Responses												
Wednesday, 19 June 2024, 10:55 PM														
Submitted answers: 22														
Questions: 7														
A)	How do you assess the consistency of the video content?	<table border="1"> <tr> <td>It perfectly matched the theme.</td> <td>It corresponded to the theme.</td> <td>It corresponded to the theme.</td> <td>It didn't fit the theme at all.</td> </tr> <tr> <td>17</td> <td>4</td> <td>0</td> <td>1</td> </tr> <tr> <td>0,772727273</td> <td>0,181818182</td> <td>0</td> <td>0,045454545</td> </tr> </table>	It perfectly matched the theme.	It corresponded to the theme.	It corresponded to the theme.	It didn't fit the theme at all.	17	4	0	1	0,772727273	0,181818182	0	0,045454545
It perfectly matched the theme.	It corresponded to the theme.	It corresponded to the theme.	It didn't fit the theme at all.											
17	4	0	1											
0,772727273	0,181818182	0	0,045454545											
B)	The teaching content of the video was:	<table border="1"> <tr> <td>Easily understandable.</td> <td>Reasonably understandable.</td> <td>Hard to understand.</td> </tr> <tr> <td>16</td> <td>5</td> <td>1</td> </tr> <tr> <td>0,727272727</td> <td>0,227272727</td> <td>0,045454545</td> </tr> </table>	Easily understandable.	Reasonably understandable.	Hard to understand.	16	5	1	0,727272727	0,227272727	0,045454545			
Easily understandable.	Reasonably understandable.	Hard to understand.												
16	5	1												
0,727272727	0,227272727	0,045454545												
C)	Was the duration of the Module appropriate?	<table border="1"> <tr> <td>Yes, very much;</td> <td>Little;</td> <td>No, not at all.</td> <td>Other.</td> </tr> <tr> <td>18</td> <td>3</td> <td>0</td> <td>1</td> </tr> <tr> <td>0,818181818</td> <td>0,136363636</td> <td>0</td> <td>0,045454545</td> </tr> </table>	Yes, very much;	Little;	No, not at all.	Other.	18	3	0	1	0,818181818	0,136363636	0	0,045454545
Yes, very much;	Little;	No, not at all.	Other.											
18	3	0	1											
0,818181818	0,136363636	0	0,045454545											
D)	The layout created for the video was:	<table border="1"> <tr> <td>Very clear</td> <td>Unclear</td> <td>Not at all clear</td> </tr> <tr> <td>18</td> <td>2</td> <td>2</td> </tr> <tr> <td>0,818181818</td> <td>0,090909091</td> <td>0,090909091</td> </tr> </table>	Very clear	Unclear	Not at all clear	18	2	2	0,818181818	0,090909091	0,090909091			
Very clear	Unclear	Not at all clear												
18	2	2												
0,818181818	0,090909091	0,090909091												
E)	How do you evaluate the language used in the video?	<table border="1"> <tr> <td>Easy to understand</td> <td>Not easy to understand</td> <td>By no means easy to understand/complicated.</td> </tr> <tr> <td>18</td> <td>3</td> <td>1</td> </tr> <tr> <td>0,818181818</td> <td>0,136363636</td> <td>0,045454545</td> </tr> </table>	Easy to understand	Not easy to understand	By no means easy to understand/complicated.	18	3	1	0,818181818	0,136363636	0,045454545			
Easy to understand	Not easy to understand	By no means easy to understand/complicated.												
18	3	1												
0,818181818	0,136363636	0,045454545												
F)	The activities indicated during the video were:	<table border="1"> <tr> <td>Understandable/</td> <td>Difficult to understand</td> <td>Not at all easy to understand / not at all clear</td> </tr> <tr> <td>16</td> <td>5</td> <td>1</td> </tr> <tr> <td>0,727272727</td> <td>0,227272727</td> <td>0,045454545</td> </tr> </table>	Understandable/	Difficult to understand	Not at all easy to understand / not at all clear	16	5	1	0,727272727	0,227272727	0,045454545			
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G)	How do you evaluate the user interface of the video?	<table border="1"> <tr> <td>User friendly</td> <td>No - user friendly / difficult to use</td> </tr> <tr> <td>21</td> <td>1</td> </tr> <tr> <td>0,954545455</td> <td>0,045454545</td> </tr> </table>	User friendly	No - user friendly / difficult to use	21	1	0,954545455	0,045454545						
User friendly	No - user friendly / difficult to use													
21	1													
0,954545455	0,045454545													