



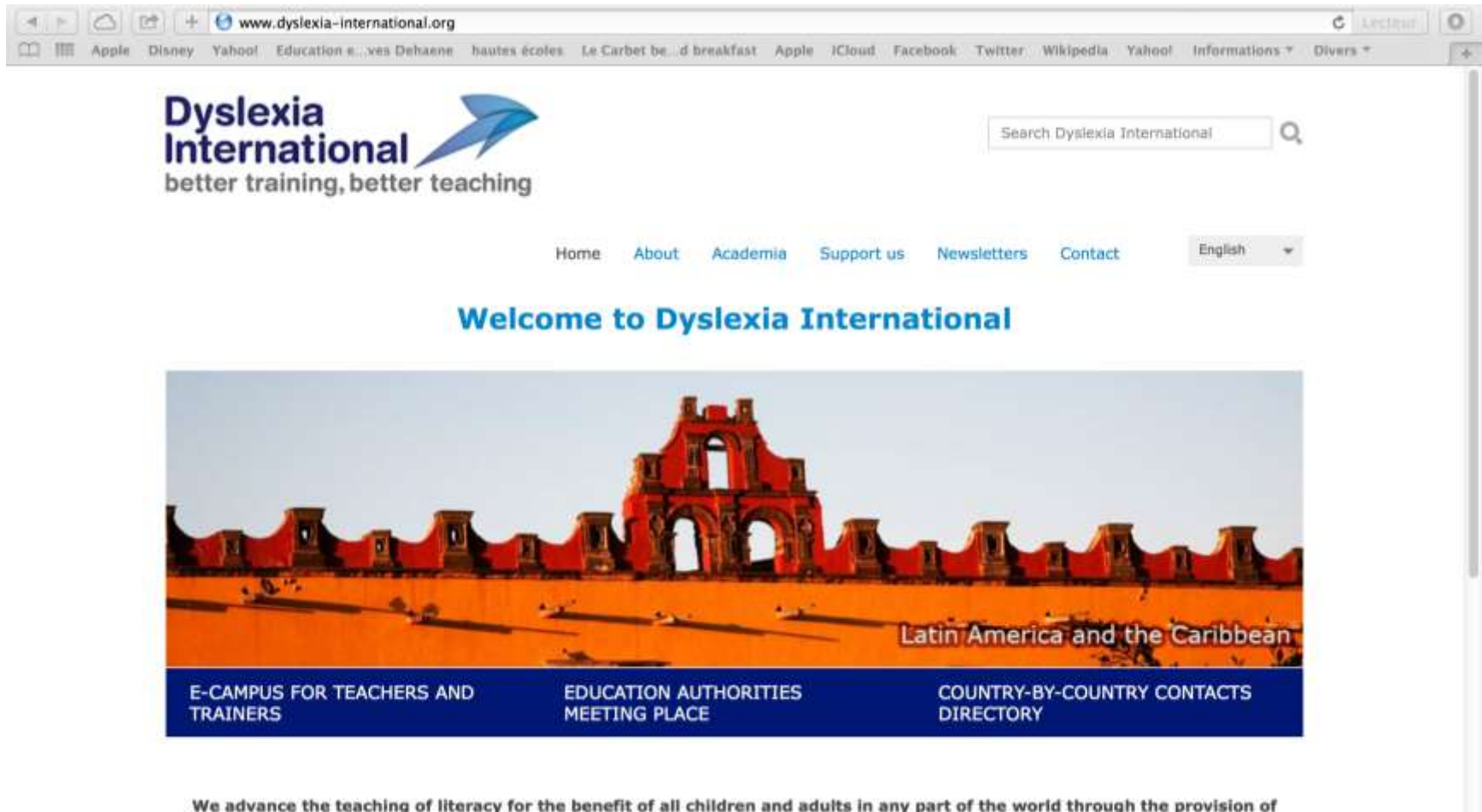
Qualitative evaluation of the Online Learning Course (Dr. Vincent Goetry and Dyslexia International, 2008-2014)

Dyslexia International is an NGO in consultative status with UNESCO, which promotes free and fair education for all and equal opportunities for those who struggle with reading difficulties by making teacher training the priority

What is the Online Learning Course? (OLC)

- ‘Basics for teachers – dyslexia: How to identify it and what to do?’
- 20-25 hours to complete the course (+/- 175 pages)
- Interspersed with video testimonies, written testimonies, animated diagrams and 25 activities
- available at www.dyslexia-international.org

What is the Online Learning Course? (OLC)




The image shows a screenshot of a web browser displaying the homepage of Dyslexia International. The browser's address bar shows the URL www.dyslexia-international.org. The website header features the logo "Dyslexia International" with the tagline "better training, better teaching" and a blue arrow graphic. A search bar is located to the right of the logo. Below the logo, a navigation menu includes links for "Home", "About", "Academia", "Support us", "Newsletters", and "Contact", along with a language dropdown menu set to "English". The main heading reads "Welcome to Dyslexia International". Below this is a large banner image of a red stone ruin in a desert landscape, with the text "Latin America and the Caribbean" overlaid. At the bottom of the banner, three blue boxes contain the following text: "E-CAMPUS FOR TEACHERS AND TRAINERS", "EDUCATION AUTHORITIES MEETING PLACE", and "COUNTRY-BY-COUNTRY CONTACTS DIRECTORY". At the very bottom of the page, a line of text states: "We advance the teaching of literacy for the benefit of all children and adults in any part of the world through the provision of".

Dyslexia International
better training, better teaching

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Welcome to Dyslexia International



Latin America and the Caribbean

E-CAMPUS FOR TEACHERS AND TRAINERS

EDUCATION AUTHORITIES MEETING PLACE

COUNTRY-BY-COUNTRY CONTACTS DIRECTORY

We advance the teaching of literacy for the benefit of all children and adults in any part of the world through the provision of

Development of the OLC

- 2008: first version, revised and amended by members of DI's Scientific Advisory Panel
- 2009-2010: piloting of the English and French version of the OLC with future teachers and in-service teachers
- 2010: presentation of the OLC at the first WDF, coordinated by DI, at UNESCO, Paris
- 2011: publication of the revised version of the OLC, revised and amended by members of DI's Scientific Advisory Panel
- 2011-2014: addition of information related to latest research on dyslexia

The Belgian model for implementation of the OLC

- Vincent Goetry (VG) trained members of the lifelong institute for professional development
- VG developed a 4-days training with these members
 - Day 1: raising awareness on dyslexia with role-plays and films, and theoretical presentation by VG
 - Day 2 (distance learning): exploring the OLC
 - Day 3: my role as a liaison person in my school and how to raise awareness amongst colleagues
 - Day 4 (distance learning): exploring the OLC and other resources
- Platform with useful documents and exchanges of questions and good practices between participants, and questions to VG.

Evaluation of the French version

- Took place between 2011 and 2013
- 958 participants trained across 65 sessions
- Average level of satisfaction: **97,9 %**
- Self-evaluation questionnaire with the following items:

Evaluation of the French version

- Regarding how the training was organised :
 - Structured progression : 98,3%
 - Good timing : 92,3%
 - Activities/exercises : 98,2%
 - Exchanges between participants : 97,9%
 - Advice for personal practice : 95,3%
 - Documents of quality : 97,1%
 - Background taken into account : 96,8%
 - Daily situation taken into account : 96,2%
- Average on all the questions : **96,5%**

Evaluation of the French version

- Regarding what the participants had learned during the training :
 - Acquired new knowledge : 97,7%
 - Acquired tools : 96,5%
 - Acquired useful documents : 94,9%
 - Acquired ideas for working : 98,2%
 - Acquired solutions for the classroom : 94,4%
 - Gained distance towards professional practices : 91,5%
- Average on all the questions : **96%**

Evaluation of the French version

- Regarding what the participants had learned during the training :
 - Gained motivation : 99,4
 - Gained insurance in professional practice : 93,2%
 - Acquired new ressources : 99,5%
 - Acquired new human resources : 98,4%
 - Gained theoretical information : 98,6%
 - Gained better picture of legislation : 89,4%
- Average on all the questions : **96%**

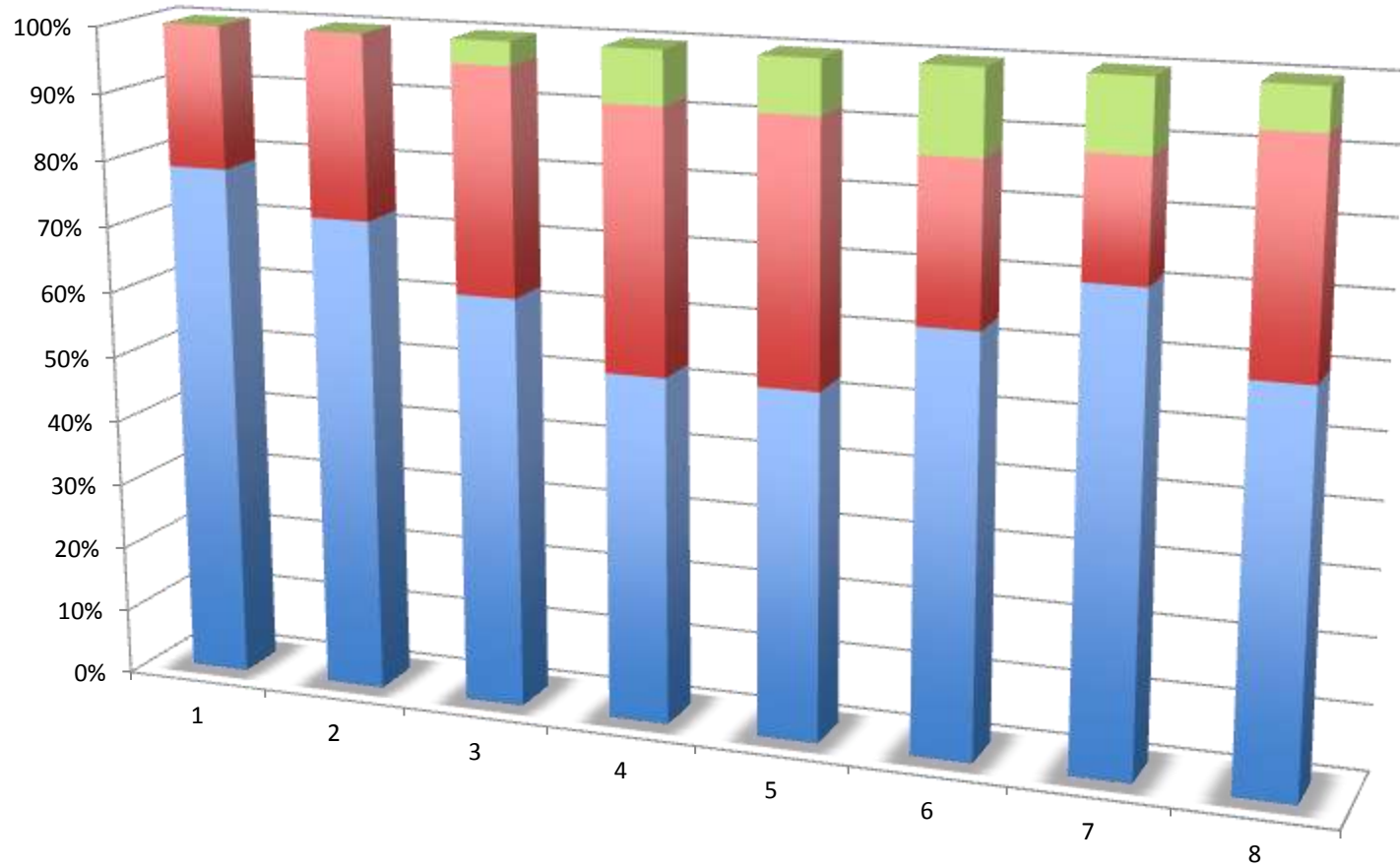
Evaluation of the English version

- 112 teachers and remedial teachers attending a master programme at the University of Johannesburg (South Africa)
- Participants detected 10% of dyslexics after completion of the course
- Participants consider that 30% of their classroom display traits of dyslexia (about 7 children)
- Likert-type scale ranging from
 - ‘completely agree/very satisfactory’,
 - ‘agree/satisfactory’,
 - ‘neutral’,
 - ‘disagree/not too good’,
 - ‘completely disagree/bad’.

Evaluation of objectives

1. understanding what dyslexia is
2. knowing how to identify it
3. knowing more about teaching reading and spelling
4. understanding how to start teaching children with dyslexia in an appropriate way
5. understanding how to help children with dyslexia manage their condition
6. understanding that all children learn differently
7. understanding the negative impact of dyslexia on children who are not taught appropriately
8. understanding the positive aspects of dyslexia

Evaluation of objectives



Evaluation of objectives

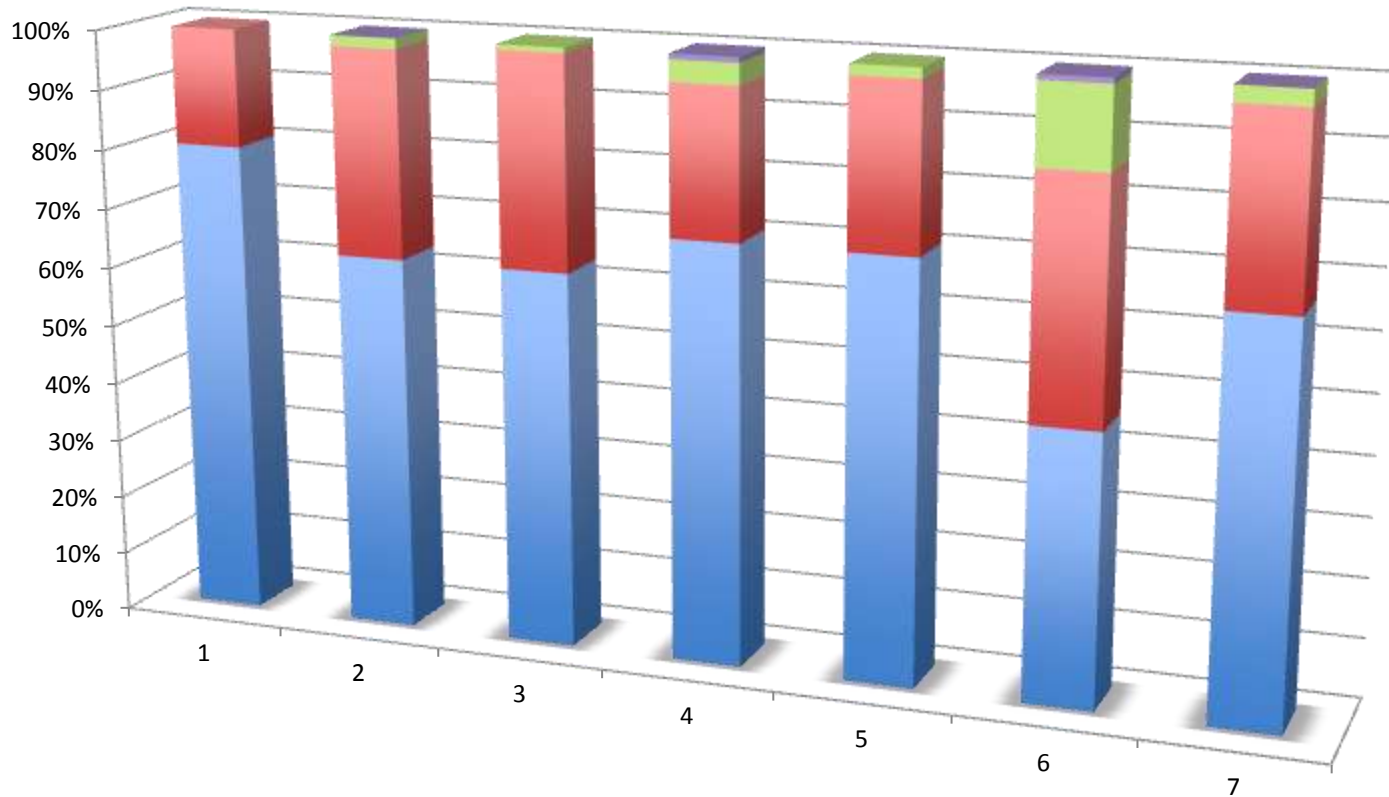
- The average level of satisfaction (blue+red) is 93,9 (range : 87,5% - 100%).
- Only two objectives induced slightly less than 90% of satisfaction:
 - 6. understanding that all children learn differently (87,5%)
 - 7. understanding the negative impact of dyslexia on children who are not taught appropriately (89,3%)

Evaluation of Section 1

What is dyslexia

1. What is dyslexia?
2. What does it feel like to have dyslexia?
3. What causes dyslexia?
4. The development of reading
5. Why is it so difficult for children with dyslexia to read fast and accurately?
6. Other learning difficulties
7. Summary

Evaluation of Section 1



Evaluation of Section 1

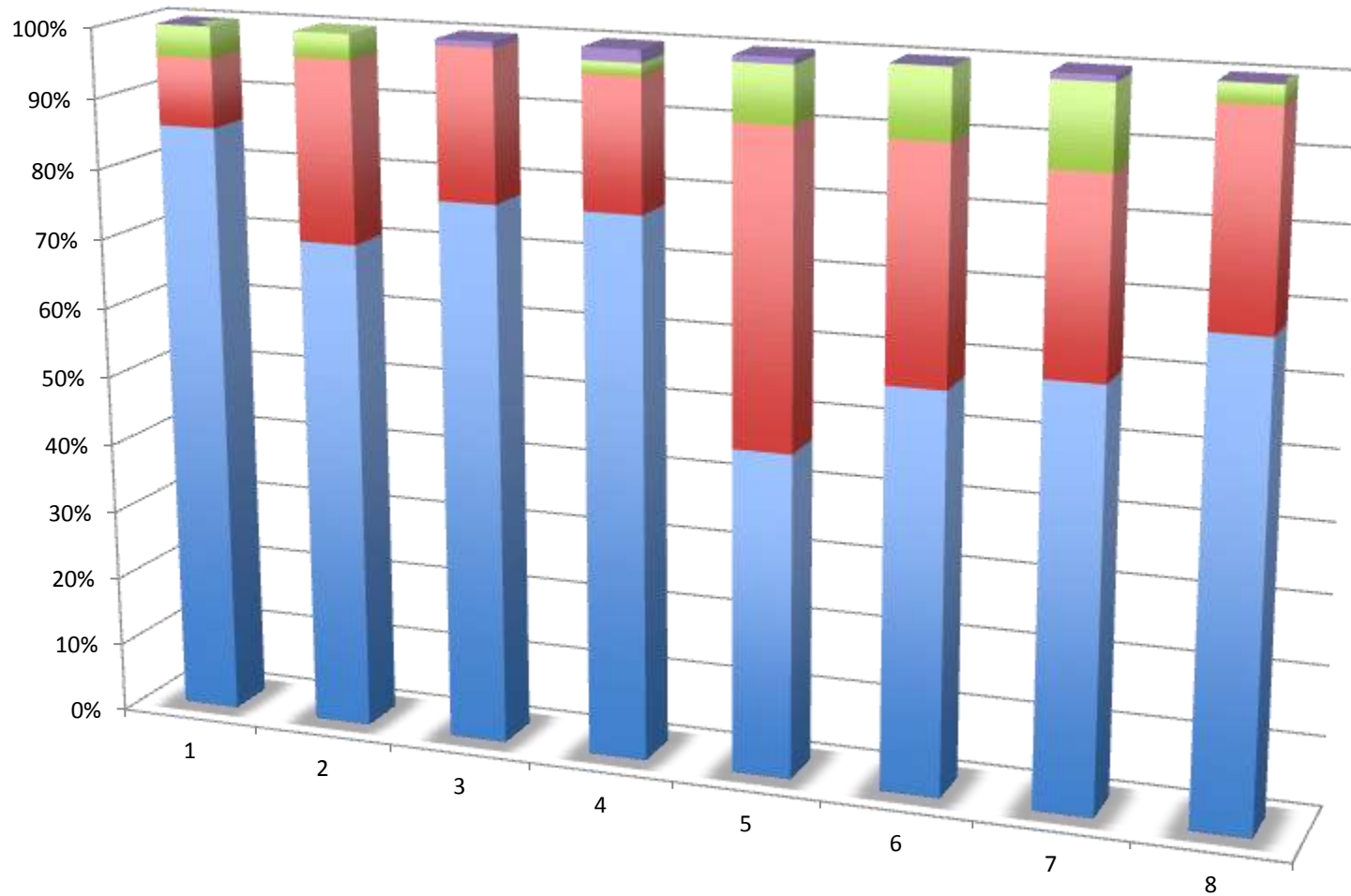
- The average level of satisfaction is 96.3%.
- The subsection which induces the lowest level of satisfaction is 'Other learning difficulties' (85.7%)
- This subsection will be enhanced with more information on co-occurring learning difficulties such as dyscalculia, dyspraxia, etc.

Evaluation of Section 2

how to identify it dyslexia in the classroom ?

1. Why is it important to recognise dyslexia?
2. How can you tell if a child may have dyslexia?
3. Looking for pointers
4. Informal assessment of dyslexia in the classroom
5. Formal assessment by specialists
6. Focusing on strengths
7. Why label a child 'dyslexic'
8. Summary

Evaluation of Section 2



Evaluation of Section 2

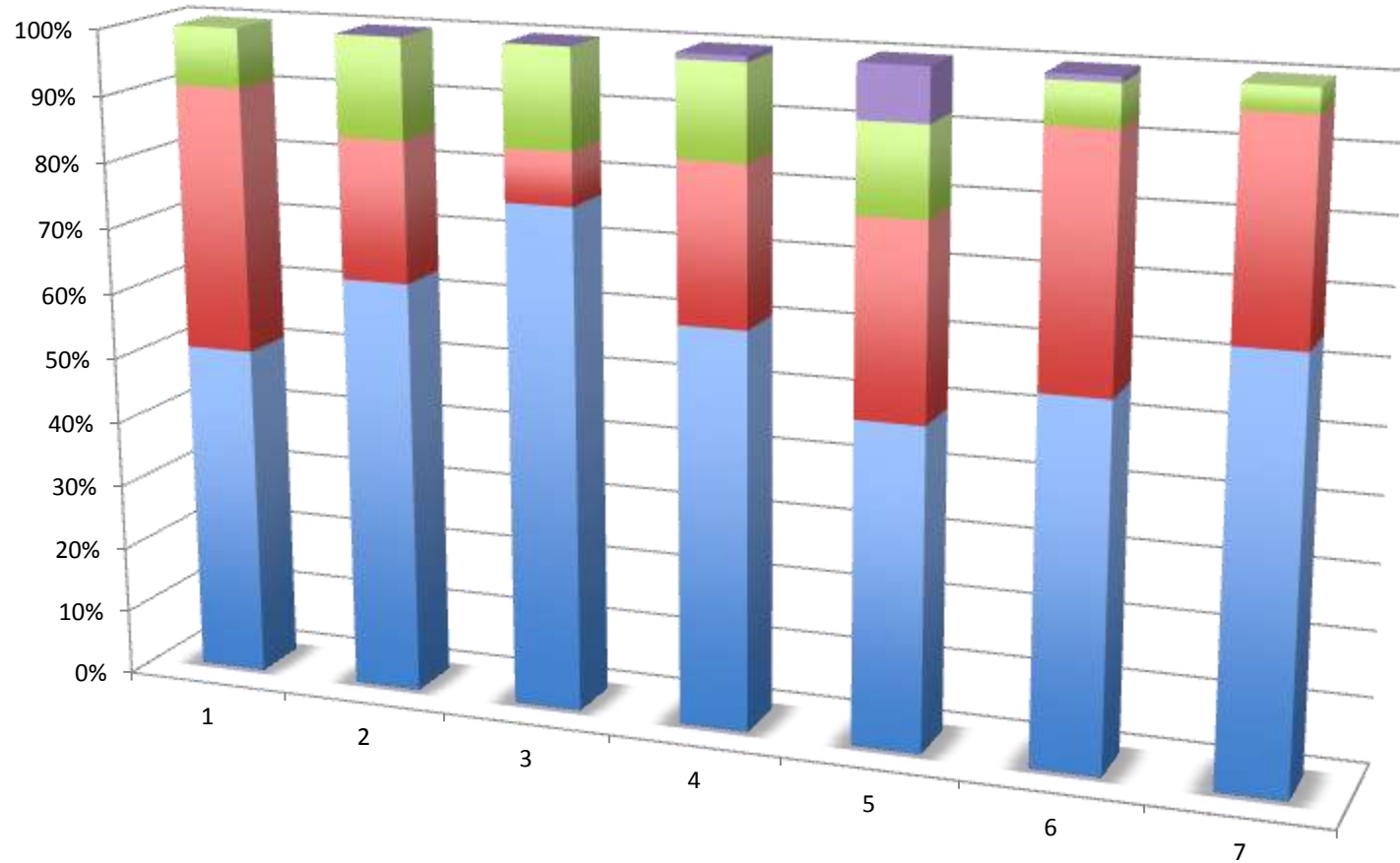
- The average level of satisfaction is 94,2%.
- Only one subsection induced under 90% of satisfaction ('Why label a child 'dyslexic'' – 87.5%).
- Three objectives induce over 5% of 'neutral' evaluations :
 - 5. Formal assessment by specialists (8%)
 - 6. Focusing on strengths (9,8%)
 - 7. Why label a child 'dyslexic' (11,6%)

Evaluation of Section 3

What to do in the classroom ?

1. Inclusion – policy into practice
2. Principles of teaching literacy
3. Practice in teaching literacy with multisensory tools
4. Developing memory, concentration and organisation
5. Technology aids
6. Adapting your teaching to the child's needs
7. Summary

Evaluation of Section 3



Evaluation of Section 3

- The average level of satisfaction is 87,6%.
- The subsection regarding 'technological aids' induced the lowest level of satisfaction (78,6%). It will be easily enhanced with the Software department of the e-Campus, not mentioned in the course yet.
- Three other subsections were rated positively by less than 90% of the participants (84,8% for all three):
 - 2. Principles of teaching literacy
 - 3. Practice in teaching literacy with multisensory tools
 - 4. Developing memory, concentration and organisation

Evaluation of the 25 activities

- Activity 1: analysing the testimony of Dr. Eric Whoerling
- Activity 2: counting the numbers of phonemes in words
- Activity 3: revising the section by completing gaps
- Activity 4: revising the section by considering the consequences of dyslexia
- Activity 5: revising the section with multiple-choice questions
- Activity 6 : analysing Zachary's letter to Mr Pumfrey
- Activity 7: explaining the importance of producing pure sounds
- Activity 8: thinking up words for generation (onset, rime, phoneme)
- Activity 9: thinking up words for a difficult task of detection
- Activity 10: thinking up words for a segmentation task
- Activity 11: analysing irregular words to see what errors would result

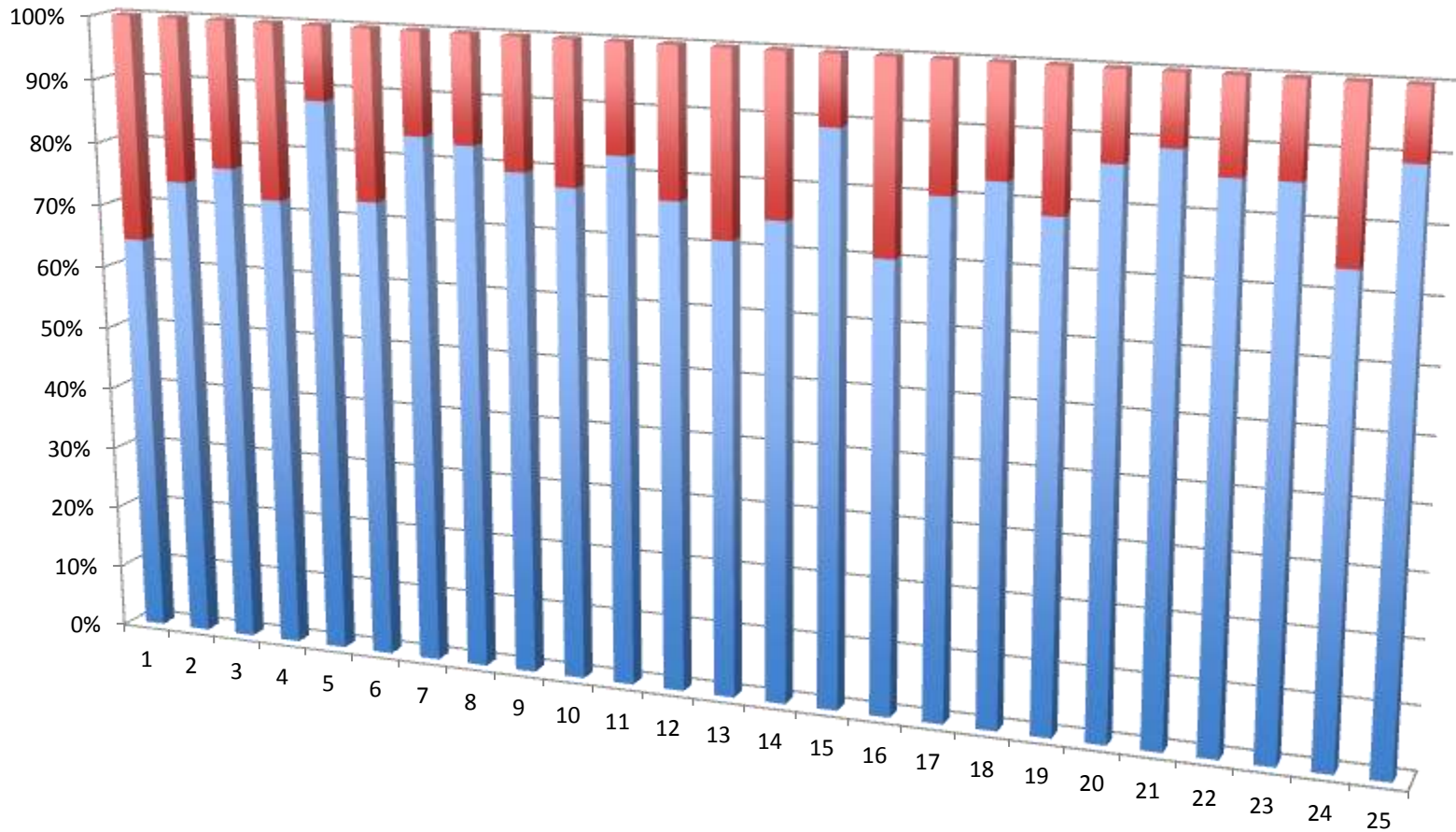
Evaluation of the 25 activities

- Activity 12: recalling well-developed capacities in children with dyslexia
- Activity 13: list of pros and cons for labelling a child as dyslexic
- Activity 14: revising the section with open questions
- Activity 15: revising the section with true/false questions
- Activity 16: discussing strategies for speaking to parents
- Activity 17: strategies for reinforcing the self-esteem of children with dyslexia
- Activity 18: introducing games-based activities to train phonological awareness
- Activity 19: devising five activities for developing knowledge of the alphabet

Evaluation of the 25 activities

- Activity 20: identifying the stages in the multisensory teaching of the < -igh > ↔ [-ai] correspondence in a lesson with Joshua
- Activity 21: practising multisensory routines for the spelling of words and phrases
- Activity 22: finding means to help children with dyslexia keep up with the class
- Activity 23: list of questions for the teacher to see if the lesson has been adapted
- Activity 24: finding ways to reduce distraction
- Activity 25: revising the section with open questions

Evaluation of the 25 activities



Evaluation of the 25 activities

- The average level of usefulness of the various activities is 79.7%.
- Only 3 activities yielded percentages which were below one standard deviation below the mean, i.e., Less than 72.9% :
 - Activity 5: revising the section with multiple-choice questions
 - Activity 12: recalling well-developed capacities in children with dyslexia
 - Activity 15: revising the section with true/false questions
- We were aware that these activities were weaker and will enhance them

Some suggestions

- More detailed activities to develop auditory, visual and working memory
- Table with normative data relating to the acquisition of skills at certain ages
- More on dyslexia in older children and young adults
- Include a full informal screening assessment for various age groups
- Etc.

Ways forward

- The weaker sections will be expanded and worked on
- Quantitative evaluations of the effectiveness of the OLC are critically lacking:
 - Pre- and post-test to evaluate teachers' knowledge on dyslexia and how to manage it
 - Examine whether teachers are actually changing their classroom practices or not
 - Examine the effects of the OLC on dyslexics' (and others') achievement
 - Experimental vs. control group

Ways forward

- MOOC (Massive Open Online Course):
« supporting children with difficulties in reading and writing » (Prof. Jenny Thomson & Dr. Vincent Goetry), in collaboration with the University of London, starting October 1st
- DI is working actively to promote MOOCs on dyslexia in the five other official UNESCO languages, i.e., Arabic, Chinese, French, Russian and Spanish, and, obviously, in other languages as well.