

## Online learning course: Summary of the first piloting of the English and French version – August 2009

### Methods and procedures

For the English version, the piloting was conducted with 14 volunteer Elementary School teachers from several International Schools across Europe (mostly in Belgium).

The participants were asked to evaluate each of the topics ('parts') of the three Sections of the course (What is dyslexia, How to identify it, and What to do), as well as to , as well as the 26 Activities spread across the training, on a Likert-type scale with 5 categories:

- Completely Agree (CA)
- Agree (A)
- Neutral (N)
- Disagree (D)
- Completely Disagree (CD)

They were also asked to determine whether they felt they have attained the following objectives with the Online Learning Course, with the same 5 categories Likert-type scale:

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

The French version of the Online Learning Course was piloted in Brussels with:

- future primary school teachers in their last (3<sup>o</sup>) year
- future secondary school teachers in their last (3<sup>o</sup>) year
- future specialized school teacher in their last (4<sup>o</sup>) year (orthopédagogie)

Most students were only given part of the Course, as shown in the table below:

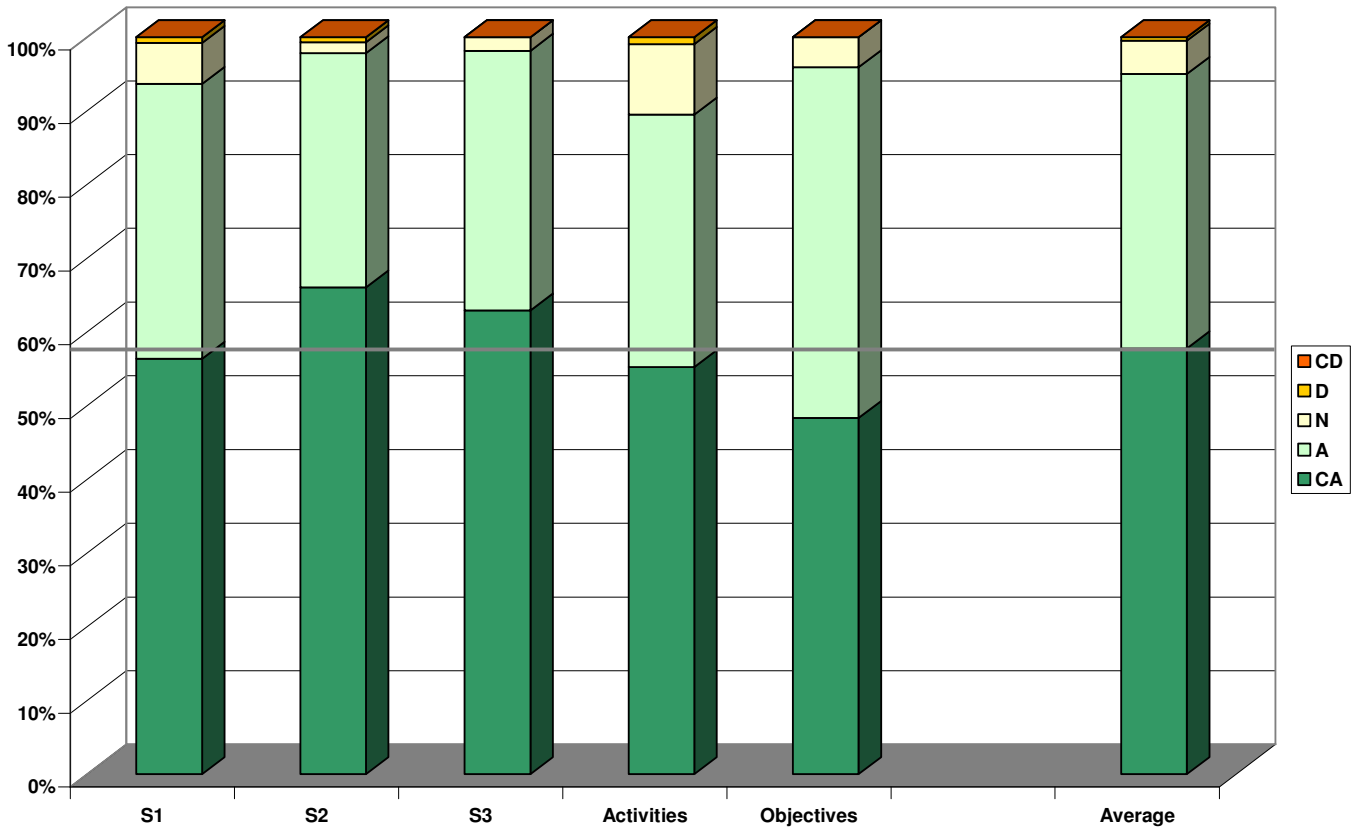
	<b>S1</b>	<b>S2</b>	<b>S3</b>	<b>Objectives</b>
<b>Primary</b>	50	29	17	17
<b>Secondary</b>	12	3	0	0
<b>Ortho</b>	8	16	19	19
<b>Total</b>	<b>70</b>	<b>48</b>	<b>36</b>	<b>36</b>

The average number of evaluations is 47.5 per category.

## Summary of overall quantitative evaluation - English version

The following graph shows the mean relative percentages of answers corresponding to each of the five categories (Completely Agree, Agree, Neutral, Disagree, Completely Disagree), separately for each Sections (1, 2, 3), as well as for the Activities and Overall Objectives.

The last column represents the average relative percentages of answers corresponding to the five categories for the 'whole training', i.e., across the three Sections, the 26 Activities and the attainment of the Objectives.



The last bar of the graph shows that on average, the Online Learning Course was evaluated as very positive (mean: 58%) or as positive (mean: 37%) by most of the participants (mean: 95%). From these results, we can conclude that the Online Learning Course was evaluated as positive by the nearly all the participants.

On average, Sections 2 and 3 induced the highest rates of very positive and positive evaluation rates (means: 98% and 99%, respectively), followed by Section 1 (93%). Only Sections 1 and 2 induced negative evaluations (less than 1% for both Sections).

The activities were also evaluated as very positive or positive by most participants (89%).

The Objectives were also considered as achieved ('completely Agree' or 'Agree') by most participants (96%).

Because the course induced such a high rate of positive evaluations, we decided to consider the percentages of 'Completely Agree' as a cut-off criterion for the evaluations of the 3 Sections as well as for the attainment of the Objectives. As the Activities induced more discriminative evaluations, we decided to consider the percentages of positive evaluations ('Completely Agree' + 'Agree') as the cut-off criterion.

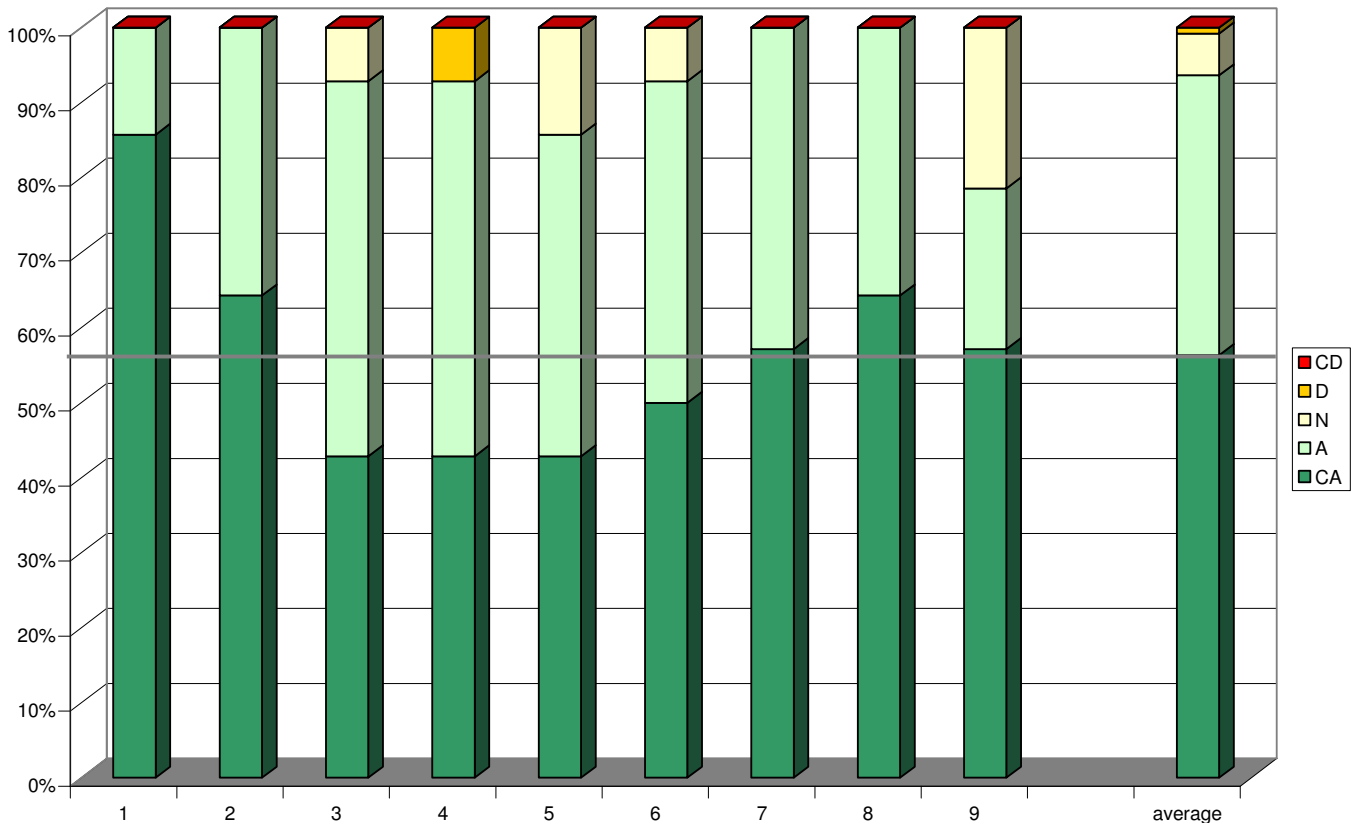
The next pages provide a detailed overview, as well as the average, of the relative percentages corresponding to the five evaluation categories for the 3 Sections, the Objectives and the Activities.

## Quantitative evaluation of Section 1 - English version

The following graph shows the mean relative proportions of responses corresponding to the five categories for the following 9 'parts' related to Section 1:

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
8. On the whole, was this section relevant for your training and/or daily work?
9. Were the supplementary elements (diagrams, witnesses, video clips etc) relevant and useful? If not, say which below.

The last column provides the average relative percentages of answers corresponding to the five categories across these 9 'parts'.

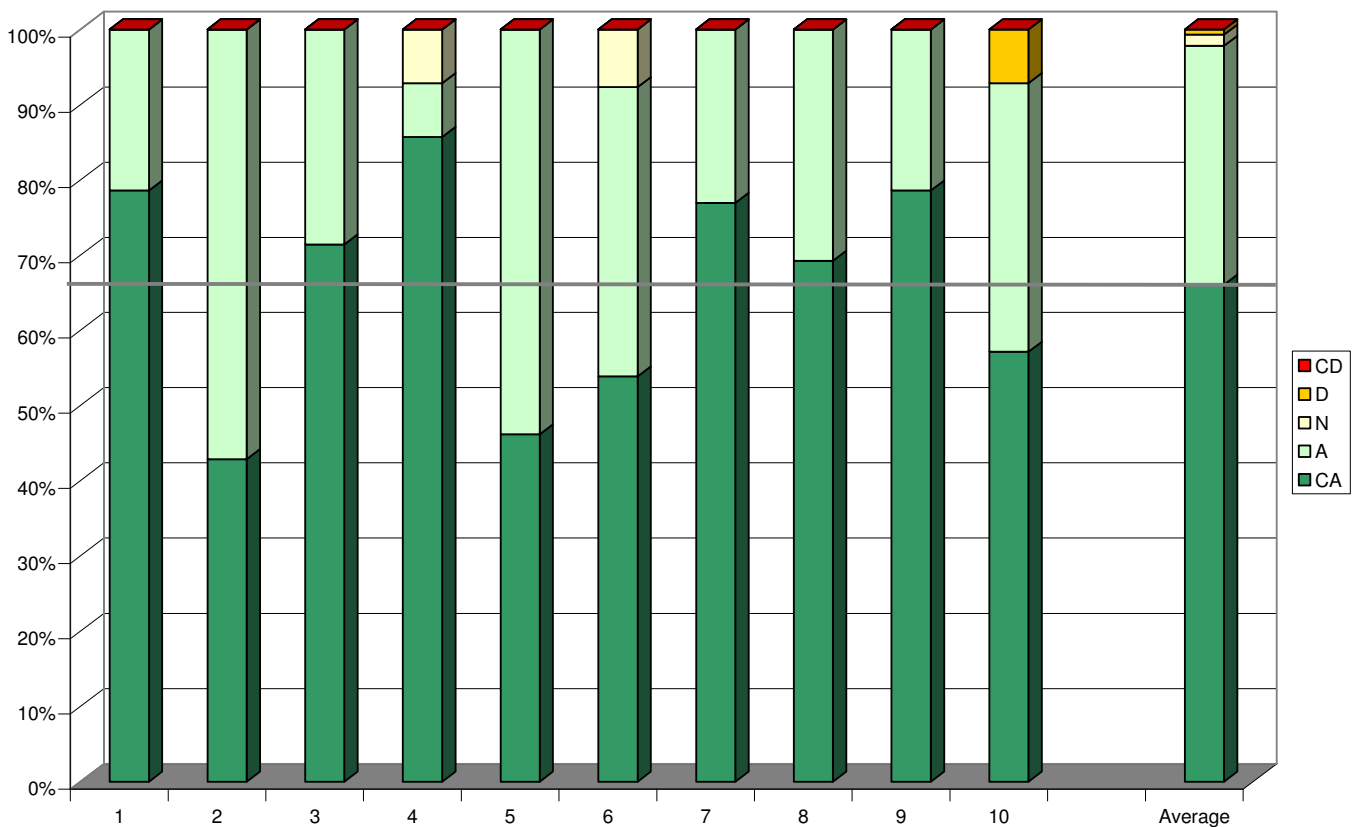


On average, Section 1 was evaluated as very positive by 56% of the participants. The 'parts' which induced a lower rate of very positive evaluations are 'parts' 3, 4, 5 (43%), and to a lesser extent, 6 (50%). Only part 4 induced negative evaluations (7%). 'Part' 8 shows that Section 1 was considered as relevant for their work by all participants ('CA' = 64%, 'A' = 35%). However, the pattern of results for 'part' 9 suggests that there is a lack of supplementary elements for this Section and/or that some of these are not completely useful.

## Quantitative evaluation of Section 2 - English version

The following graph shows the mean relative proportions of responses corresponding to the five categories for the following 10 'parts', as well as their average across Section 2:

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 by the classroom teacher
5. Formal assessment by specialists
6. Focusing on strengths
7. Why label a child 'dyslexic'?
8. Summary
9. On the whole, was this section relevant for your training and/or daily work?
10. Were the supplementary elements (diagrams, witnesses, video clips etc) relevant and useful? If not, say which below.



The last column of the graph shows that, on average, Section 2 was evaluated as very positive by 66% of the participants.

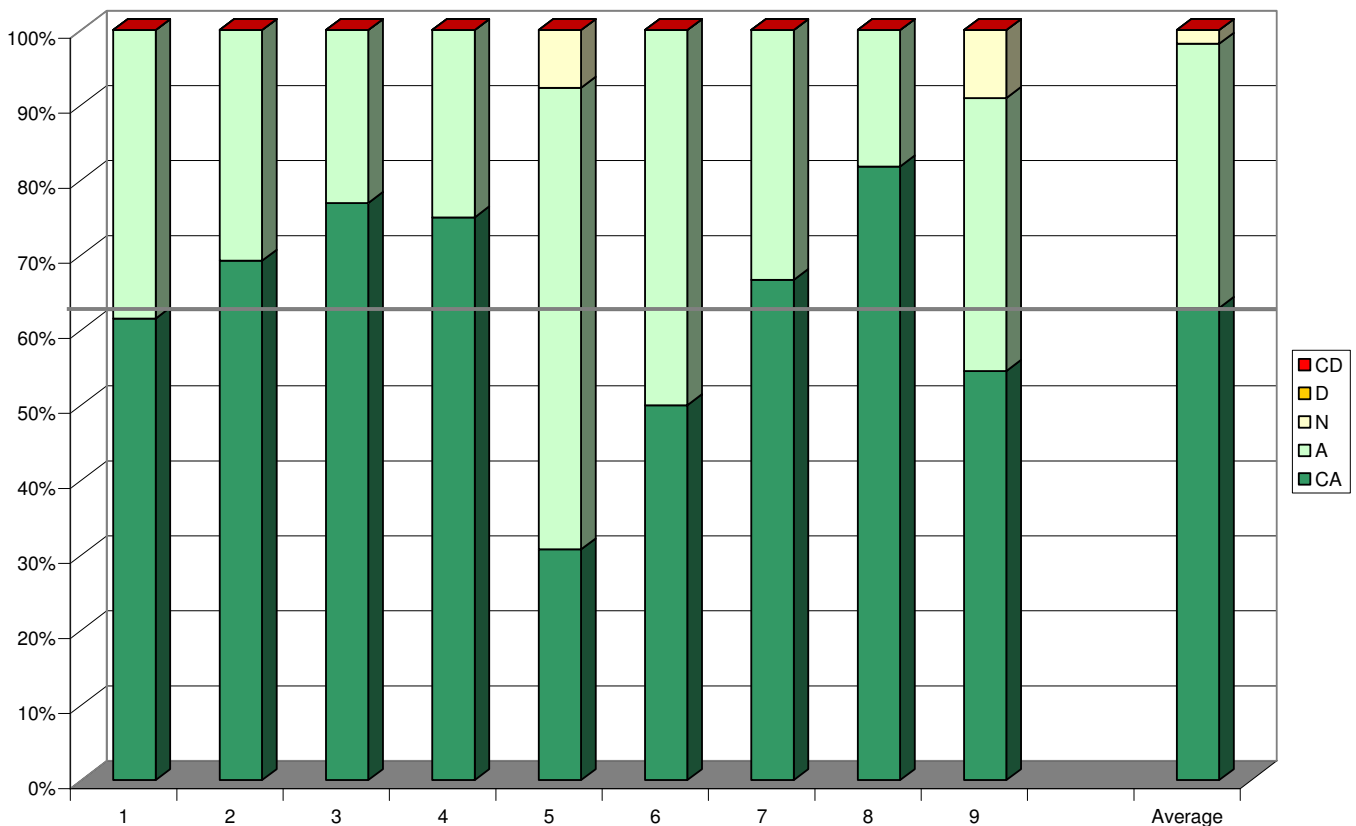
The 'parts' which induced lower rates of very positive evaluations are 'parts' 2 (43%), 5 (46%), and 6 (54%). Only 'parts' 4 and 6 induced neutral evaluations (7% and 8%, respectively).

As Section 1, Section 2 was considered as very relevant for their work by most participants ('CA' = 79 %) and as relevant by the others ('A' = 21%). Again, the results for 'part' 10 (57% of very positive evaluations, and 7% of negative evaluations) suggests that there is a lack of supplementary elements for this Section and/or that some of these were not completely useful.

## Quantitative evaluation of Section 3 – English version

The following graph shows the mean relative proportions of responses corresponding to the five categories for the following 10 'parts', as well as their average across Section 3:

11. Inclusion – policy into practice
12. Principles of teaching literacy
13. Practice in teaching literacy with multisensory tools
2. Developing memory, concentration and organisation
3. Technology aids
4. Adapting your teaching to the child's needs
5. Summary
6. On the whole, was this section relevant for your training and/or daily work?
7. Were the supplementary elements (diagrams, witnesses, video clips etc) relevant and useful? If not, say which below.



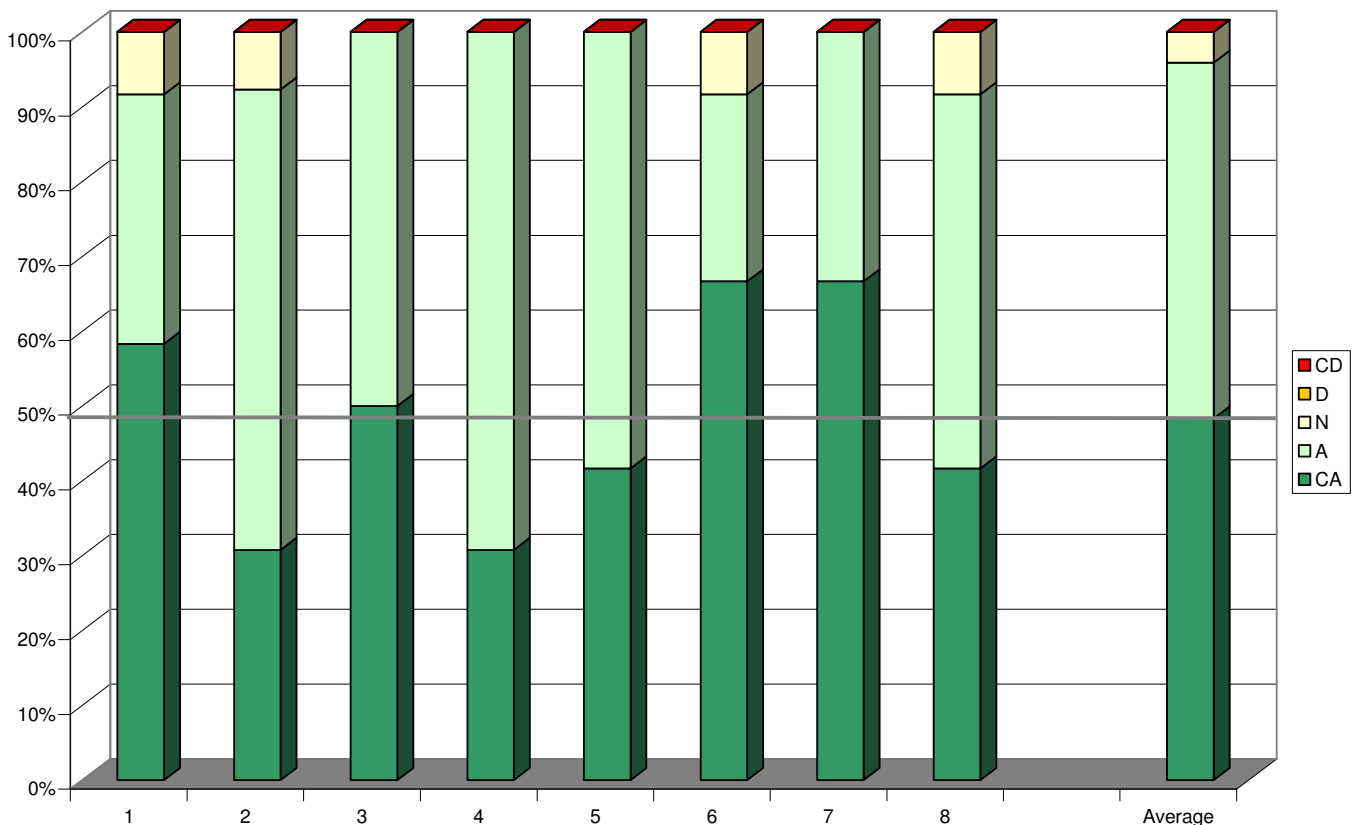
The last column of the graph shows that, on average, Section 3 was evaluated as very positive by 63% of the participants. The 'parts' which induced lower rates of very positive evaluations are 'parts' 5 (31%) and 6 (50%). 'Parts' 1 and 7 can be considered as 'borderline', as they induced 62% and 67% of 'Completely Agree' responses, respectively.

Among the three Sections, Section 3 induced the highest rates of very positive evaluations regarding relevance for work ('CA' = 82 %), and, as Sections 1 and 2, only induced positive evaluations. The results for 'part' 9 (54% of very positive evaluations, and 9% of neutral evaluations) suggests that, like for the two other Sections, there is a lack of supplementary elements in Section 3 and/or that some of these were not completely useful.

## Quantitative evaluation of the Overall Objectives – English version

The following graph shows the mean relative proportions of responses corresponding to the five categories for the 8 Objectives of the Course, namely:

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



As the last bar of this graph shows, the Objectives of the course were considered as achieved, with 'Completely Agree' average evaluations, by 48% of the participants. It is to be noted that, as was the case for all the Sections, the average of positive evaluations ('Completely Agree' + 'Agree') of the Objectives of the course also exceeds 95 %.

The Objectives which induced lower rates of very positive evaluations concern:

- identifying dyslexia (Objective 2, 31%). This can probably be related to the lower rate of very positive evaluations of the second part of Section 2 ('How can you tell if a child may have dyslexia?')
- teaching children with dyslexia and helping them to manage their condition (Objectives 4 and 5, 31% and 42%, respectively).

- understanding the positive aspects of dyslexia (Objective 8, 42%). This can probably be related to the lower rate of very positive evaluations of the sixth part of Section 2 ('Focusing of strengths').

## **Quantitative evaluation of the Activities – English version**

The Online Learning Course contained 26 Activities spread across the three Sections. These Activities were:

### **SECTION 1 – WHAT IS DYSLEXIA?**

1. Activity 1: analysing the witness of Dr. Eric Whoerling
2. Activity 2: counting the numbers of phonemes in words
3. Activity 3: revising the section by completing gaps
4. Activity 4: revising the section by considering the consequences of dyslexia
5. Activity 5: revising the section by with multiple-choice

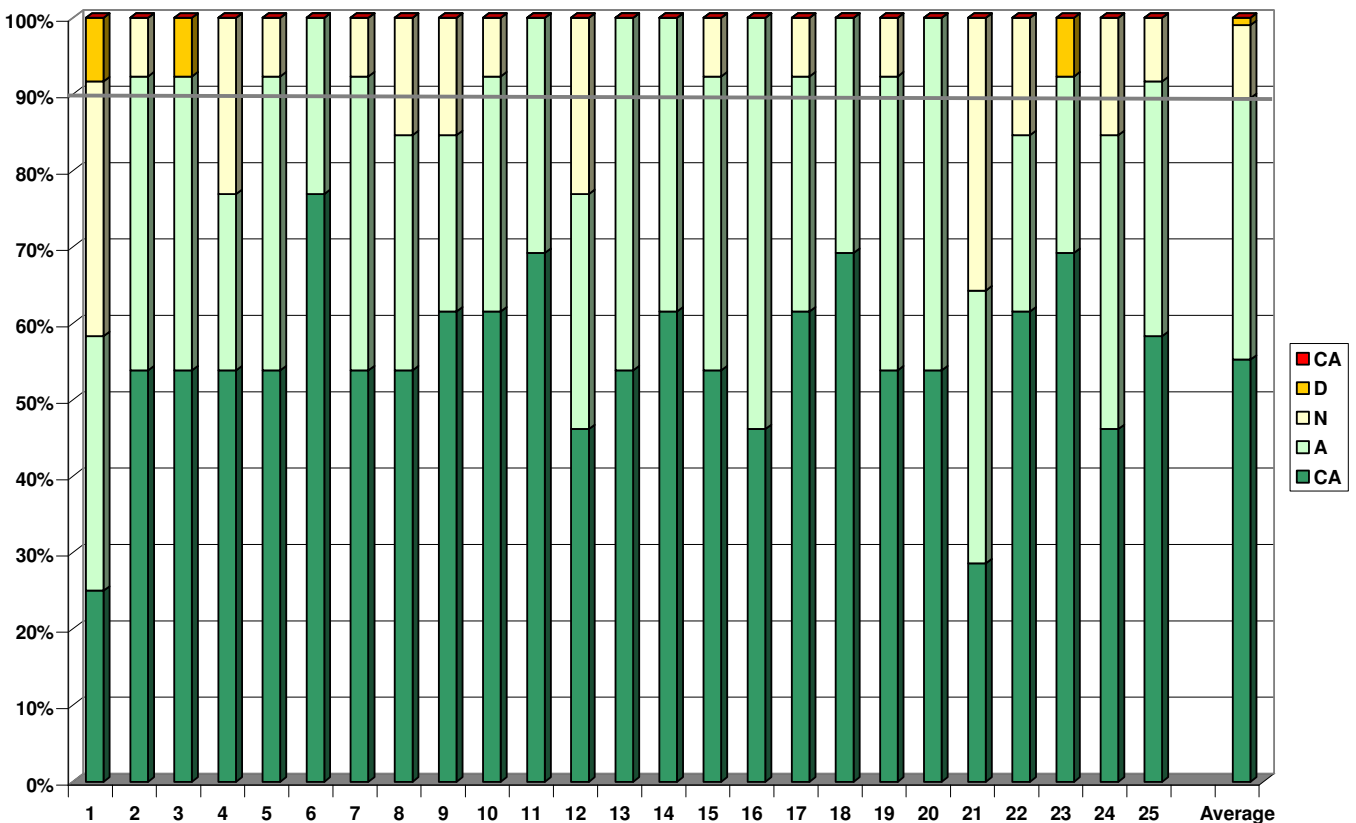
### **SECTION 2 – IDENTIFICATION**

6. Activity 6 : analysing Zachary's letter to Mr Pumfrey
7. Activity 7: explaining the importance of producing pure sounds and asking the children to follow suite
8. Activity 8: thinking up words for generation (onset, rime, phoneme)
9. Activity 9: thinking up words for a difficult task for the detection of insertion (syllable, onset, rime, phoneme)
10. Activity 10: thinking up words for a segmentation task (syllable, onset, rime, phoneme)
11. Activity 11: analysing irregular words to see what 'regularisation' errors would result from reading and writing
12. Activity 12: recalling well-developed capacities in children with dyslexia and suggesting suitable careers
13. Activity 13: drawing up a list of pros and cons for labelling a child as dyslexic
14. Activity 14: revising the section with open questions
15. Activity 15: revising the section with true/false questions

### **SECTION 3 – WHAT TO DO**

16. Activity 16: discussing strategies for speaking to parents
17. Activity 17: putting strategies in place for reinforcing the self-esteem of children with dyslexia
18. Activity 18: introducing games-based activities to train phonological awareness
19. Activity 19: devising five activities for developing knowledge of the alphabet
20. Activity 20: indentifying the stages in the multisensory teaching of the < -igh > ↔ [ -ai ] correspondence on the basis of the lesson with Joshua
21. Activity 21: practising multisensory routines for the spelling of words and phrases
22. Activity 22: finding means to help children with dyslexia keep up with the class and have full notes
23. Activity 23: drawing up a list of questions for the teacher to see if the lesson has been adapted for children with dyslexia
24. Activity 24: finding ways to reduce distraction
25. Activity 25: revising the section with open questions

The following graph shows the mean relative proportions of responses corresponding to the five categories for the 26 Activities of the Course, as well as the average relative proportions of responses across all these activities.



As the last column of the graph shows, the Activities induced 89 % of positive evaluations on average ('CA' = 55%, 'A' = 34%).

The Activities which induced lower rates of positive evaluations are Activities 1 (58%), 4 (77%), 8 (84%), 9 (84%), 12 (77%), 21 (65%), 22 (85%), 24 (84%). Moreover, only Activities 1, 3, and 23 induced negative evaluations ('D' = 8% in all three cases). These results suggest that the following Activities should be revised:

- Activity 1: analysing the witness of Dr. Eric Whoerling
- Activity 3: revising the section by completing gaps
- Activity 4: revising the section by considering the consequences of dyslexia
- Activity 12: recalling well-developed capacities in children with dyslexia and suggesting suitable careers
- Activity 21: practising multisensory routines for the spelling of words and phrases
- Activity 23: drawing up a list of questions for the teacher to see if the lesson has been adapted for children with dyslexia

and that the following Activities should be carefully considered:

- Activity 8: thinking up words for generation (onset, rime, phoneme)
- Activity 9: thinking up words for a difficult task for the detection of insertion (syllable, onset, rime, phoneme)
- Activity 22: means to help children with dyslexia keep up with the class and have full notes
- Activity 24: finding ways to reduce distraction

## Summary of the qualitative evaluation of the course – English version

### A) Section 1

- Keep sentences short, especially for terms and definitions that are integral to the understanding of dyslexia. Give plenty of examples of these key words and more auditory examples.
- Parts 1-3 not easy to understand. Some abbreviations are not explained. The video clips only complain about the Belgian system. I know that we need to make progress but are we the only country that bad with dyslexia (might be a Belgian thought)
- I found this section helpful, especially with the videos and personal testimony. Parts 1, 2 and 3 were interesting, engaging and easy to follow but I struggled with part 4 parts of which I found to be over complicated and unnecessarily complicated, especially if the target audience is trainee teachers with little classroom experience. The answer given to the text box at 1:0 is very complicated and doesn't need to be. I was unclear of the use of the word 'interdigitate' and unsure what the 'systems' were in question 10 although I recognize they are explained later.
- Part 3: tons of information here, maybe too much information
- Part 4: I felt overwhelmed in this section – tons of reading – a lot of information + words thrown at you.
- Many videos seemed to be repeated
  
- I think it is important that children have examples of those who have dyslexia and succeed (Einstein is also claimed by autistics and ADHD); however, I think it is also important that they know they can be normal and that is success also.
- To understand truly about dyslexia and its implications for eventual 'success' in adulthood some attention should be given to adults who have not had success – an interview with someone who has always struggled without support.
- I thought the part on comorbidity very thought provoking.
  
- This section is very structured and well organized but should be made more appealing for a variety of learning styles. There is the necessary amount of text mixed in with a few video/sound clips and diagrams and examples → More of these!!
- I enjoyed watching the video clips of testimonies – it would have been better to have seen even more if possible – the video clips were also quite short.
- This section is very interesting for teachers who are already teaching and who can make connections to experiences and prior knowledge. Although the content of the section is very useful and interesting, a greater variety of media, i.e. excerpts from a speech given by Prof. Stein (as opposed to his slide show) or an illustration of the brain earlier in the text could make the text more exciting to read.
  
- Too many abbreviations unexplained: SLI, EFA, RPPC, RVF, LVF, etc.
- Explication? Ternus effect?
- What is uveitis?

- VERY helpful section, which raised many questions, which prompted me to want to look further – learn more. For the most part the supplementary elements were extremely useful.
- I liked that it was possible to access further information – prof. Snowling and UK dyspraxia.
- The content is very thorough! The organization of the content is easy to follow
- I liked that more information/further reading was linked to the different parts, allowing course members to explore more into areas of interest.
- This section gave a very good introduction to dyslexia. I like that it explained how the brain learns to read in general (and I decided to order Dr. Milne’s book).

## B) Section 2

- Early identification and intervention are paramount both for the child’s learning AND SELF ESTEEM. The video clips again send a powerful message. The section on pseudo-words is much needed – reactions of teachers are often “why using these? Children will never be reading or spelling them” – their importance should be explained? Also this section shows how important pure sounds are – many teachers still teach the sounds with schwas – parents too should be informed on this as many were also taught the sounds with schwas at school.
- I found this section challenging as it is the part which should have the greatest impact on my practice in the classroom but it can be quite confusing and very reliant on text. If it were possible to have more visual examples such as videos or even auditory examples as there was in Section 1 this would be extremely helpful and would be more easily understood particularly by inexperienced teachers.
- Thorough editing would help deliver a more comprehensive finalized product
- Might it be possible to give some kind of indication of the age or grade at which teachers should be more concerned as many of the pointers given in 3.2. are quite common with many non-dyslexic children at a younger age? I liked to have the list of pointers but reading it through was taxing as it is long – might be better to have fewer examples in the text and the complete list as a downloadable pdf file?
- Part 3: I think you mention this – many of the ‘signs’ listed are symptomatic of age.
- Part 3: I loved all the pictures and samples, however, some of the writing samples were hard to read (light, blurred).
- Part 2.3.2.3. – examples very small to read and the example is a much better size.
- Seeing examples of writing was very helpful. It would also be helpful to put the ages of the children who wrote the different texts. Could you also put video clips or sound clips of children with dyslexia while they are reading?
- I was a bit uncomfortable with 2.4. and the idea of me testing to such an extent without consulting an expert – would have liked to see some samples of corrected scripts and/or visuals of children in test situations.
- Part 4 calculating reading age by FLESH unclear – what is pst number in numerator – where does it come from?
- Part 4.3. formulas were a bit much and intimidating.

- Part 6: as teachers, we focus on the strengths of ALL students.
- Inability to appreciate rhymes mentioned for 2 age groups?
- 3.2.1. Auditory confusions would be useful to hear.
- 2.4.1.7. phoneme fusion: I would read the answer (bah) as bar – suggested alternative answer (ba) as in (bat).
- Digit span: When I do it I tell the child I will tap the table after each sequence so that they know when the sequence has ended and they can answer.
- Part 4 took me a long time to digest – get around because I had to think it through – that is excellent! The unit on informal assessment should be a separate section – there is a lot of material.
- The part on assessment not only gave useful tools but also by reading and discussing assessment practices, helped me to understand better what difficulties a person with dyslexia faces.
- It was useful and relevant to learn about the informal classroom assessments that can be completed by a class teacher. The examples given were also helpful. I also enjoyed learning about the formal assessment, becoming aware of what is involved in a formal assessment.
- Good practical tools that every teacher should be able to use. Really interesting facts to learn.
- The specifics of the Hornsby list is valuable.
- Summary provided is helpful.
- Part 2: I loved the Keith Holland leaflet, listed items, to the point.
- Part 4: I enjoyed this section and loved all the activities that went along with the information.
- Part 7: enjoyed this section, liked the videos.
- Very interesting and useful section, which built on nicely to the previous section.

### C) Section 3

- 3.1.2.2. 'Avoid letting children with dyslexia fail in front of the classroom' – it is also important for them not to be asked to give time tables or spelling scores out loud in front of the class. In test situations some dyslexic children are still given difficult spellings that they haven't learned, consequently their scores are very low even zero.
- I was confused by the initial statement stating that phonics is the best way to teach reading followed by a slide stating that multisensory teaching was the most effective to teach reading. I also found the article supporting the argument about phonics very outdated. I think that a pre service teacher, having just left university, would not consider such an outdated article to represent current/recent research.
- p. 7 of 25 'yes to the phonic method but how'.
- Would it be possible to include a video with a child who has more difficulties than Joshua, as then teachers would also witness ways in which one can effectively help a child with dyslexia when he/she is having difficulties.
- The videos were very useful to understand how to implement different activities to help children with dyslexia. We questioned whether Joshua had dyslexia or not.

Seeing a child with dyslexia 'in action' in addition would be helpful. Also, as a teacher I would like to make the activities more fun and motivating. If the child is enjoying (emotionally connected to) the activities, he or she will be more likely to make connections. These activities offer a good starting point.

- 3.1.4. video stopped when Joshua was about to write.
- Joshua with reading pack – would have liked to see the cards presented and what Joshua was writing. Is it REVISING his spelling pack or REVIEWING his spelling pack? Have the self-correction tools!
- The video clip 'Multisensory links' is too long (13:02) – could be split in 2 or 3 clips?
  
- Parts 3 and 4 should be separated sections for the sake of 'internalization' of material
- Reading strategies – primarily for children who are on a reading scheme: I always read through the book first pointing out new keywords, discussing the pictures, characters, settings etc. I then write the new keywords on reading cards and give them to the child to overlearn.
- S.O.S. can also be used for irregular words – Sue Newton's procedure provided with evaluation form (permission to use it in the course pending).
- Specialist teachers (music, art) should also be aware (at least) of the implications of dyslexia on students.
- 'To improve short-term memory you can design activities...' Would this refer to working memory? The storing and the processing of information.
- In relationship with objective 'understanding how to start teaching children with dyslexia in an appropriate way': time is an issue/never enough time. They need a lot of individual attention.
  
- 3.1.3. Unpleasant sound at the end of 'alphabet sequencing – setting out the arc'
- Alessandro's father, Alessandro's, and Mark and mother's testimonies already used in S2 A13. Lots of testimonies in S2 so perhaps keep them just for S3 A16.
- 3.3.1.3. What is the 'I spy' Game?
  
- Part 1: Great section – brought up a lot of 'reminders' we as teachers need to be reminded of.
- Part 3: loved the tips about b/d/ and p/q using the thumbs, loved the videos showing the 'process', loved the 'cards' – simple but effective.
- Loved the multisensory section – great ideas.
- The great thing about all the suggestions in this section is that they can benefit all students.
- I really enjoyed learning about teaching literacy with multisensory tools.

#### D) Activities

- A1: too small font when printed (!mentioned several times!).
- A1: would have preferred to have it open-ended. When a list of 'answers' is given, I tend to skim the text to quickly match the list, instead of reading, discussing and then coming up with the list of 'answers'.
- Do not see the purpose of A1.
- A2: most teachers find counting phonemes tricky – it is a very useful exercise

- A3: needs a discussion before responding
- A4: we were unsure of what this question meant – if we were meant to think of consequences that were not addressed in the section, or addressed by teachers...
- A4: question is unclear
- A5: good activity
- A6: not sure of comment (“non exhaustive”)
- A8: possible mistake ‘syllable’ ‘onset’
- A9: the choice of words is puzzling
- A10: Question asks for onset but answer seems to be broken into phonemes
- A12: surprised by television presenter and receptionist being suitable careers for dyslexic individuals
- A13: lots of ‘pros’ in video clips and witnesses – where are the ‘cons’?
- A17 is excellent!
- A18: ‘concentration’ ?
- A20: ‘clock’ -> not easy to see the time. Is it on purpose?
- A20: ‘thigh’ is pronounced ‘tigh’, ‘g’ is referred to as ‘j’, loved the ‘outline of sequence’
- A21: we found that the teachers should be encouraged to keep the routine involved in this activity but to make it more exciting for the learner
- I have found A 23 most practical and helpful
- A23: the close box in upper right corner not visible on my computer
- A25 question 12 is confusing.
  
- Overall the activities were good but should be made more open. There are very many identifying questions, and questions taken directly from the text. I’m not sure how feasible it would be, but I would prefer to be asked to reflect on my own teaching practice and how I will implement what I have learned with my students
- I enjoyed completing the activities with my course partner and found that the open-ended questions were especially effective because they led to many discussions and as a result a deeper understanding

#### E) General comments

- I especially liked revising the sections by completing the activities. The summary of each section provided an excellent review. Also, the glossary is a tremendous aid. Overall, this is a comprehensive course with much pertinent and readily applicable information. It would be nice to have it available in hard copy.
- I feel like I have learned a lot from this course. I found the information and suggestions useful. I am a visual person – for me it would be also useful to have a hard copy of a lot of this information so it would be easy to refer back to.
- The course members should be made more accountable for their learning. Will the course members be asked to turn something in? How will you know if they gained the understanding this course is trying to achieve? Are certificates given to teachers/pre service teachers who claim that they have completed the course?
- Working in pairs made it possible to practice the various assessment strategies that were presented and will surely help us remember when we are in the classroom.

- A fantastic course! Section 1 is an informative section that covers the misconceptions of many teachers that dyslexia ONLY affects reading and writing. It is also important for the teacher to recognize the child's strengths (cf. Stein quote: many talent that...). The illustrations give a clear visual image. The video clips send a powerful message. The audio clip are clear and precise. A multisensory approach! Section 2 clearly explains how important it is for the class teachers to have a good understanding of dyslexia and how children will not always show the same indicators. The fable in Section 3 is a powerful message and should be displayed in every classroom.
- Thank you for giving us access to this course. I really enjoyed it and learned a lot from it. Through the techniques I learned to see some things through the eyes of a dyslexic person (more than by testimonies and self-reports).
- Excellent! Very helpful and I enjoyed working through the course. Lots of good suggestions.
- Thanks very much for this interesting exercise.
- I loved the activities and pdf attachments in Section 2; Section 3 contains excellent practical "do's" for teachers. The 'animal story' is excellent.
- The activities for Section 2 and Section 3 are excellent and extremely useful.
- Appreciate the set-up of the activities – lots of examples to ensure comprehension.

#### F) Technical problems

- 1.4.1.1. no diagram on teaching the brain to read
- 2.3.2.3. Texts from the students at the bottom of the page impossible to read -> cannot compare.
- 3.1.2.1. Fable & discussion points not available (May, 12<sup>th</sup>).
- A3: when I went to check my answers – the answers cleared – so I wasn't sure if I got them all correct.

## **Comparison with the results from the piloting of the French version and conclusions**

The following pages display the graphs corresponding to the quantitative evaluation for the 'whole course', as well as for each of the three Sections, the Activities and the Objectives of the course for the French version of the course, as was done for the English version.

One should bear in mind that some 'parts' and 'activities' do not have the same number or exact phrasing in the English and in the French version, because the English version was already an improved and modified version from the original French version.

When comparing the graphs corresponding to the English and the French quantitative evaluations of the course, we can see that overall, the evaluations from the Anglophone teachers and from the Francophone teacher trainees are quite consistent. Even though the average rate of positive evaluations ('Completely Agree' + 'Agree') is lower for the French version (83%) than for the English version (95 %), which may probably be related to the fact that the English version was an enhanced and adapted translation of the original French version, the two sets of quantitative evaluations are very consistent regarding the following aspects:

- Section 1: parts 3, 4 and 5 led to lower very positive evaluations compared to the average rate for this section
- Section 2: parts 6 (part 5 of the French version) and 10 led to lower very positive evaluations compared to the mean for the whole Section
- Section 3: part 5 (part 7 of the French version) and part 9 (part 13 of the French version) induced lower rates of very positive evaluations than the mean for the whole section
- Objectives: Objectives 4 and 8 induced lower rates of very positive evaluations than the others
- Activities: activities 1, 3, 4, 12, 21 (20 in the French version), and 22 led to very consistent lower rates of positive evaluations than the other activities in both languages

Moreover, the comments provided by the teacher trainees who participated to the French piloting (not reported in the attached document) are also globally very consistent with the comments and qualitative evaluations provided for the English version.

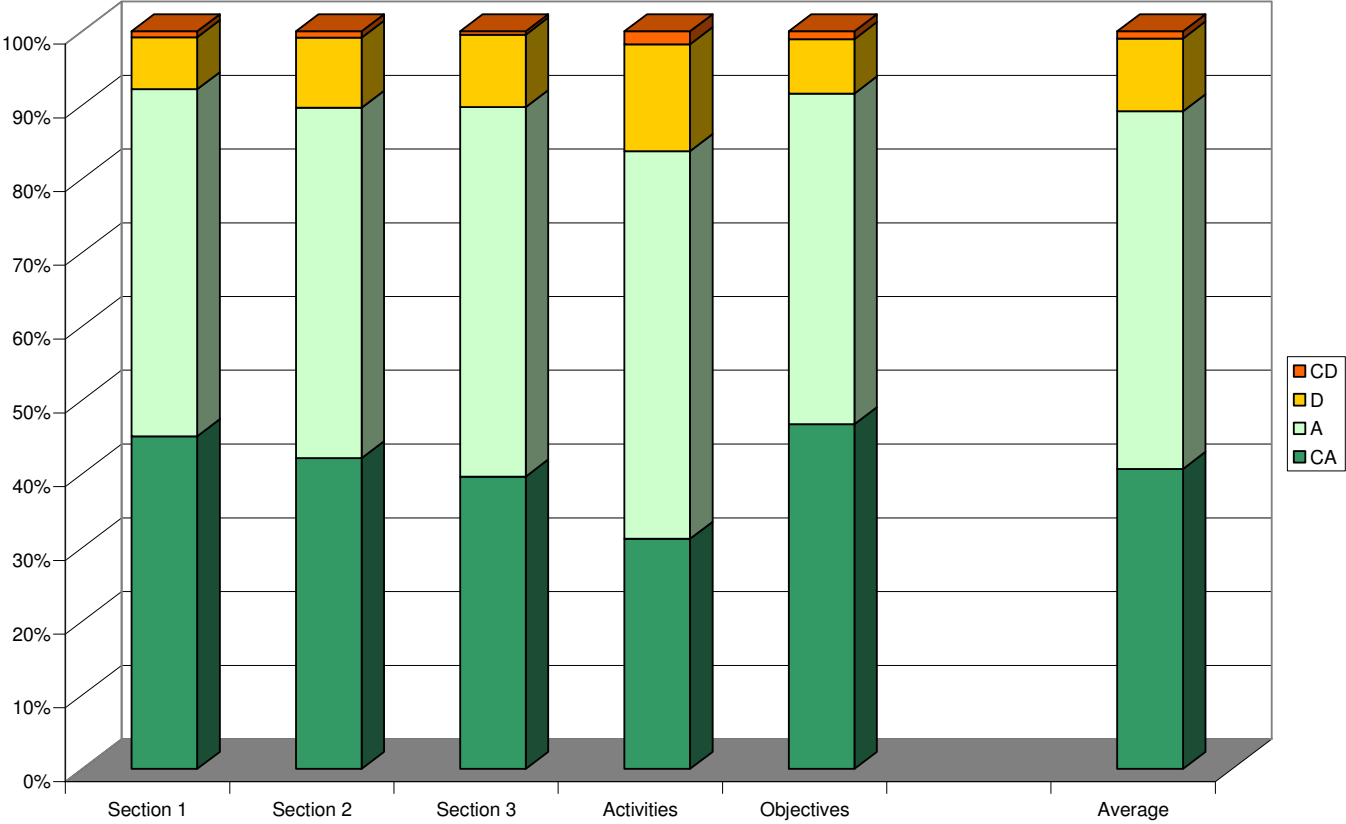
Based on the results from the piloting of both the English and the French version, we will work on the parts and activities which require to be changed, amended or enhanced, on the basis of the qualitative comments provided by the participants.

We expect the amended version of the English version of the course to be ready by the end of September.

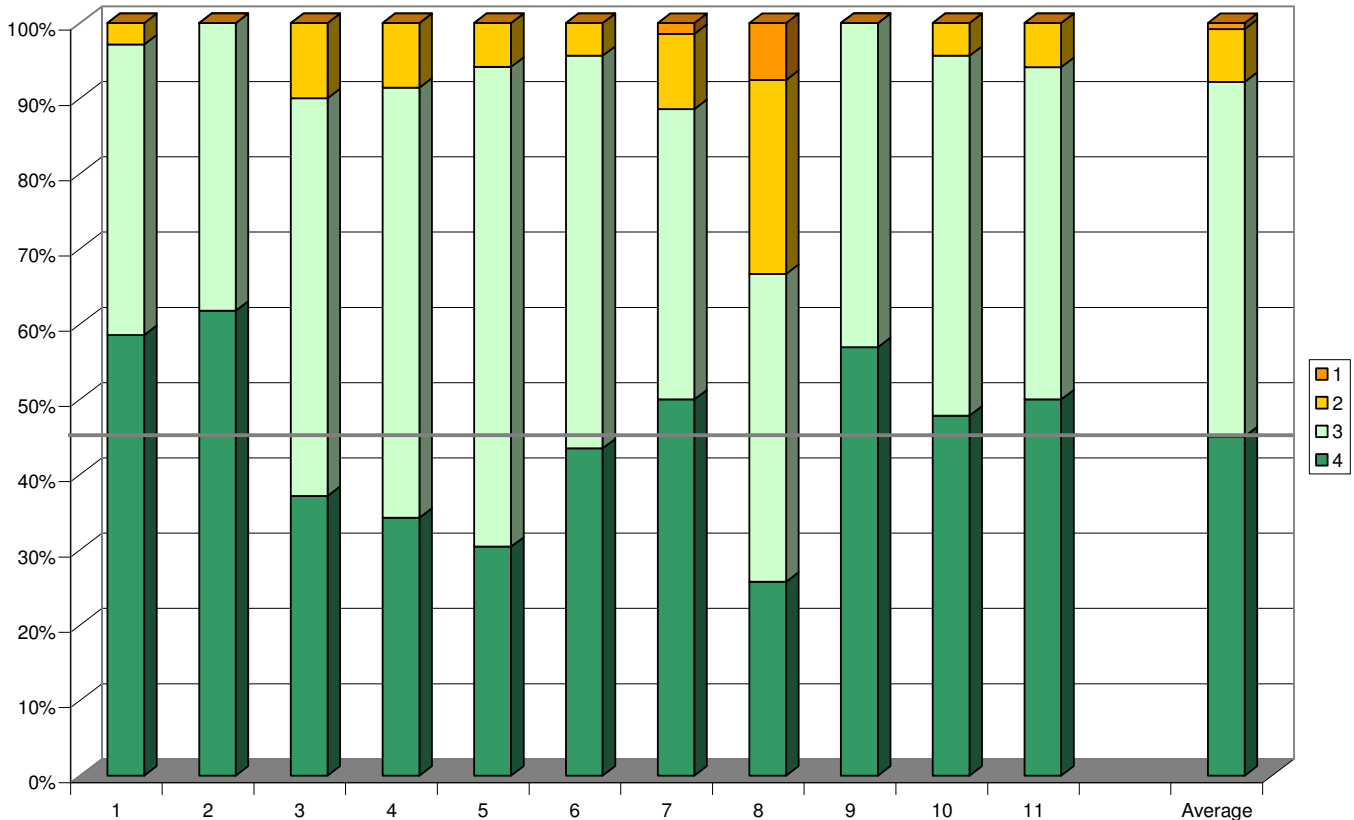
Please do not hesitate to contact me should you need any further information regarding the results of this first piloting of the French and English version of the Online Learning Course.

Vincent Goetry,  
Course Director

**Summary of overall quantitative evaluation - French version**



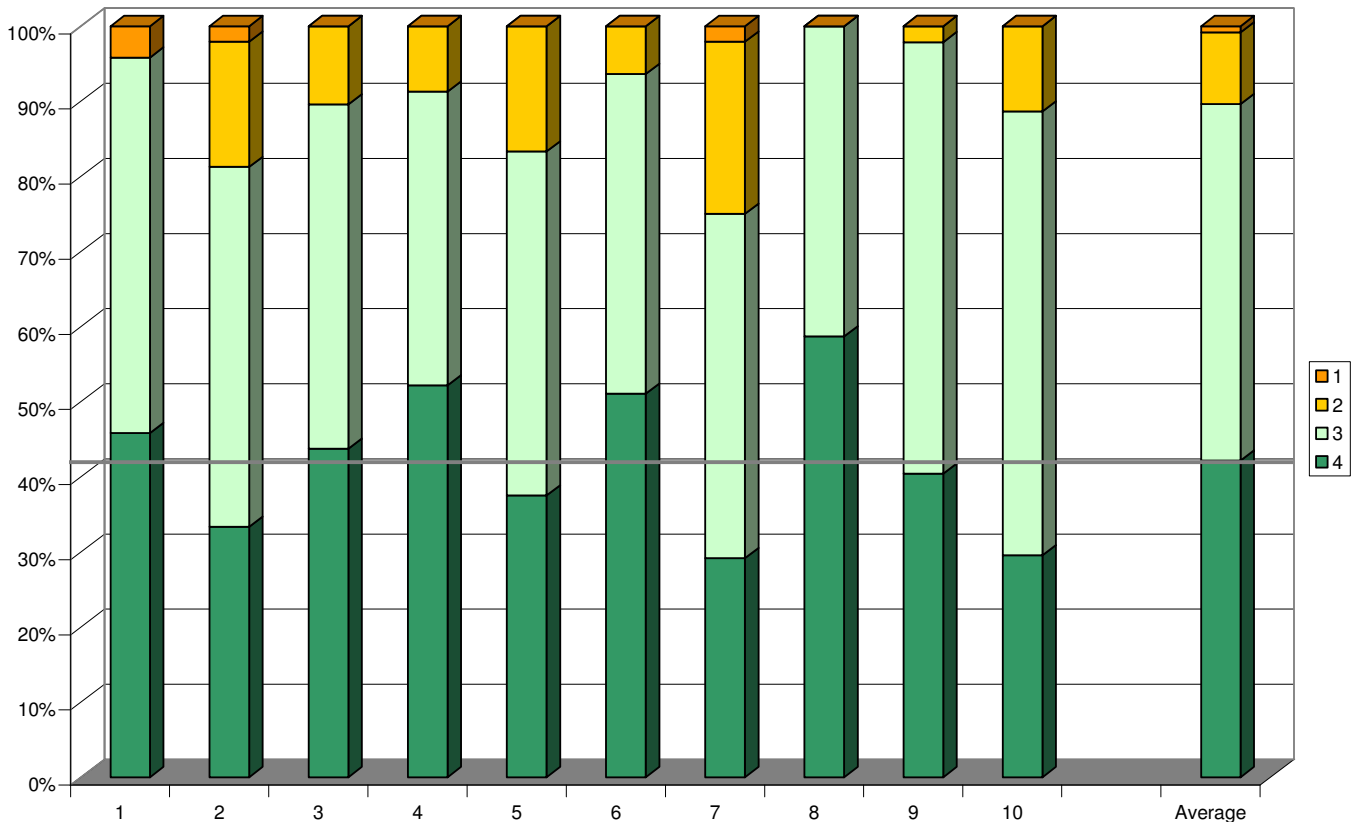
## Quantitative evaluation of Section 1 - French version



### Légende abscisse

1. Qu'est-ce que la dyslexie ?
2. Qu'est-ce que l'on ressent quand on est dyslexique ?
3. Qu'est-ce qui cause la dyslexie ?
4. Le développement de la lecture
5. Pourquoi est-ce difficile pour les apprenants dyslexiques de lire correctement et rapidement?
6. Autres difficultés d'apprentissage
7. Résumé
8. Testez vos connaissances
9. Sources
10. Cette section était globalement pertinente pour ma formation et/ou pour ma pratique professionnelle ?
11. Les outils interactifs (diagrammes, témoignages, clips vidéo, etc.) étaient utiles et pertinents ?

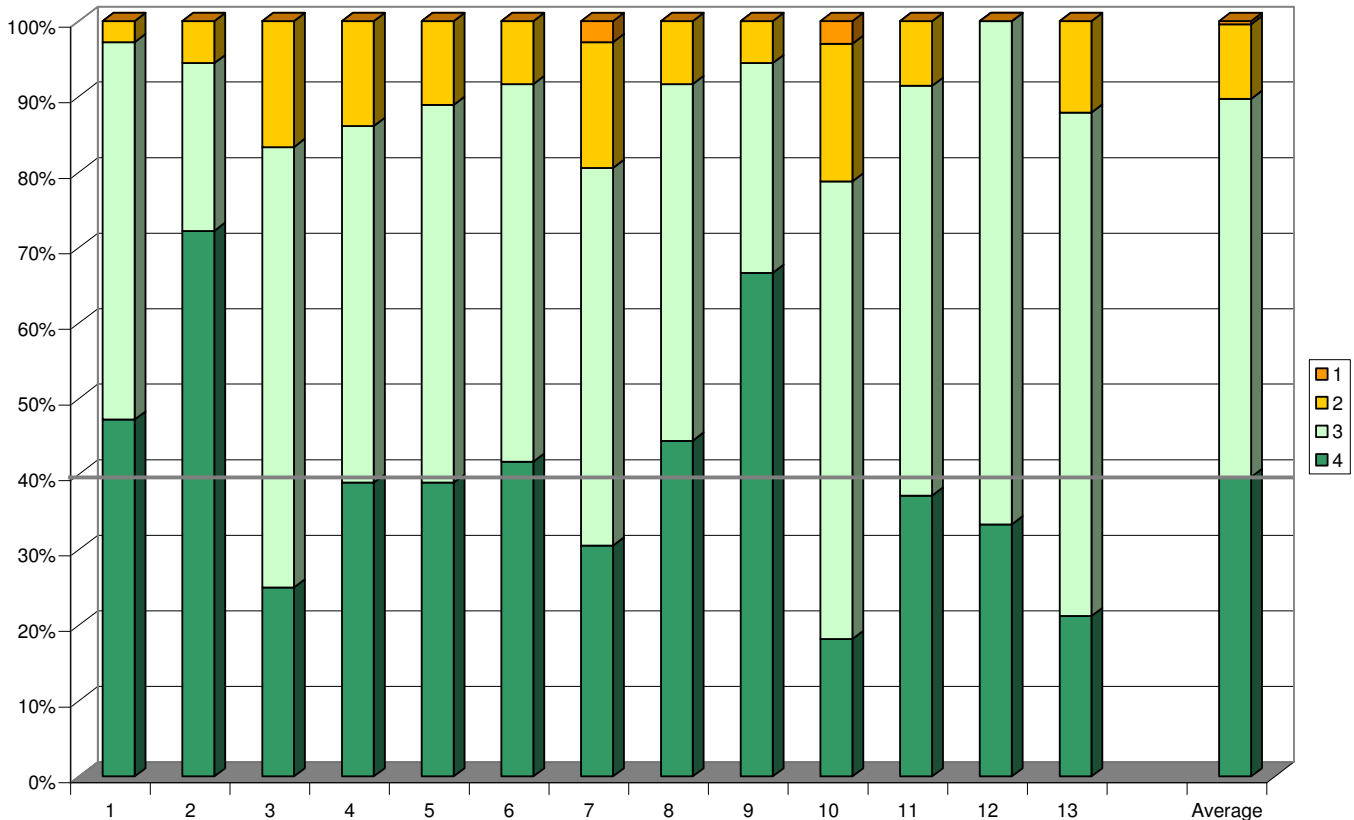
## Quantitative evaluation of Section 2 - French version



### Légende abscisse

1. Comment déterminer si un enfant pourrait être dyslexique ?
2. Outils d'évaluations pronostiques informelles pour les enseignants
3. Evaluations diagnostiques par des spécialistes
4. Pourquoi étiqueter un enfant comme étant " dyslexique " ?
5. Habiletés supérieures dans d'autres domaines
6. Résumé
7. Testez vos connaissances
8. Sources
9. Cette section était globalement pertinente pour ma formation et/ou pour ma pratique professionnelle?
10. Les outils interactifs (diagrammes, témoignages, clips vidéo, etc.) étaient utiles et pertinents?

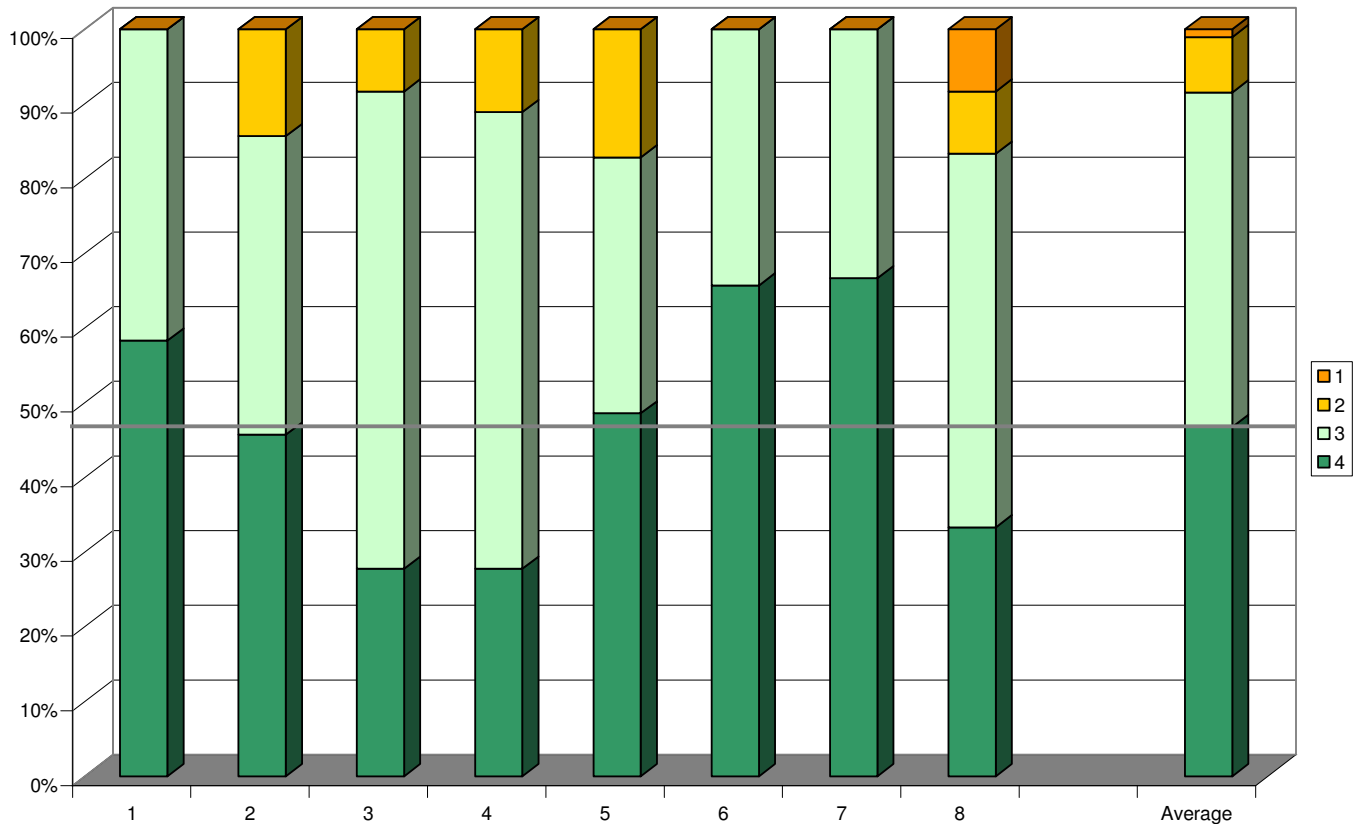
## Quantitative evaluation of Section 3 - French version



### Légende abscisse

1. Vers une politique d'inclusion
2. Préserver l'estime de soi des élèves dyslexiques
3. Principes d'enseignement de la lecture et de l'orthographe aux élèves dyslexiques
4. Quelques principes et outils multi-sensoriels pour enseigner les pré-requis
5. Quelques principes et outils multi-sensoriels pour enseigner la lecture, l'orthographe, la compréhension et la composition
6. Tenir compte des habiletés qui sont souvent faibles chez les dyslexiques
7. L'importance des aides technologiques
8. Les styles d'apprentissage
9. Résumé
10. Testez vos connaissances
11. Sources
12. Cette section était globalement pertinente pour ma formation et/ou pour ma pratique professionnelle?
13. Les outils interactifs (diagrammes, témoignages, clips vidéo, etc.) étaient utiles et pertinents?

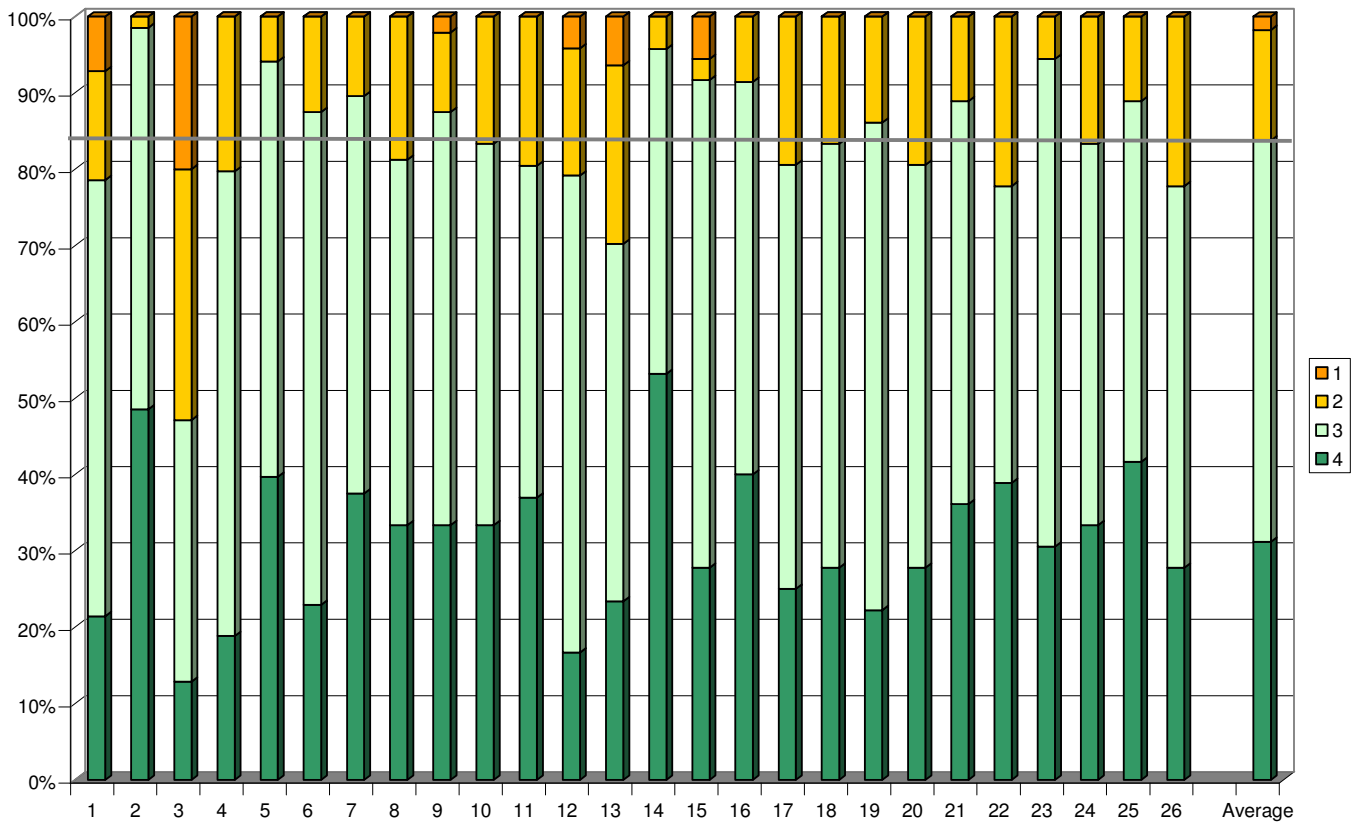
## Quantitative evaluation of the Overall Objectives – French version



### 1 Légende de l'abscisse

1. comprendre ce qu'est la dyslexie
2. savoir identifier la dyslexie
3. en savoir plus sur comment enseigner la lecture et l'orthographe
4. comprendre comment commencer à enseigner à des enfants dyslexiques de manière appropriée
5. comprendre comment permettre aux élèves de gérer leur dyslexie
6. comprendre que les élèves apprennent tous différemment
7. comprendre l'impact négatif que la dyslexie a sur l'enfant s'il ne reçoit pas un enseignement approprié
8. comprendre les aspects positifs de la dyslexie

## Quantitative evaluation of the Activities – French version



### **S1: Evaluation de l'utilité spécifique de chaque activité**

Activité 1 : analyse du témoignage du Dr. Eric Whoerling

Activité 2 : comptage de phonèmes dans des mots

Activité 3 : révision de la section 1 au moyen du complètement de phrases lacunaires

Activité 4 : révision de la section 1 au moyen d'une réflexion sur les conséquences de la dyslexie

Activité 5 : révision de la section 1 au moyen du complètement d'un questionnaire à choix multiples

### **S2: Evaluation de l'utilité spécifique de chaque activité**

Activité 6 : questionnement sur l'importance de produire les phonèmes isolément et d'inciter les élèves à le faire

Activité 7 : imaginer des items pour une tâche de génération (rime, attaque, phonème)

Activité 8 : imaginer des items intrus difficiles pour une tâche de détection (syllabe, rime, attaque, phonème)

Activité 9 : imaginer des items pour une tâche de segmentation (syllabe, attaque-rime, phonème)

Activité 10 : analyser dix mots irréguliers et déterminer comment ils seraient lus et orthographiés par (dé)codage

Activité 11 : dresser une liste des " avantages " et des " inconvénients " liés à l'étiquetage d'un élève comme étant dyslexique

Activité 12 : rappeler les habiletés surdéveloppées des élèves dyslexiques, et imaginer dans quelles carrières celles-ci seraient utiles

Activité 13: révision de la section 2 au moyen d'une série de questions ouvertes

Activité 14 : révision de la section 2 au moyen d'une série d'affirmation à juger comme " vraies " ou " fausses "

### **S3: Evaluation de l'utilité spécifique de chaque activité**

Activité 15 : discuter des stratégies d'interaction à mettre en place avec les parents d'enfants dyslexiques

Activité 16 : mettre en place des stratégies afin de préserver et de renforcer l'estime de soi des élèves dyslexiques

Activité 17 : introduire les activités visant à entraîner les habiletés phonologiques de manière ludique

Activité 18 : imaginer cinq activités visant à développer la connaissance de la séquence alphabétique

Activité 19 : identifier les étapes impliquées dans l'enseignement multi-sensoriel de la correspondance < in > ? [ in ] sur base d'extraits d'une leçon avec Bill

Activité 20 : pratiquer les routines multi-sensorielles d'enseignement de l'orthographe des mots et phrases

Activité 21: trouver des moyens pour aider les élèves dyslexiques à pouvoir suivre plus facilement le rythme de la classe et disposer de notes complètes

Activité 22: dresser une liste de questions que l'enseignant pourrait se poser afin de déterminer si une leçon était adaptée aux élèves dyslexiques

Activité 23: trouver des suggestions à donner aux élèves dyslexiques afin de les aider à mémoriser la matière

Activité 24: trouver des adaptations afin de permettre aux élèves dyslexiques d'exprimer leurs connaissances réelles lors des évaluations et examens

Activité 25: imaginer des moyens à mettre en place dans la classe afin de réduire les sources de distraction potentielles

Activité 26: réviser la Section 2 en répondant à une série de questions