

Argentina's course on Dyslexia

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Herramientas para una educación inclusiva. Dislexia: desde el aula al mundo del trabajo
[Inclusive Education Resources. Dyslexia: from classroom to workplace].

It is a **free and open access virtual course** developed in Argentina, in 2017, with the support of Samsung and in partnership with the Ministry of Education. It is available after registration for all the Spanish speaking world from <http://www.dislexiacampus.com.ar>. In a jolly, lively and friendly way it fulfils its primary objective of disseminating information, tools and approaches directed to teachers, dyslexic people and their families (as well as to those interested in the area) about the Specific Learning Disabilities in general and dyslexia.

The **main page** of the platform displays three short **videos**, links of interest and access to Facebook. As for the videos, the first presents the story of a child with dyslexia. The second defines what this condition is. The third, called “inclusive technology” shows how the written text can be both converted into audios and scanned by smartphones so that the user can hear what is being read (“auditory reading”) and also to modify the text (enlarge it, for instance) to facilitate reading.

The course itself is composed of a general introduction and three modules about dyslexia. In only **two hours** presents the essentials about this **condition and the strategies and tools** that can be used to enhance the capabilities of the dyslexic children/adults. This allows them to use their potential to overcome the barriers imposed by their reading difficulties, which, in turn, can promote their inclusion in school and/or their insertion in the professional world.

As complementary information, the platform also includes an updated list of references, a module with **key concepts about reading and literacy** and an appendix containing **tutorials** demonstrating step by step the written text conversions shown in the “**inclusive technology**” introductory video.

As for the content of the course, the important point is that it is in accordance to the **state of the art in the Science of Reading and Neuroscience**. Similarly, the technological resources employed in the “dislexiacampus” platform offer it a modern, sophisticated and inviting appearance. Multimodal technological resources are explored creatively and appropriately, generating materials that apart from their excellent quality, are attractive, versatile, **totally interactive and very didactic** (short videos about the topics covered in the course is the format adopted for content exposure). The user is called to participate by clicking, by choosing from the

available information what to watch, and by responding to questions, to which feedback is provided.

Once the course focus on consciousness awareness about dyslexia and on practical actions to promote appropriate learning and performance, both at distinct educational and labor levels, its language style, accordingly, reflects a reformulation and recontextualization of the scientific discourse. As such it is **accessible, concise and marked by explanations, exemplification, and summaries**. About practical issues related to people who register in the course, **certification** is granted to those that complete it accordingly to the specifications stated. Also, from the start, it is made clear to the students that the course does not replace professional diagnosis and/or treatment. The students are further advised that if, after their completion of the course, they recognize themselves or someone with symptoms associated with dyslexia, a professional should be seen for diagnosis and definitions of appropriate treatment.

Finally, “Herramientas para una educación inclusiva. Dislexia: desde el aula al mundo del trabajo” is an **exciting, engaging and resourceful initiative** that achieves its goals very well. It certainly raises awareness among teachers and the public about dyslexia and related matters.

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