Adult Students with Dyslexia at Work: an Experience from inclusion with Information Technology (IT).

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Adult students with dyslexia

- Dyslexia support has been put in place for students within educational establishments in Greece.

- However, there is a significant number of adult students with dyslexia in the Agricultural University of Athens (AUA)

- who are no longer involved in education and for whom an ongoing support is necessary to enable them to reach their potential in a world of increasing literacy demands.

The way of using IT

- Legislation 3699/2008 has led to significant moves towards inclusion with Information Technology (IT) in the lecture classrooms and laboratories.

- But IT use has been done with a lack of public recognition of the concerns and needs as articulated by adults with this invisible disability.

- The formation of voluntary group provides one model of support for adult students with dyslexia.

Theoretical background to the study

- **Specific learning disability known as dyslexia refers to a heterogeneous group of disorders,**
- **which are manifested by significant difficulties in acquisition and use of listening skills,**
- **speaking, reading, writing, reasoning or mathematical ability [7], [9].**

- (7)Drossinou, M. (2009). Vocational Guidance, Special Education students-disabled or students with special educational needs (SEN). In the book of Pedagogical Institute, School Career Guidance: A grade High School, Book for the professor, Part 3, (112-115). Athens: Ministry of Education, OEDB.
- (9) Lyon, Gr., Fletcher, Jm., & Barnes, Mc. (2003). Learning disabilities. In the books (Eds.), Handbook of Behavioral Disorders. New York: Guilford.

This paper examines

- the setting up of one such group and highlights issues involved in this process as the IT.

- The nature of the group structure and the support offered is discussed, including its impact on the individuals concerned.

- Also this provides an account of the initiation of a support group for adult students with dyslexia from AUA.

The micro-research project: where?

- The motivation behind this micro-research project was a perceived need in the university campus and in **the historical centre of Athens** where I have worked for a number of years (2001-2015) in various contexts:
  - as a special teacher for pupils and for adult students with disabilities and dyslexia,
  - as a dyslexia assessor and an Educational Study Support Tutor specially for the students with Dyslexia into AUA.
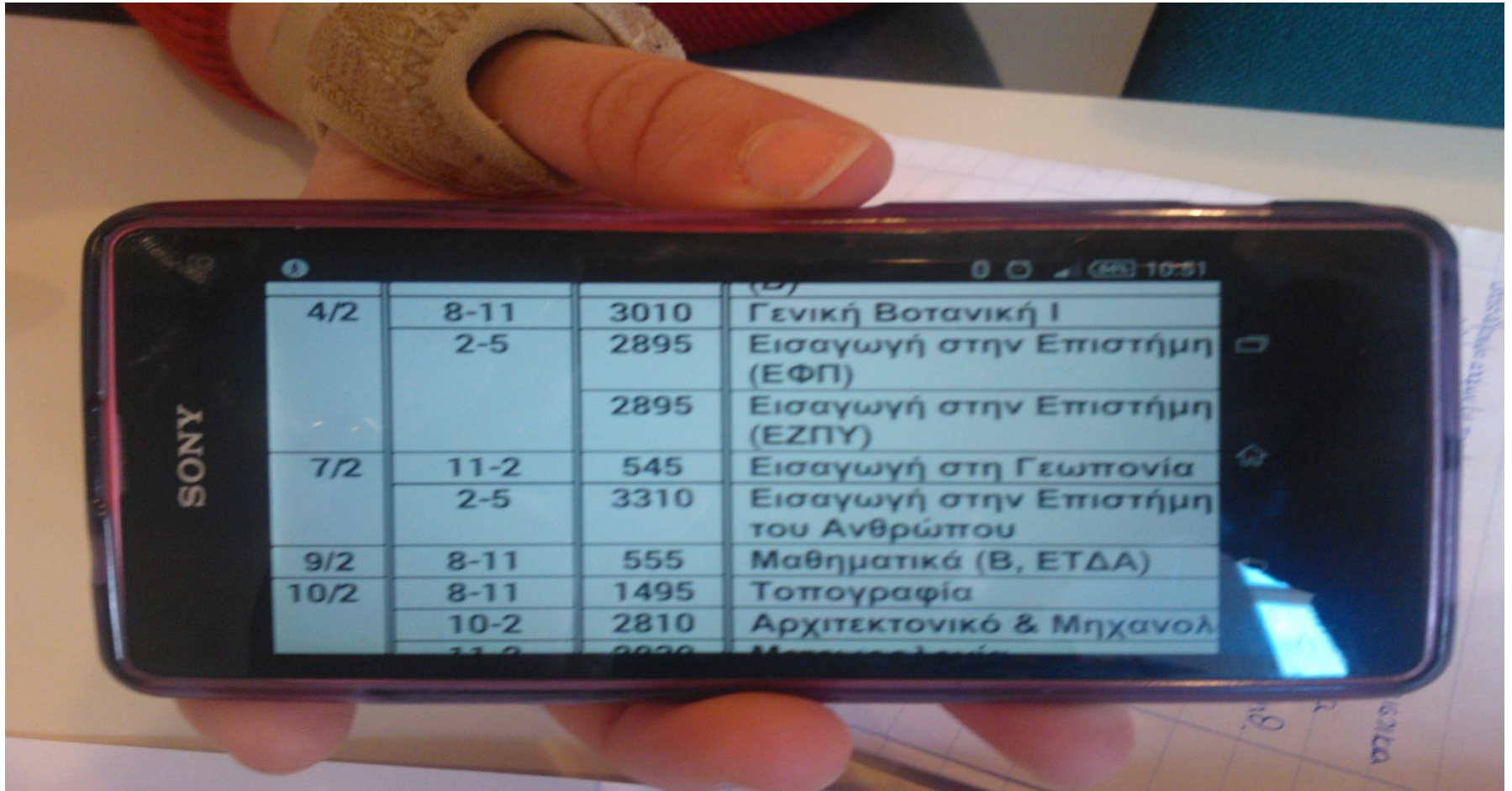
Methodology

- Our methodology used the systematic electronically recording and analysis of individualized teaching meetings with emphasis on developing metacognitive skills at management level, organization and planning study under in the degree program of the Agricultural University in order to have jobs.

- The techniques of special pedagogy applied methodology based on experience Grounded Theory to investigate and study of special education programs and social inclusion.

Methodology: mnemonic techniques

- Even studied data from small group workshops with emphasis the mnemonic techniques.

- In these monthly meetings we recorded the responses of students' experiential exercises mnemonic techniques and their experience of their efforts, which expressed with their own words and shared them with the group.

- Each workshop could have up to six students, who applied through the individual entry form of interest in the Career Services Office .

Individualizing the program…….

Methodology:
The individual session and group course

- Some of the adult students with dyslexia have supports from these university courses in the local and university workplace.

- I was involved in facilitating this and while the IT in the individual session and group course of the process wanted to record my experiences and findings.

Current lifelong learning and support for dyslexic adults in the local area. Do these meet the need for dyslexic adults?

- In Greece, national legislation clearly demonstrates commitment to the principle that inclusion for those with special educational needs, including dyslexia, transcends the world of education into the workplace.

- Because of the very nature of the business model, where management is expected to make profit, it is unlikely to provide the sort of support needed, as for the students for AUA and in most businesses it may be that employers have no knowledge of dyslexia or other specific learning difficulties.

Results

- In the results emerged the function of **individualized specific pedagogical intervention**, which seems to support the efforts of students to:

- work with IT,

- discuss and develop personal study and job search method,

as the students find that it facilitates the management of both specific learning difficulties such as visual and phonological decoding information and labor Engagement.

Inclusion for those who have special educational needs

Students referred to the Career Office and have requested for help to complete their studies successfully, including the work assigned to them as remunerated stage.

Some find it difficult to use the computer in search of work, while other students with dyslexia delay at getting a degree because they work.

What can we draw from this experience?

- It could be argued that
- **employers want skilled staff and**
- **not staff who needs supporting.**

- Because they do not know that dyslexia is recognized as a learning difference caused by underlying difficulties at a neurological level.

The inclusion of those who have dyslexia is less developed in workplaces

- For those members of the population who are still in an educational environment such as AUA, supportive IT mechanisms to help them cope with the increasing demands on literacy in both education and work are becoming increasingly well developed.

- Finally, commitment to the inclusion of those with dyslexia is less developed in workplaces.

- These tend to be driven by market forces which often make them less well placed to accommodate adults with diverse needs, as the dyslexia.

Discussion:
Develop metacognitive skills with IT

- Summing up the discussion of the management of specific learning difficulties with emphasis on the work we note

  - **the use of IT on production a written speech in a work language as metacognitive skills .**

- These are part of the special educational services and

   we point out that

  - **these are the most complex and multi-level cognitive processes.**

Discussion:
Develop metacognitive skills with IT

- The special supportive intervention for adult students with dyslexia concentrated on the knowledge of
  - **vocational reading and**
  - **metacognitive skills with emphasis to develop them with IT.**

- The skills unfold in phases of
  - **manuscript proscription,**
  - **writing and**
  - **transcription.**

Results

1. The manuscript proscription as metacognitive skills mentioned

    - in topic selection,
    - clarification of the objective of writing,
    - the concentration information from the lectures,
    - the notes of others,
    - the notes from internet and
    - the notes on particular work courses.

2. In this phase it is particularly important for them

    - to deposit ideas and
    - their concerns as to understand what, in the form of annotations.

Results

3. The metacognitive writing skills with IT adequately support the organization of ideas and scientific and professional knowledge on which work is continuing with the production of written text with coherence and sequence .

4. In this phase it is required the use of organizational strategies via IT, eg. enriching vocabulary to scientific terminology of agronomic course, composition and link research proposals to use the structural and morphological rules.

Finally,

- **The metacognitive skills transcriptions** focus on adults student with dyslexia self and control all components of manuscript writing with IT.

- Closing the debate on the development of metacognitive stress, we found that the student with dyslexia could help with IT to gain awareness of mental procedures.

- When in control, they can use it to learn a foreign language, to organize the work to be done, to follow the course of cognitive function and to evaluate the use of cognitive strategies with IT.

Many thanks for your attention

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