

Chapter 6

Web Portal:

Modern Way to Activation and Development of the Reader's Skills

ABSTRACT

The literacy portal offers space to the user for informal learning. The content and form follow the needs of the users. People with dyslexia participated in the design of the portal, which reflects the usefulness of the portal. It offered to strengthen the resilience and coping strategies with a focus on the key competencies outlined by OECD. The topic was uncharted territory at the beginning of the portal development. The chapter contains an assessment of the portal suitability as a way for activation and development of reader skills.

INTRODUCTION

This chapter aims to introduce the reader to the process of life-long learning with an emphasis on informal education. It points out that web portals, such as the Literacy portal could be a space that will enable individuals with dyslexia to engage in lifelong reading. The *Literacy* web portal has a subtitle to support *coping with the daily life of adults with dyslexia*. It is a space that has been built to support people in their learning. In chapter 3, the authors pointed out the barriers people with reading problems face not only in life but also in lifelong learning. In this chapter, the reader will understand how the Literacy portal reduces these barriers by not only offering training and

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learning activities in one space but also providing information on possible additional resources for learning and self-development. It helps users with finding a relevant assistance tool in the Helpful Tools section. The content and form of the portal were modified to maintain the correlation between user needs and supply through continuous feedback by research respondents throughout its development. The portal's offer targets and supports the needs of its potential users. The Literacy portal thus expands learning opportunities for development for people with reading difficulties.

The researchers started building the portal, particularly from the need to support the development of critical skills for the 21st century, as defined by OECD studies. It lays out effective strategies for developing and strengthening critical skills in three pillars:

1. relevant skills
2. support of skills
3. facilitation of effective use of skills

THE TARGET GROUP OF THE PORTAL

The researchers have defined the target group of the portal in the context of needs to support the development and strengthening of key competencies within the lifelong learning processes. It consists of people with reading problems that prevent them from working, transmitting, and applying the information and knowledge readily. It is not only limited to people with dyslexia, although the formal framework of the European research project Literacy also targeted a group of people with dyslexia. However, the researchers elaborated on their research study to expand this narrow target group to people who need reading support because of insufficient/weakened/underdeveloped reading skills. The research study took place in Hungary, the Czech Republic, and Israel.

According to The Organization for Economic Cooperation and Development study, up to 30% of adults need reading skills in some countries. The lowest levels of reading literacy in different countries range from 4.9% to 27.7% of the adult population. The lowest level of mathematical literacy reaches between 8.1% and 31.7% of adults. (OECD, 2013) The close link between reading problems and math problems is recalled by quoting a Literacy user:

"I don't know if this is related to a reading disorder, but in mathematics, I used to write D instead of 9, instead of 5 P, etc." (Literacy)

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