Chapter 10
The Topics and Improvements for the Functioning Strategies

ABSTRACT

Throughout the research, the literacy portal offered an individualized way towards education. It allowed testing of self-skills and competencies relevant for reading capability. The testing outcome was a cognitive profile of the user and the individualized offer for education based on it. In this chapter, the authors acquaint the reader with the parameters forming the cognitive profile and the types of training available in the portal at the time of creation. The authors focus on the results of the content validation of e-learning based on convenience, intelligibility, and time spent on the portal at the time of portal validation. The readers will find out what was evaluated with respect to the content of e-learning and what the results proved to be.

INTRODUCTION

The goal of the this chapter is to introduce, not just a process being used for an individualized way of learning, but also how these recommendations are set up to the readers. The e-learning topics were one of the directions that recommendations were aiming for. That is why the e-learning content was evaluated in several ways. Due to how survey respondents were individuals with dyslexia, the authors had to phase all validation into short steps to minimize the risk of excessive weariness that could influence the survey outcome. The validation was based on the users' willingness to work on themselves, read

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and comment on e-learning chapters, spend a minimum of three hours on the portal and become familiar with its entirety.

Users were requested to answer a brief questionnaire focused on using a web-based text reading tool directly implemented into the portal and whether they spent the required time there. Users have been able to comment on individual chapters of e-learning through two questions focused on the clarity and benefit of the chapter. Furthermore, they could write their own statement under the chapter. These statements were observed and, if repeated comments could possibly still be included, efforts were made to consider these statements. The whole process of portal development was dynamic. ICT experts have been working with experts on dyslexia. Adolescents and adults with dyslexia provided very useful data for the continuous development of the portal and feedback.

The cornerstone of effective learning is recognition of individual preferences in the learning process. Some important factors to consider are: The speed of visual information processing, how much effort the person must expend to process large amounts of information, what the speed and precision is of the work as well as the sense of purpose and capacity to plan one's work or the ability to retain new information. In the context of lifelong informal learning, it is all the more important to consider the barriers a person has in accessing their education. The Literacy portal was a place that provides users with a needed individualized learning path. The user could test his or her skills and competencies that are significant to master reading. Based on test results, the user was given personalized recommendation for appropriate e-learning topics and training cognitive functions. The user also had the option to set up the web interface according to his or her reading preferences, e.g., font, space between letters or colors.

TESTING PROCESS

The test system ("The CogScan®" test battery) developed by the Israeli colleagues from the company Anima Scan evaluated individual mental processes that reflect the necessary skills for optimal reading performance. These tests are based on neurocognitive knowledge of dyslexia. These are so-called CogScan modules (these modules are located at: https://www.animascan.com/) that provide information based on neurocognitive processes during testing. The user performance then maps out an image of individual strengths and weaknesses of the test subject."The CogScan®" test battery