



How to organize a curriculum to make it acceptable for dyslexic people

Effective methods to aid adult learners with dyslexia



Agenda Highlights

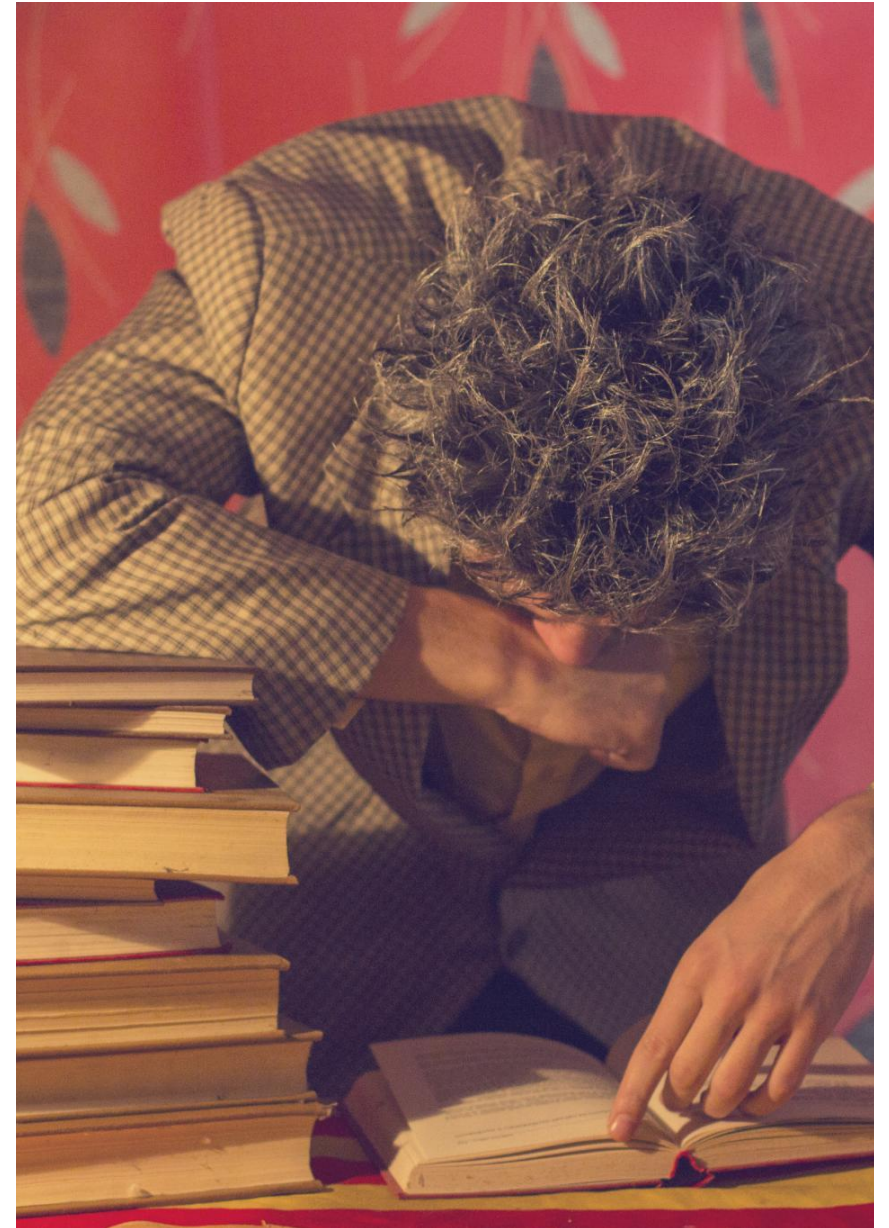
- A curriculum is the planned sequence of instruction and learning experiences in an educational setting, encompassing learning objectives, content, teaching methods, and assessments. The term can also refer to the totality of a student's experiences in the educational process or, in a different context, a curriculum vitae (CV), which is a detailed record of one's academic and professional background. A comprehensive curriculum includes the goals, content, and methods for a course, while a CV is a document for academic or research-oriented job applications.

**Setting an
understandable
sequences of
classes that
support the final
goal.**

Planned Sequence

Setting an understandable sequences of classes that support the final goal.

- The final goal is clearly defined from the start
- Each class has a clear purpose and learning outcome
- Skills are introduced before they are required
- Complexity increases gradually and predictably
- New content builds on previously learned skills
- Time is planned to allow repetition and consolidation
- Students know what they can do now and what comes next



BAD EXAMPLE

Classes are organised without a clear progression.

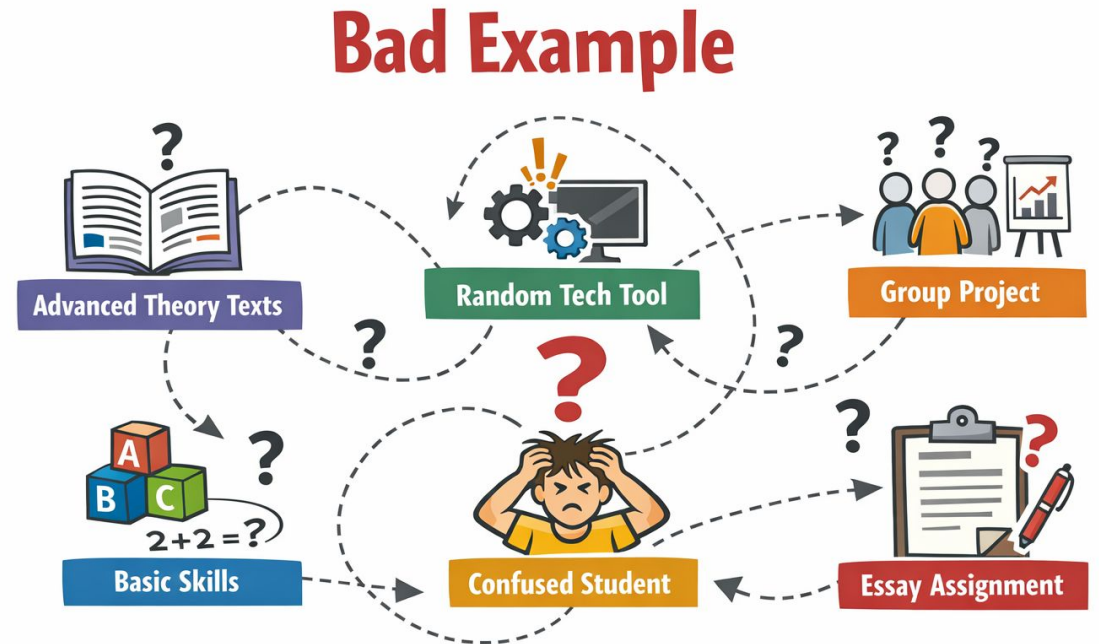
Students are asked to analyse complex texts before basic concepts are introduced.

New tools and methods are added randomly without prior training.

Each class feels disconnected from the previous one.

Students do not know what skills they are expected to have or develop.

Learning outcomes are unclear and difficult to explain to others.



GOOD EXAMPLE

Classes follow a clear and predictable sequence.

Basic concepts and tools are introduced first.

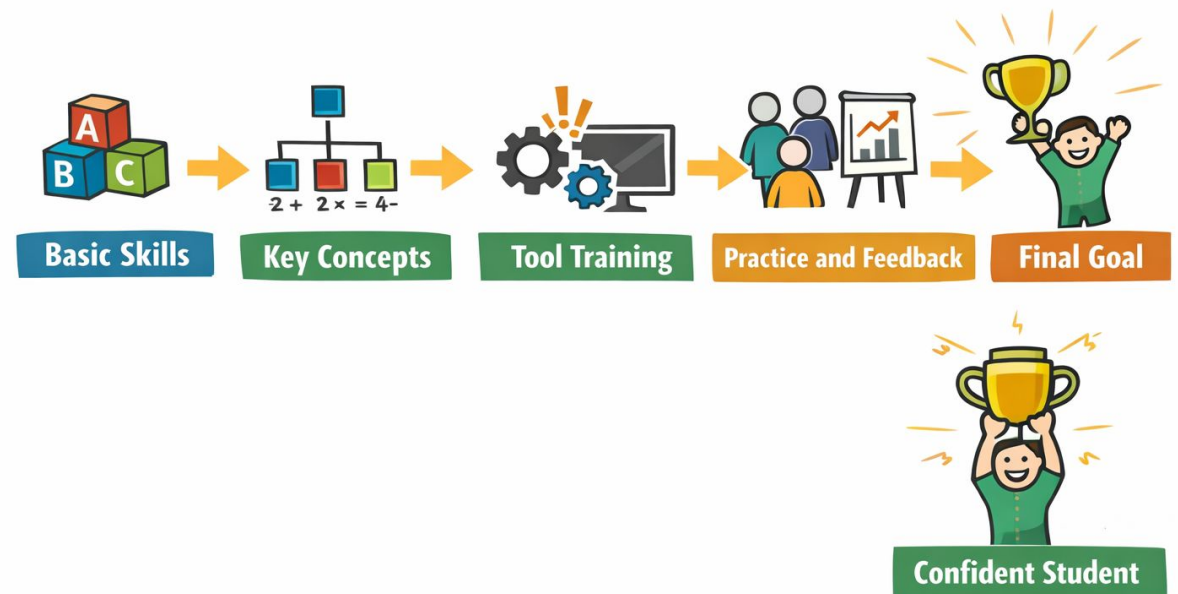
Skills are practised repeatedly before complexity increases.

Each class builds directly on what was learned in the previous lesson.

Students know what skills they already have and what they are working towards.

The final goal is visible from the beginning.

Good Example



Comparison

- Predictable
 - Skills creation follows in understandable sequence.
 - Instructors can plan, because they know what students know.
 - Students know what skills do they need for this class.
 - Time can be planned.
 - Students can tell their employers what new skills they have and they will be having.
- Unpredictable.
 - Skills don't built up on skills.
 - Instructor do not know what students know
 - Student do not know what skills they are required from the instruction.
 - Cannot plan time.
 - Students cannot predict what skills they can bring to the workplace.

Setting an understandable sequence of classes that supports the final goal

The curriculum is organised around a clearly defined final goal.

Each class has a clear purpose and prepares students for the next step.

Skills are introduced before they are required in assignments or assessments.

The level of difficulty increases gradually and in a predictable way.

Students always know what they have learned and what they are working towards.

Setting an understandable **sequence** of classes that supports **the final goal**



Clear learning goals and transparency

Learning goals are made explicit at the beginning of each class.

Students understand what they are expected to learn and why it is relevant.

Connections between lessons are explained clearly.

Transparency reduces uncertainty and cognitive overload.

Clear goals support motivation, planning, and confidence.



Structure, repetition, and predictability

Each class follows a recognisable structure.

Key concepts and skills are repeated across lessons.

Repetition is used as a learning strategy, not as remediation.

Predictable routines reduce stress and free cognitive resources.

Students can focus on understanding rather than decoding new formats.



Multimodal learning as a standard

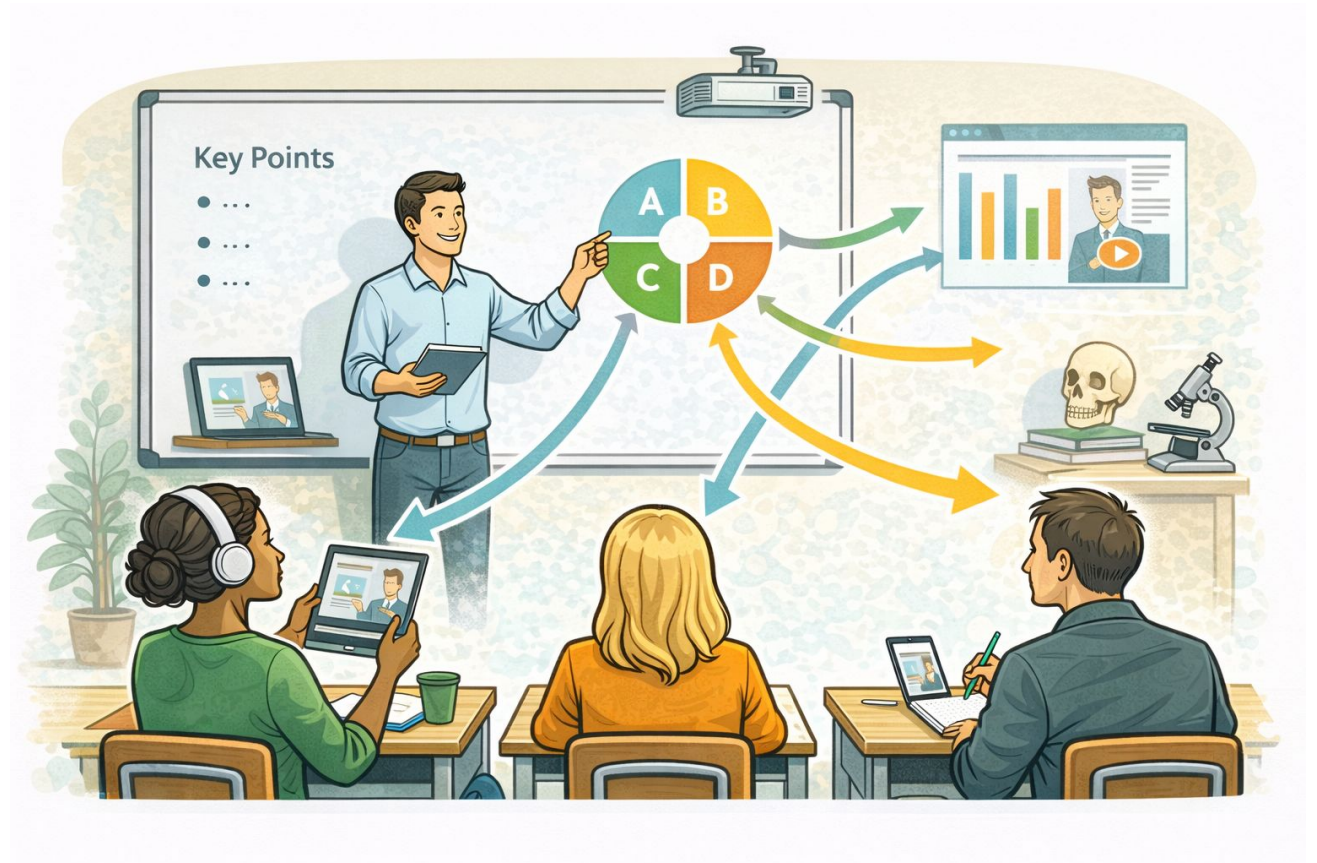
Information is always presented through multiple modalities.

Oral explanations support written text.

Visuals, demonstrations, and practical examples are integrated.

Learning activities allow students to see, hear, and do.

Text is supported by audio, video, or visual organisers.



Accessible and simplified language

Language is clear, consistent, and accessible without reducing academic level.

Complex sentence structures and unnecessary jargon are avoided.

Key terms are introduced gradually and used consistently.

Materials are available in multiple formats, including audio and video.

Assistive and AI-based reading tools are accepted and encouraged.



Continuous feedback and formative assessment

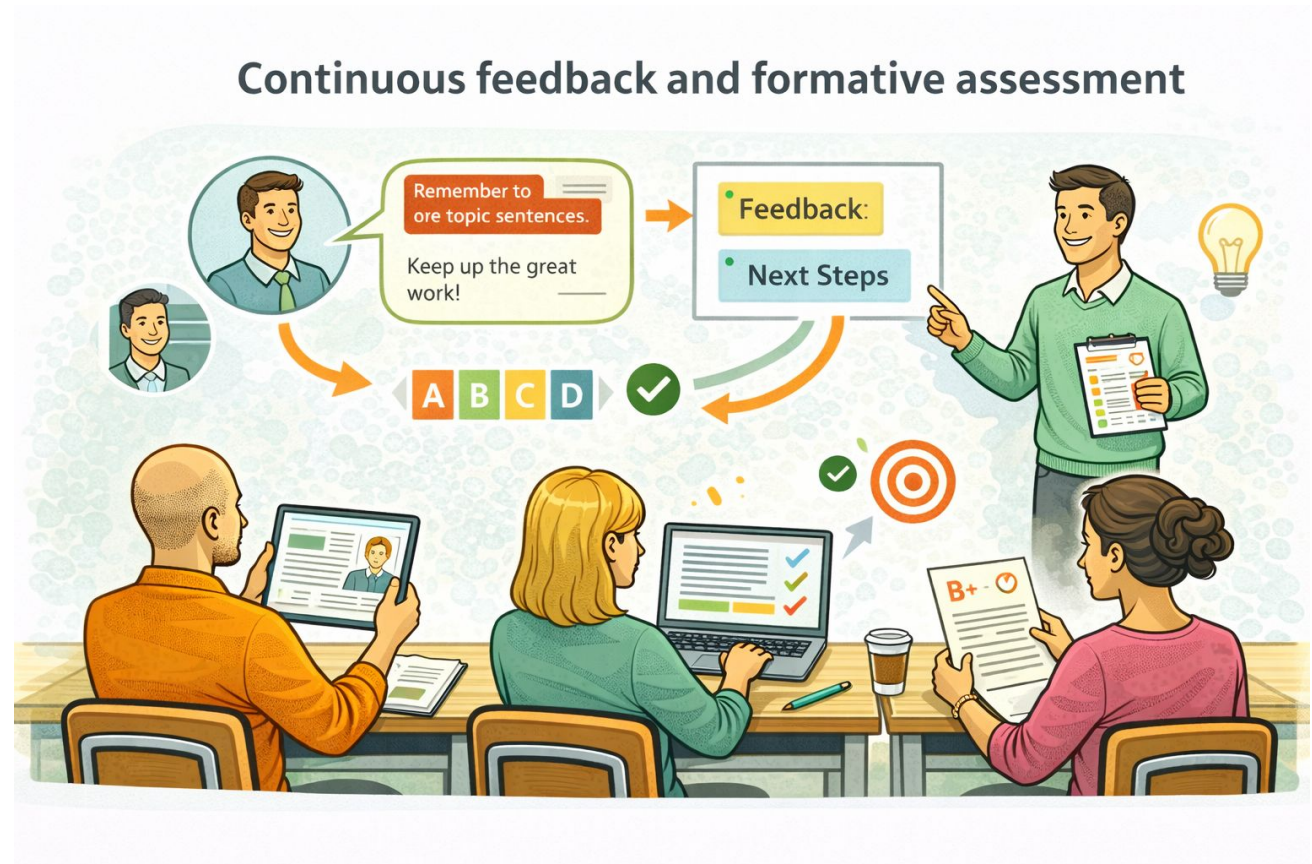
Feedback is frequent and focused on learning progress.

Assessment is integrated into teaching rather than separated from it.

Students can demonstrate understanding through dialogue, presentations, or practical tasks.

Spelling and writing speed are not the primary focus of assessment.

Formative assessment supports confidence and long-term learning.



Learning experiences



Learning experiences

Access to appropriate tools is essential for success and should be an integrated part of the curriculum.

Students should be explicitly taught how to use basic AI tools to support learning, reflection, and self-correction.

These tools enable immediate feedback, reduce language barriers, and support deeper engagement with content.

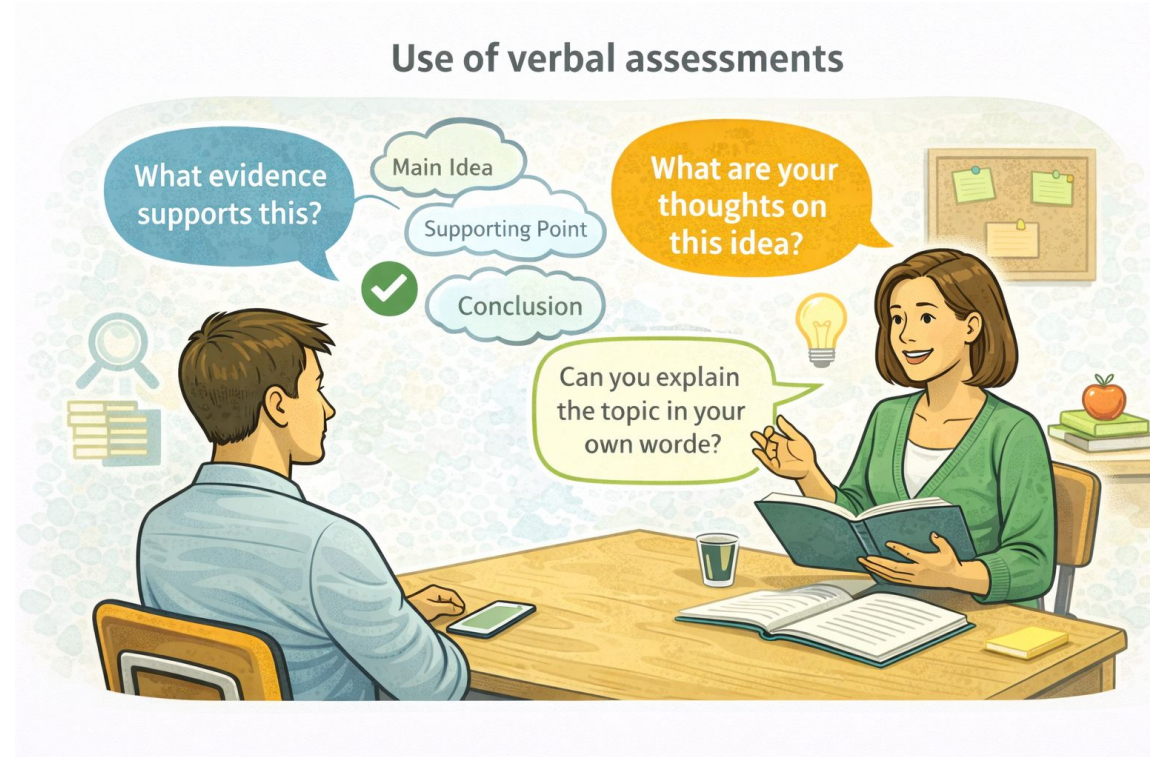
Formative assessment becomes a natural part of the learning process rather than a separate evaluation activity.

Use of AI tools

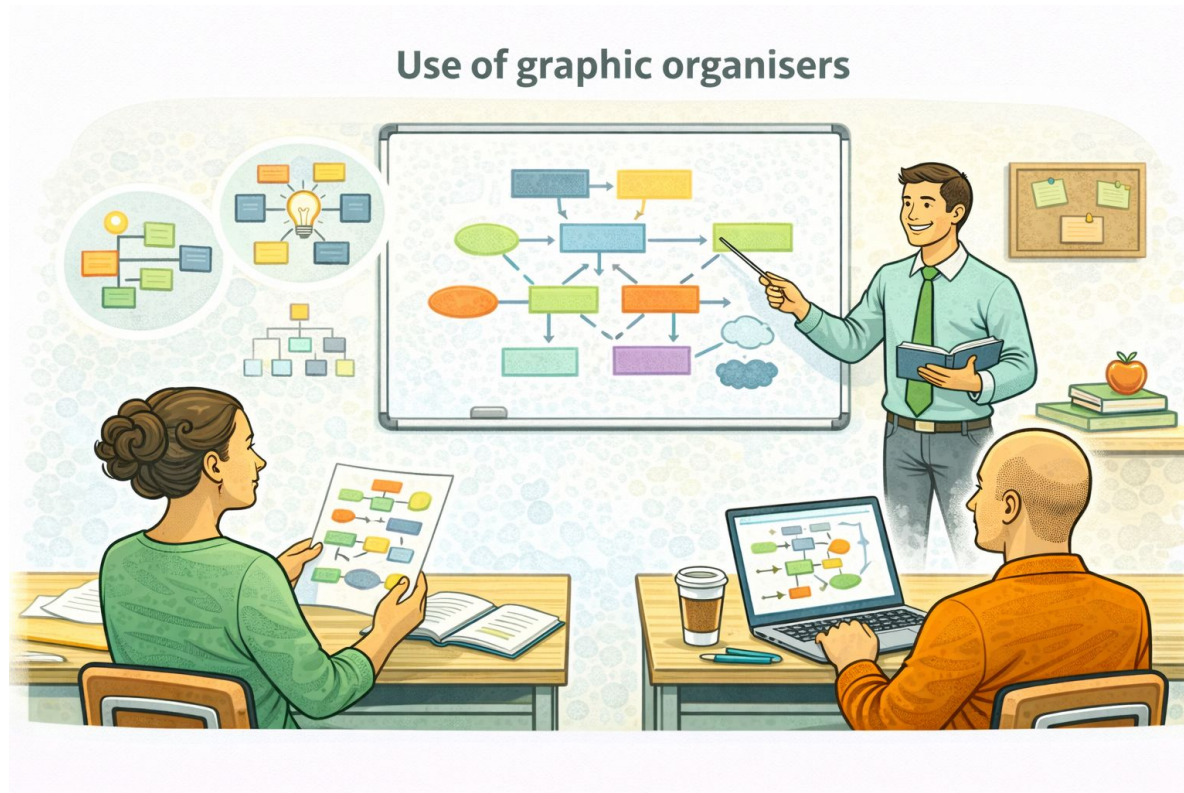
- Takes away a complicated step - creating language.
- Saves time and energy.
- Gives students confidence.
- Gives more creative thinking.
- Help student to get deeper into the content.
- Every student has a “private” tutor.
- Brainstorming ideas and content.
- Good summaries of files and meetings.
- OCR tools can make event old text readable.
- Translation tool.
- Chat GTP
- DeepL
- Microsoft copilot
- AI partner for zoom
- Google gemini
- Canva AI
- Photoshop AI
- Adobe AI
- Writer AI

Use of verbal assessments

- Presentations and demonstrations.
- Small group discussions
- Verbal exam
- Debates
- Question - answers during classes.
- Information given in video or audio format.



Use of graphic organisers



- Flowcharts
- Hierarchical charts
- Venn diagrams
- Puzzles
- Pictures
- Tables
- Relationship mapping
- Color codes

Teaching methods

Teaching methods



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- Emphasising video and oral rather than text.
 - Practical examples and demonstrations.
 - Use of graphic organisers.
 - More small group discussions rather than a lecture.
 - Given accessibility of recorded text.
 - Given accessibility of recorded lecture not only slides.
 - Structured class plans.
 - Accommodated assessments.

Assessments



Accommodated assessments

- What being assessed is clear.
- In forms that use student strengths.
- Marking and grading of the assessment is clear and understandable.
- Possibility of using accommodation.
- Possibility of verbal assessment.
- Enabling choices for students.

ALL OF THESE ACCOMMODATIONS ARE USED CONSISTENTLY.

Strengths of Dyslexia and Leveraging Them in Education

Harnessing the Strengths of Dyslexia

Creativity in Dyslexia

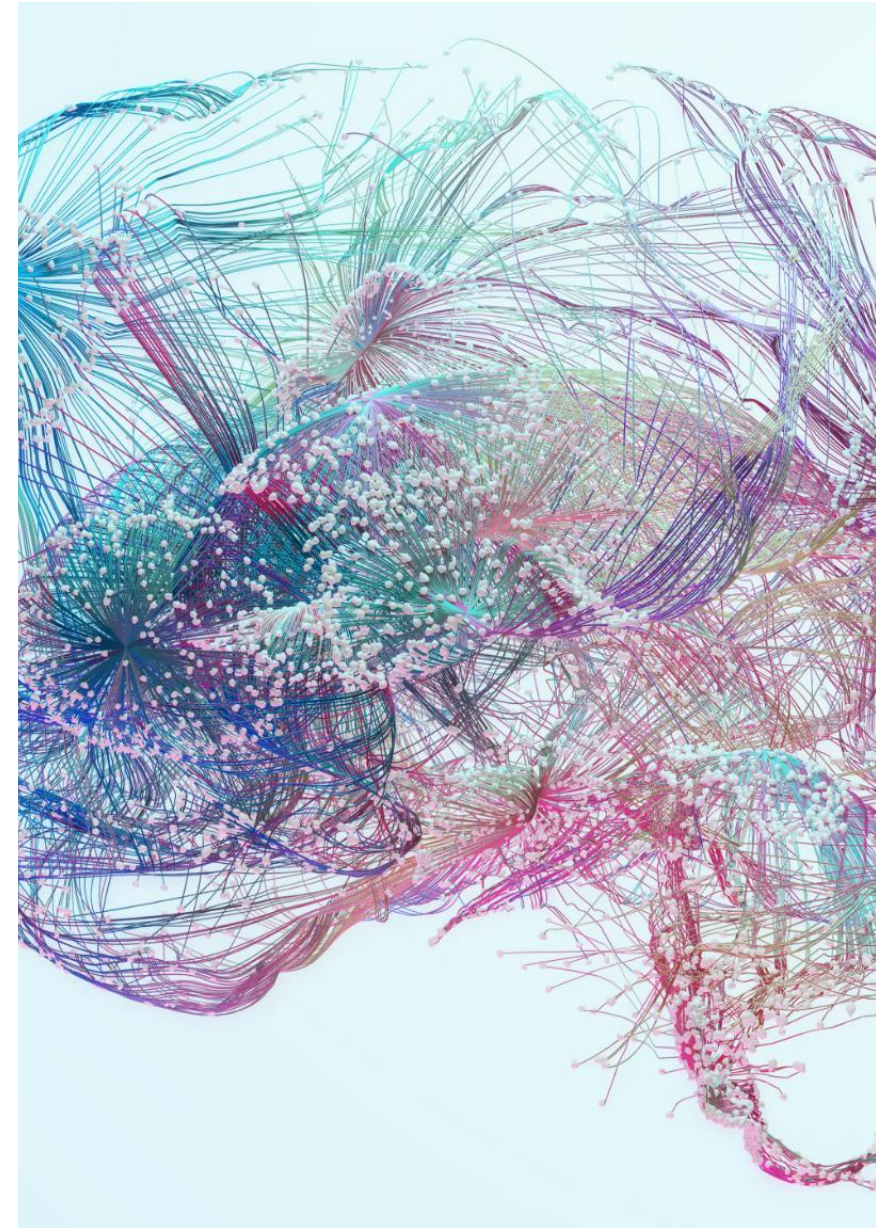
Dyslexia often enhances creativity, encouraging unique ideas and innovative thinking patterns.

Problem-Solving Skills

Individuals with dyslexia excel in problem solving by approaching challenges with original perspectives.

Building Learner Confidence

Supporting dyslexic strengths boosts learners' confidence and helps achieve academic success.



Encouraging Creativity, Problem-Solving, and Unique Perspectives

Promote Innovation Activities

Engage learners in activities that inspire new ideas and creative thinking.

Enhance Critical Thinking

Encourage learners to analyze problems deeply and develop effective solutions.

Showcase Diverse Talents

Allow learners to express unique perspectives reflecting their cognitive styles.



Conclusion

Recognition and Communication

Recognizing dyslexia and using thoughtful communication are crucial for supporting adult learners effectively.

Inclusive Curriculum

An inclusive curriculum accommodates diverse learning needs and promotes accessibility for adults with dyslexia.

Varied Teaching Strategies

Using varied teaching strategies and adaptable tasks helps meet individual learning preferences and strengths.

Valuing Strengths

Valuing the strengths of adults with dyslexia fosters confidence and effective learning experiences.