



DESSDYS Pilot Study

Results

Where: the school



- Technical Economical Institute “R. de Sterlich” – Chieti Scalo (Italy)
www.desterlich.ch.it
- It's an high school of 500 students with hi-tech resources
- It has a group of specialized teachers (H-Group) who aid and follow students with various learning difficulties (almost 1 tutor per each student)

Who: the target



- **Group A:** 11 learners with various learning difficulties
- **Group B:** 13 learners with unknown learning difficulties
- All learners post-16
- **Tutors:** 10 H-Group teachers

Tutors who support students with severe disabilities did not participate to the pilot study.

When: the period



- Pilot study started on Nov 2010
- The teachers involved were informed about the DESSDYS project
- Pilot study ended on Feb 2011, 14th

How: the method



- We gave all DESSDYS material to teachers and students involved in the pilot study on paper:
 - Tutors guide (Joe Higgins)
 - Learning skills (Ian Smythe)
 - Templates (Daniela Boneva)
- Furthermore we showed the DESSDYS site www.dessdyes.eu and the e-book versions of the material (available in italian)



How: the tools

- At the end of the period we submitted two checklist:
 - One for tutors
 - One for learners
- Each checklist is composed by 20 questions
- Each question has 5 answers:
 - 0: Never
 - 1: Seldom
 - 2: Sometimes
 - 3: Often
 - 4: Always

How: the questions



- The set is composed by two groups of questions:
- **Group S:** 8 questions about software tools and assistive technology suggested
- **Group H:** 12 questions about hints for better study and increase learning abilities

DESSDYS: STUDIO PILOTA - DOMANDE PER I DISCENTI

DESSDYS: pilot study - Questions for learners

DOMANDE Questions	MAI Never	RARAMENTE Seldom	QUALCHE VOLTA Sometimes	SPESSO Often	SEMPRE Always
Variare il colore dello sfondo durante la lettura è risultato utile? <i>Changing the background color while reading was useful?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le procedure indicate per facilitare la memorizzazione sono risultate valide? <i>The procedures set out for easy storage appear to be valid?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si è trovato vantaggioso conoscere il proprio stile di apprendimento? <i>It has been found beneficial to know your learning style?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'uso delle "mappe concettuali" ha agevolato l'apprendimento? <i>The use of "concept maps" has facilitated learning?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E' stato semplice utilizzare lo strumento IkonMap per costruire una mappa concettuale? <i>It was simple to use the IkonMap tool to construct a concept map?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sono stati utili i consigli per personalizzare il proprio stile di scrittura al computer? <i>Have been useful the tips to customize your style of writing on the computer?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'uso delle mappe concettuali ha facilitato lo svolgimento di una ricerca? <i>The use of concept maps has facilitated the execution of a research?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si è acquisita maggiore sicurezza nella esposizione delle lezioni strutturandole con delle mappe concettuali? <i>It has become more confident the exposure of structured lessons with concept maps?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sei riuscito a migliorare la leggibilità di un testo variando il font? <i>Were you able to improve the readability of a text by changing the font?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'uso del software post-it è risultato utile per prendere appunti e organizzare i propri impegni? <i>Use of the post-it software was helpful to take notes and organize your schedules?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le indicazioni per gestire il tempo (sia a scuola che il tempo libero) sono risultate utili? <i>The indications for time management (both at school and leisure time) were useful?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si è provato con successo il metodo Cornell per prendere appunti? <i>Do you have successfully tested the Cornell method to take notes?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Si sono ridotti i tempi di stesura di un testo scrivendolo secondo le indicazioni fornite? <i>Did you reduce your time writing a text by writing as recommended?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hai trovato utili i modelli proposti? <i>Did you find the proposed templates useful?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sei riuscito a gestire la progressione degli argomenti in vista di un esame? <i>Were you able to manage the progression of the arguments regarding an exam?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
L'utilizzo dei correttori grammaticali è stato utile? <i>The use of grammar checkers was helpful?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
La conversione del testo scritto in conversazione orale ha facilitato la comprensione del materiale di studio? <i>The conversion of written text in oral conversation facilitated the understanding of the learning material?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E' stato utile l'uso del "righello" per leggere con più facilità sullo schermo del PC? <i>Did you find useful to use the "ruler" to read more easily on your PC?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Le indicazioni fornite sono servite a facilitare la tua abilità nella lettura? <i>The indications that you were given did facilitate your reading capabilities?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hai trovato utili i promemoria online? <i>Did you find useful the online reminders?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

DESSDYS: STUDIO PILOTA - DOMANDE PER I TUTOR/INSEGNANTI
DESSDYS: pilot study - Questions for tutors/teachers

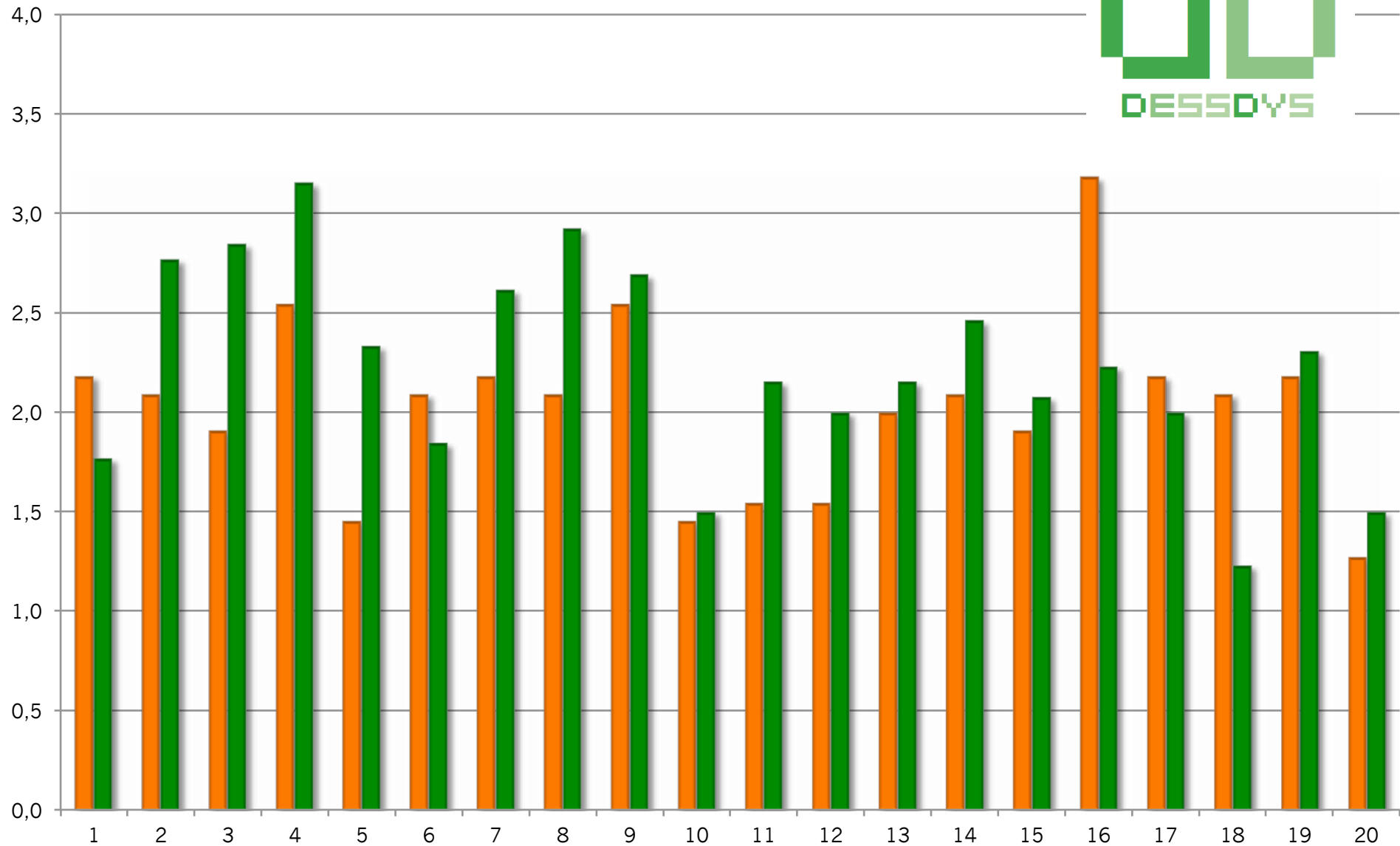
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E' stato semplice per lo studente utilizzare lo strumento IkonMap per costruire una mappa concettuale? <i>It was simple for the student to use the IkonMap tool to construct a concept map?</i>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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Data analysis

From the comparison between the two groups of students we can observe that:

- Students with learning difficulties slightly prefer software tool suggestions
- Students without learning difficulties slightly prefer conceptual hints

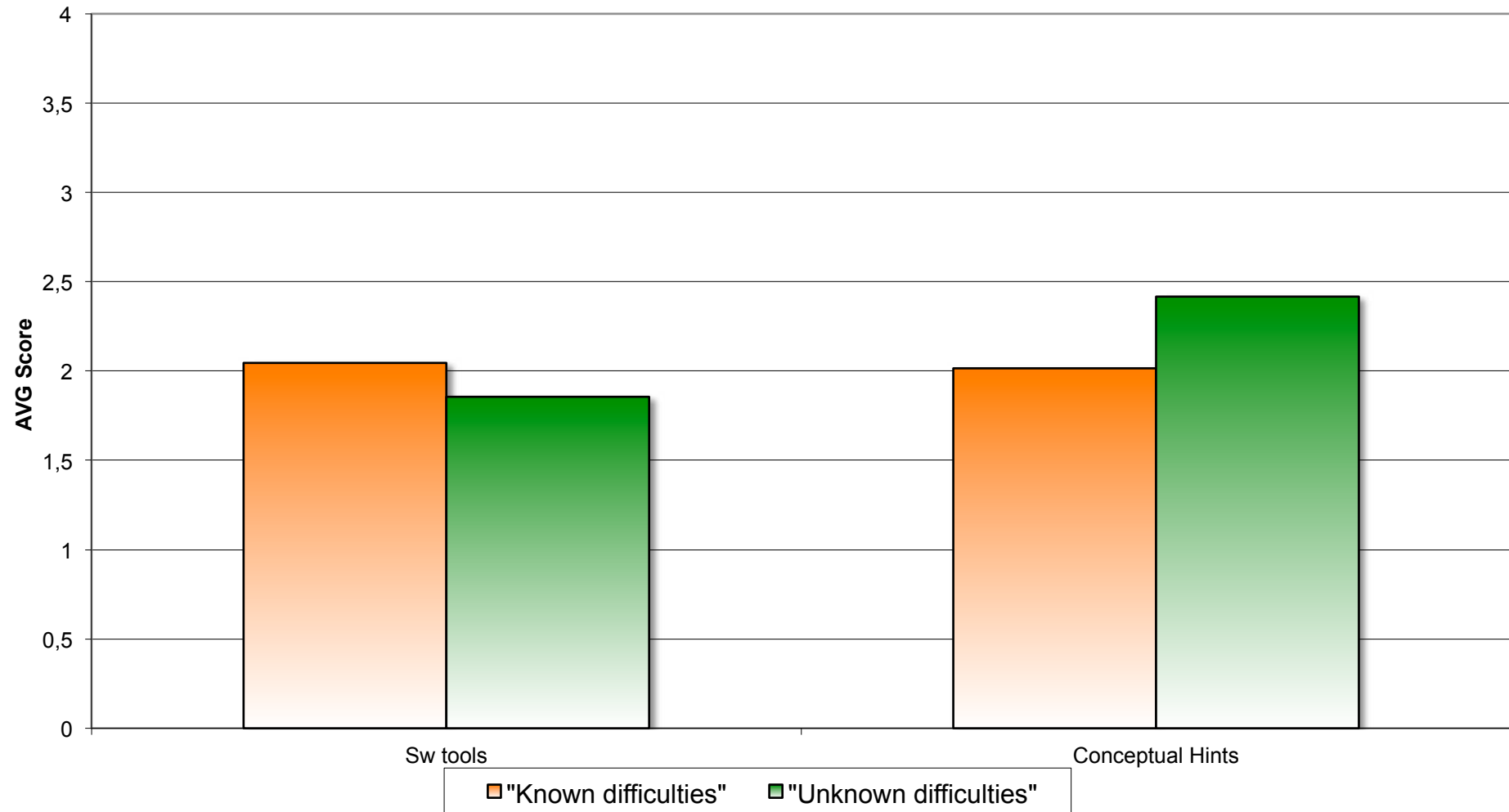




■ Learners with difficulties ■ Learners without difficulties



Comparison between groups of learners



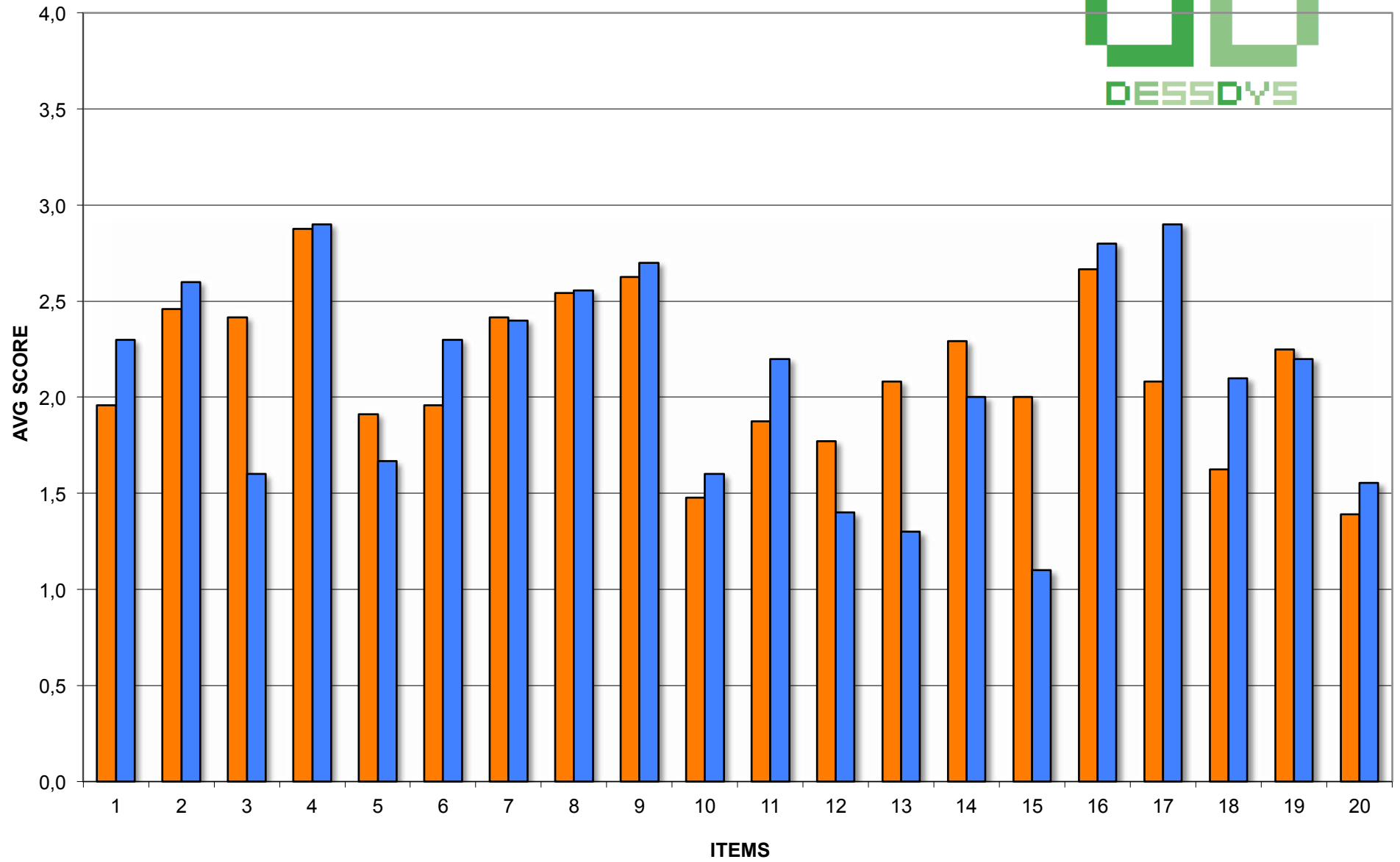
Data analysis

From the comparison between the two groups of questions (considering the whole set of students) we can observe that:

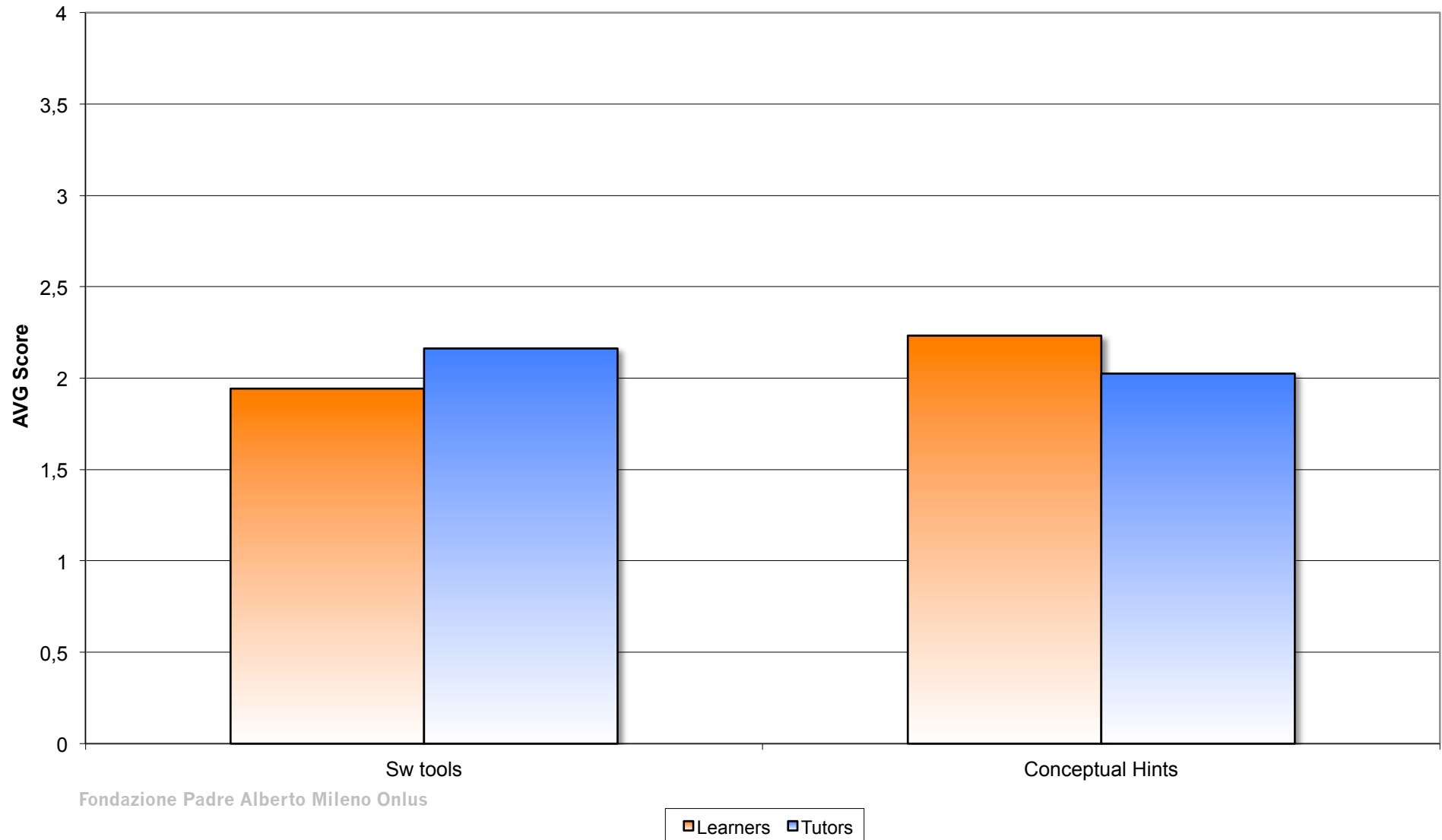
- Students slightly prefer conceptual hints
- Tutors gave almost the same valuation both for the software tools and for the conceptual hints (with a very slight preference for sw tools)



Average Scores Comparison



Software tools / Conceptual Hints Comparison



Global evaluation

- Average score for the whole set of learners: **2.13**
- Average score for the tutors: **2.11**



We can consider an average global score of more than 2.00 points that is equivalent to a comprehensive target opinion of usefulness: “more than sometimes”.