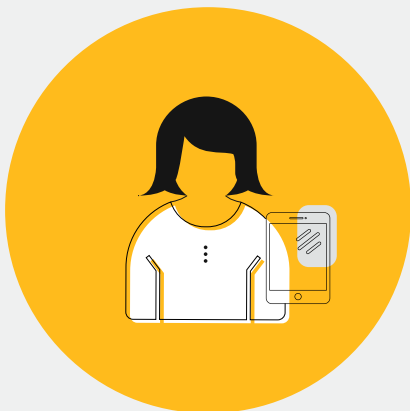


The benefits of reading onscreen for dyslexic learners



A case study: Ana's* story

Ana is in Year 8 and has Dyslexia. She spoke to us around her lack of confidence and anxieties when it comes to reading (and exams) that stemmed from primary school. In particular, she said that she was embarrassed that she couldn't keep up with her peers in regard to reading.

Ana told us that when she was in primary school, she would pretend to read books in class that her peers were reading – books that she was unable to access – so it looked like she was able to keep up with her classmates.

Her challenges around reading began to translate into anxieties about her GCSE exams, that she wouldn't be taking for at least another 5 years!

"I thought I was so different like, weird..."

Once she came to secondary school and was given a device, she talked about how this changed her relationship with reading.

Crucially, she could now read onscreen without others seeing what she was reading or the pace at which she was reading, helping to alleviate the stigma she previously felt.

* Ana is a pseudonym for a student we interviewed.

"I can read without letters doing backflips..."

Reading onscreen also helped to alleviate some psychological barriers:

- A digital book can be less intimidating than a physical copy where the number of pages to read is more visually apparent.
- With physical books, it's easier to compare against the progress of peers (e.g. how many pages they have read) whereas this isn't as apparent when reading digitally.

She expressed a preference for reading digitally and spoke of the impact digital devices have had in terms of increased independence and autonomy in her own learning journey.

"...I feel more grown up and...go on Google Classroom and find slides myself...find what I needed."