

**Eötvös Loránd University Faculty of Education and Psychology**

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**PhD Dissertation Summary**



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**The Situation of Dyslexic Students in Higher Education in Hungary**

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## Introduction, the issue

People with disabilities are still discriminated against in many ways today. Some 80 million people with disabilities live in the European Union (*European Commission*, 2011) The EU is therefore paying close attention to improving the social situation of people with disabilities in its employment and social policies (*Halász*, 2004), through the Strategy of Equal Opportunities for Persons with Disabilities, taken effect in 1996, and the publication of the Report on Disabled People (*European Commission*, 2000). In 2000, the Council of the European Union issued a directive which legally obliges Member States to improve the labor market situation of persons with disabilities and to promote equal opportunities in the workplace; the Action Plan for Disabled Persons (2010) defined these obligatory actions (*Council of the European Union*, 2003).

A further form of highlighting the social equality of people with disabilities is the Convention on the Rights of Persons with Disabilities (CRPD, hereinafter refer to as the UN Convention, which Hungary ratified in 2007. The UN Convention seeks to ensure the fundamental rights of persons with disabilities and to provide the framework for the widest possible implementation of social inclusion and integration. The signatories of the convention are clearly committed to the fundamental values of humanity by assuming the importance of social inclusion and integration. Article 19 of the UN Convention is of great importance for social inclusion and Article 24 of the UN Convention is significant for access to learning for all. (*UN*, 2006)

People with disabilities, due to their situation, need more support and attention to guide their individual lifestyles and their social integration. And indispensable condition for this is the sensitivity of society, greater empathy for people with disabilities, and helpful adaptation. Institutional education is a decisive factor in unfolding the skills of people with disabilities, which contributes greatly to the success of independent living, labor market participation, the establishment and development of the necessary competences (*Bánfalvy*, 2014) Lifelong learning is a fundamental human right for all people, people with disabilities, including those diagnosed with dyslexia.

The increase in the number of diagnosed dyslexic persons, learning difficulties, including the increase on the frequency of learning problems has enhanced the focus on dyslexia in Hungary.

Based on the data from the Higher Education Information System in Hungary, the number of dyslexic students in higher educational institution in the academic year of 2015/2016 is close to 650 (648) (*FIR*, 2015), which shows an upward trend over several years. This makes it necessary for institutions to pay more attention to supporting successful completion of dyslexic students' studies.

Despite the increase in the legal background and the number of dyslexic students studying in higher education, the state of students struggling with dyslexia in higher education is still poorly researched and unknown in Hungary, with few publications on this subject. Our research seeks to answer the following questions: How do dyslexic students see their own situation? How well are they aware of their rights and what difficulties do they face in their higher education studies? To what extent do they find the acceptance of the institution as special needs students satisfying? What is their opinion of the teachers and heads of institutions working in higher education about the presence of dyslexic students?

In the selection of methodological tools during the research, we sought to increase the level of participation of the persons involved and wanted the opinions of all parties validated.

The study of the situation of dyslexic persons studying in higher education affects several fields of science, so the processing of the theoretical background as well as the empirical research requires an interdisciplinary approach. Accordingly, we sought to look at the pedagogical, medical, andragogical, psychological and sociological sources of the subject, and to take these results and aspects into account in the empirical studies.

# 1. Theoretical background

About 22,750,000 people in the European Union live with dyslexia. Dyslexic individuals are serious economic burden for countries due to under-education, early school leaving and psychological vulnerability. For example, the English economy is burdened by the provision and support of a dyslexic population of about one billion pounds annually (data from the Dyslexia Institute UK, Neurodys; cited by *Smythe*, 2011).

The legal status and opportunities of dyslexic students were first regulated in Hungary by the Hunger Education Act, which came into effect in the spring 2006 and Government Decree 79/2006 (IV.05) (*Sarkadi*, 2008).

The 2011 Law CCIV. on National Higher Education requires the focused attention on the studies of the student; ensuring individual treatment, respect for their dignity and rights and ensuring equal opportunities in recruitment and higher education studies. The law allows for positive discrimination based on their special needs for the successful completion of their studies.

The definition of dyslexia differs from country to country and from field of science to field of science. Neuropsychology, for example, considers dyslexia as a collective concept, which “leads to the same problem in a diverse composition, i.e. severe reading disorder” (*Csépe*, 2005. 211.). Dyslexia is not just a problem of writing, reading and comprehending texts. Dyslexia develops a specific skill profile that affect learning processes, social relationship and emotional life (*Falzon and Camilleri*, 2010). Moreover, the number of dyslexic children is far from negligible (about 10%), and the involvement of dyslexia is becoming increasingly prominent. Dyslexia is certainly one of the most common neurological disorders that can be observed in the school population (*Barbiero*, 2012). Since dyslexia does not disappear in adulthood it is also prominent in the older layer(s) of society. It affects basic cultural techniques (e.g. reading, writing) thus has an impact on career choices, social life, self-esteem, psychological state and workplace effectiveness of the person concerned (*Firth*, 2013, *Glazzard and Dale*, 2015).

In the twentieth century, with lifelong learning becoming more universally applicable, adult learning with its all three forms (formal, non-formal and informal) (*Memorandum on Lifelong Learning*, 2000) were highlighted in addition to childhood learning. The new pedagogical paradigm focuses on the learner and the effectiveness of the learning process, appreciates and enriches the

arsenal of learning methodology, which monitors the individual learning characteristics, previous knowledge acquired during life-long studies (*Simándi, 2016*).

The urgent need to extend lifelong learning has focused attention on adult target groups with learning difficulties, including dyslexic adults. Dyslexic adults, especially the majority of 35 year olds, have not been diagnosed with dyslexia and have not received any professional development. For adults with dyslexia, lifelong learning is a great challenge, and due to their specific skill structure, their learning paths are usually fraught with failure, often at the periphery of society. Their labor market competencies are weaker than the non-dyslexic population; their adult learning is limited in terms of motivation and opportunities (*Kraicné Szokoly, 2012*).

People with dyslexia in full time or part time university training are more likely to have advanced cognitive abilities that allow them to cope with writing and reading disadvantages (*Mapou, 2008*). They successfully overcome obstacles in their admission process, learn their difficulties with their intellectual abilities and diligence (*Hadjikakou and Charter, 2008; Madriga et al, 2010*). In addition to the use of compensation strategies, they rely heavily on their intellectual abilities, but the support and assistance of family and friends is not negligible either (*Pino and Mortari, 2014*).

The increase in the number of dyslexic students implies the need for higher educational institutions to change their approach and methodological enrichment. Institutions need to review their equal opportunities policies and practices, continuously monitor the educational methods used and the effectiveness of the learning environment. It is becoming increasingly important to know the strengths and weaknesses of student, especially those that are crucial to learning (*Mortimore and Crozier, 2006*).

Dyslexic students, despite their average or above-average cognitive abilities face serious challenges in their higher education studies. Taking notes along while listening to lecture, interpreting slides with too much information, ignoring distracting visual and auditory stimuli all require a lot of effort and concentration (*MacCullagh, Bosanquet and Badcock, 2016*).

Their learning success depends to a large extent on their teaching and learning methodological skills, their attitudes towards students with special learning needs, and the inclusive approach of the institution. Teachers who have not yet worked with dyslexic students find it difficult to imagine the situation of the students involved and the characteristics of their learning difficulties (*Cameron and Nunkoosing, 2012*). In many cases, instructors are skeptical about

dyslexia. Many people think that dyslexia is just an escape route for students to get discounts. This belief basically determines the relationship between the instructor and the dyslexic student and the quality of learning (*Riddle, Tinklin and Wilson, 2006*).

One of the important cornerstones of dyslexic students in higher education studies is the sympathetic and professional support of the instructors. Learning about learning difficulties enables teachers to build their courses to meet the needs of the students (*Glazzard and Dale, 2015*).

It is advisable for instructors in higher education to follow the educational organization procedure that corresponds to both dyslexic and other students (hand-out, simple formulation, multimodal learning organization, summary, partial summary (*Pavey and Meeham, 2010*).

## **2. Research questions, assumptions**

The hypotheses are divided into three categories:

- How do one-on-one students experience their dyslexia within their institution (instructor and administrative site),
- Secondly, how do students experience their supportive efforts in higher education institutions,
- Thirdly, we examined the legal background for institutions and students.

### **2.1 Dyslexic student viewpoint**

The first hypothesis (in fact, the hypotheses) examines the effective manifestations of the students' difficulties, so their personal communication is interesting in terms of what statements can be made, taking into account their attitudes, both within the institutional framework and within the institution.

**The learning biography of dyslexic young adults is characterized by learning difficulties and failures.**

It is assumed that dyslexic young adults admitted to higher education suffer from learning difficulties due to their previous learning difficulties, failures and dyslexia, and need special learning support.

### **2.2 Higher education viewpoint**

We examine the second hypothesis from the institution's point of view, what kind of institutional assistance attitudes are presented towards the students from both the side of the institution and from the side of the instructor?

**Higher education institution professionals (trainers, disability coordinators) and pupils are not prepared to meet the specific learning needs of dyslexic students and to implement specific learning support.**

We assume that there is no established practice in higher education institutions (unified protocol) on the way of special learning support, personal and material conditions usually do not provide the possibility and realization of special learning support for dyslexic students.

The above hypothesis is examined for three target groups (trainers, students, disability coordinators):

- **a. We assume that learning support is dependent on the individual sensitivity of educators / workers.**
- **b. It is assumed that students generally indicate their difficulty due to dyslexia.**
- **c. It is assumed that the appointment of disability coordinators in higher education institutions does not automatically imply their preparedness to deal with the persons involved, to fully meet their learning needs**

It is important to note that these three sub-questions in themselves mean: in spite of institutional steps being taken to provide assistance, instructors, workers in the institution do not receive information, training and direct assistance on how to deal with dyslexic or other learning difficulties.

Most of the instructors usually have not met a dyslexic student or are not aware of it, because a “well-functioning” dyslexic student tends to conceal his / her learning difficulties in order to avoid discomfort. Instructors are less familiar with the difficulties and learning problems of dyslexic students (*Cameron and Nunkoosing, 2012*).

Students who are admitted to higher education in some ways maximize their abilities, have good intellect, are motivated and take on the additional burden of higher education studies (*Madriaga et al., 2010*). However, the failures suffered during previous studies do not pass without trace, they also come up in the forms self-destructive remarks, low self-esteem and they get into unpleasant situations due to their special needs, or they get stigmatized, and they are dependent on the benevolence and support of teachers and students (*Riddick, 2010*). Although registration with disability coordinators entails the availability of certain discounts, it is not



certain that the teachers will be aware that a dyslexic student is attending their class. Without this information and proper pedagogical skills, not all teachers can - or want to - adapt to the specific needs of the student.

It also induces the examination of the third issue, which takes into account the use of the legal powers and possibilities of the institutions.

## **2.3 Legal options**

It is important to know that many measures have been taken in Hungary to help disadvantaged students (*Act CCIV 2011 on National Higher Education*). The Law on Higher Education legally provides for the possibility of learning support, but students are not or only partially familiar with this opportunity.

**It is assumed that the majority of the students interviewed during our study do not indicate dyslexia to the institution and disability coordinators inaccurately.**

In many cases, students experience learning difficulties related to their disabilities as a stigma that excludes them from student communities. It constitutes an almost insurmountable obstacle to their learning success, restricts their social roles and hinders their integration into university life. For this reason, if they have the opportunity, they do not talk about their learning difficulties, avoiding possible discrimination (*Baradits-Szabó and Boros-Popovics, 2017*).

In order to increase the career prospects of students with learning difficulties, it is essential to take on the challenges and opportunities offered by higher education institutions, to be partners in identifying barriers of learning (*Baradits-Szabó and Boros-Popovics, 2017*).

### 3. Research methodology. Tools of examination.

#### 3.1 Locations and procedure of examination

The primary goal of the research was to get to know the learning experiences and difficulties of dyslexic students in higher education. However, the learning success and progress of the students depends largely on the teachers and the university staff. That's why we thought it was important to ask the teachers and disability coordinators who are in direct contact with students.

Finding the data subjects and collecting the data was done in stages, one after the other. The focus group interview confirmed the preliminary assumptions, confirmed the international experience. It provided a good basis for the students involved to prepare the questionnaire. In parallel with the processing and analysis of the received data, we also included the related disability coordinators and agreed a date for the interview. Since the geographical distance did not always allow the personal meeting so it was done on the telephone.

The following table shows the procedure of the test, the schedule of data collection (Table 1):

Time		Method	Targetgroup	Location	Goal
1.	2015. spring	Focusgroup interview	Educators, andragogues in the field of highereducation (6 persons)	ELTEPPK	Gathering instructor experience on learning support for students with special learning needs
2.	2016. fall – 2017. spring	Questionnaire	Dyslexicstudents(160 people)	Online self-filling	Exploring the learning experiences and difficulties of students with dyslexia
3.	2018. winter	Half-structured interview	DisabilityCoordinators (5 people)	By appointment (personally or byphone)	Exploring the experiences of disabilitycoordinators with students with special learning needs and the peculiarities of help

Table 1. Timing of the survey data collection

### 3.2 Prior to the Construction of the Survey

Before putting together the survey we certainly wanted to be informed, based on the scientific literature, how important is for the disability specialist of the Hungarian Higher Education to have a better understanding on the situation of dyslexic students. To identify the experiences and opinions of instructors, we asked six instructors of ELTE to elaborate on their opinions during a target group interview. The instructors teach on different levels (BA, MA and adult education) and forms (full-time education, correspondence course and distance education). The instructors included in the target interview work in the field of andragogy, pedagogy and special education. Choosing this target group is that the concerned instructors based on the characteristics of their field were more open and informed in the field special learning and its requirements.

**Disability coordinators** fill in an important role in supporting students with special learning requirements. The students could get information, tools helping learning and more support through these coordinators. The role of the coordinators is complex and diverse, characterized by peculiar and different protocols in each university. With the lack of national coordinator system, most of the times they represent the students all by themselves towards institutions and instructors. Hence it is important how motivated, committed and experienced they are. To get to know the preparedness of the coordinators, tasks, challenges of their jobs, we conducted an interview with those coordinators of those universities where the most student survey came back.

### 3.3 The Process of Assembling the Survey. Characteristics of the Survey

Assembling the survey was preceded by a thorough research, a target group interview conducted with instructor and verification with the concerned students. The questions, adjusted to the hypotheses, were related to three big issues: registration of the dyslexic students with the disability coordinators, the satisfaction regarding the work of the coordinator, experiences of higher education and the cooperation of instructors, including the importance of a language exam, moreover, identifying previous learning experiences and the environment of special learning requirements.

The process of putting the survey together is similar to the participative research's multidisciplinary, complex anthropocentric perception. (*Heiszer, Katona, Sándor, Schnellbach, Sikó, 2014, Könczei et al., 2015*). Including dyslexic student in the research our primarily goal was

to make the concerned active participants, make them to see their disabled situation as researchers themselves (*Marton and Könczei, 2009.*), as insiders, dyslexic experts boost the value of the research. It was important for us not to start collecting any data without asking the concerned. Depending on our opportunities we enforced the principle of “Nothing about us, without us!” (*Charlton, 2000*).

Out of the students of ELTE, five dyslexic students participated in the assembly of the survey, and formulating opinion on it. The final form of the survey was created by considering their suggestions.

### **3.4 Point of Sampling, characteristics of samples**

After data cleaning, we determined that out of the 241 received completed survey 160 were filled by dyslexics, which is determining from the point of view of our research. All 160 indicated to be dyslexic when applying to university, however, only 82 informed their instructors directly. 68 think, they were helped, hence the institution / instructor helped them during their studies in some shape or form.

Given their study biography, 66 of them have previously studied in another higher education institution, 148 say they are dyslexic (thus it is more than the number of those who indicated to have problems). In the case of those who previously studied in another higher education institution we can suppose that most of these students got over their previously failed studies, continuing their studies in another institution. Of course, further question of success arises, since now it is not only about the institution’s acceptance but about the success of the student’s learning, the overcoming the possible disadvantages of the disabled people’s situation.

In our case, the choice of dyslexic students is shifted towards technical training, but in general, the interest of students is quite wide. For easier transparency, the respondents' courses were organized into categories according to the disciplines. The number of students participating in technical and engineering training (61) is well above the number of students studying in other fields. The social sciences (law, state administration, national security, political science) were chosen by 48 people, followed humanities with 29 people. There are minimal number of students in the other disciplines (22 persons).

## 4. Summary of main results

### 4.1 Answering Hypotheses

Our empirical research has dominated the students' aspects, integrating the second and third study areas all the time. The relationship between students and different institutional participants can greatly improve the active role of the students concerned in education. This has become evident during the research.

#### **From the perspective of the dyslexic student**

The learning biography of dyslexic young adults is characterized by learning difficulties and failures.

*Hypothesis 1: We assume that dyslexic young adults admitted to higher education suffer from learning difficulties in higher education due to their previous learning difficulties, failures and dyslexia, and need special learning support.*

Several questions were asked in the questionnaire to test the first hypothesis, which asked about previous and current learning difficulties and career development. According to their responses, the career choices of students were not influenced by career guidance, counselling, and assistance provided by teachers. Secondary school career orientation based on responses does not help applicants. The majority of the respondents did not feel positive or negative in their support for their further education. The students 13.8% said that secondary school did not help their further education, and 11.9% said that it was fully supported. The question to be investigated in the future may be that these data are the result of a lack of actual career orientation or the lack of personalized, individual-based counselling.

The language exam is of prominent importance for obtaining a diploma. This is the Achilles heel to qualify for dyslexic students. 61,25% of the respondents who responded and responded to dyslexia (160 people) did not have language examinations, 31,25%, 50 people and 12 (7,5%) more. The link between language learning difficulties and lack of language examinations is illustrated by the fact that 53.5% of students had problems with language learning in their previous studies. It is

interesting to note that 62 of the 160 dyslexia students have one or more language examinations, and only 31 have indicated that they have no problem with language learning.

Based on the Mann-Whitney test ( $Z = -2,750$ ,  $p = 0.006$ , Figure 1), it can be said that those who have been helped in high school, in higher education can be more sensitive to this, so they get help- while those who have not received help in this direction have not used it, they do not feel enough help in the higher education system (Figure 1):

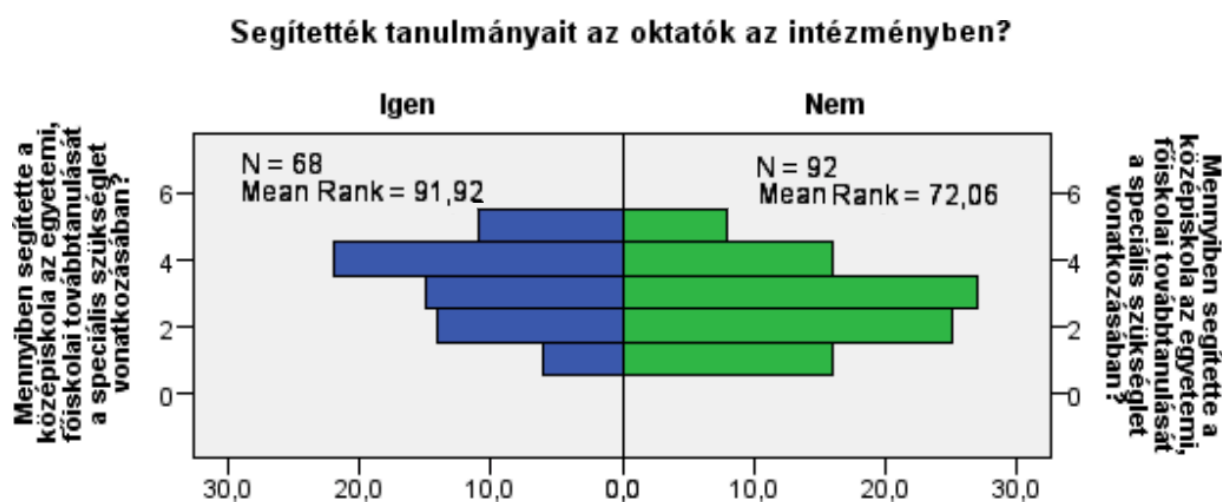


Figure 1: Based on the Mann-Whitney test the ranks regarding of receiving help

Based on responses to learning difficulties, dyslexic students have problems with learning despite their good intellectual abilities, most notably in terms of judgment, language exam, and teaching content.

### From the perspective of a higher education institution

*Hypothesis 2: Experts from the higher education institution (trainers, disability coordinators) and pupils are not prepared to meet the specific learning needs of dyslexic students and to implement specific learning support.*

There is no established practice in higher education institutions (unified protocol) on the way of special learning support;

*Hypothesis 2a: We assume that the implementation of learning support depends on the individual sensitivity and qualifications of the instructors / workers. It varies by institution and by profession.*

*Hypothesis 2b: We assume that students indicate their difficulty with dyslexia.*

*Hypothesis 2c: It is assumed that the appointment of disability coordinators in higher education institutions does not automatically mean dealing with stakeholders, fully meeting their learning needs.*

A 2a.sub-hypothesis was partially confirmed because 38.2% of the students think that they do not get enough help from the instructors. The nature and quantity of help is a great dispersion based on the individual, subjective judgment of the students.

The individual sensitivity of the trainers can be seen by examining the answers to the tools and methods used in the lessons. Students consider it beneficial if the lesson management is varied, moves more sensory channels and supports student activity. Overall, however, the way of conducting lessons and forms of learning support remain below the student's needs, and they do not feel enough to support in-class and extra-curricular activities.

A 2b. The sub-hypothesis was partially confirmed because only a little more than half (51.25%) of students indicate that they need special learning support.

Based on the methodology of this research, the question cannot be answered clearly, hypothesis 2c has been partially confirmed. Though many of the students considered it (38 people, the 3rd most common answer) that they did not receive any help from the coordinators, most of them were available when needed and could provide professional assistance.

However, interviews conducted with the coordinators reveal that in recent years, the heads of institutions have become more and more attentive to the position of people with special qualifications and professional dedication.

### **Use of the possibilities provided by legal regulation**

The Law on Higher Education legally provides for the possibility of learning support, but students are not or only partially familiar with this opportunity.

*Hypothesis 3: It is assumed that the majority of the students interviewed during our study do not indicate dyslexia or dyslexia to the disability coordinators and institutions inaccurately.*

The responses of dyslexic students show that in spite of the dyslexia's awareness of the student and their special needs during admission, there are still many students (18 people) who, after entering the higher education institution, tend to conceal their dyslexia and do not seek help from the disability coordinator, is not informed about institutional, interinstitutional programs, opportunities, and ways of assistance related to their dyslexia.

Another area most sensitive to dyslexic students is the language exam, which indicates that dyslexic students are unaware of the role of disability coordinator, of the institutional possibilities. According to our study, 11 people are completely ignorant of their rights, they are not aware of the benefits they can afford, who they can turn to for information, help, what papers, certificates are needed for the language centres, what kind of language learning methods can help their language learning.

Based on the opinion of the disability coordinators interviewed, it can be concluded that a non-negligible percentage of students with learning disabilities do not have precise, comprehensive knowledge of their legal and institutional potential.

Based on the methodology of this research, the question cannot be answered clearly, thus the hypothesis 3 was only partially verified. Because most of them (142 people) are aware that they are dyslexic and live with their rights. However, 18 people tend to conceal their dyslexia, do not ask for help, do not signal to the instructors. In addition, 11 people are unaware of their rights to the language exam, with the benefits available.

## **4.2 Outlook, practical applications**

The increasing number of dyslexic students studying in higher education poses a particular challenge to higher education institutions. While earlier, when some students with special learning needs entered higher education, it was almost exclusively their private affairs to meet the requirements with extra work and help. However, a few years ago, the Law on Higher Education specifically provides for the different learning disabilities, including the rights of students with dyslexia. The legal provision, as we have assumed, does not mean that the persons concerned know



and can exercise their rights. From the student side, the research results also confirm this, it would be very important for students diagnosed with dyslexia to know their rights and be cautious about the options available to them in the given institution. Higher education institutions are presumably equally important for students to graduate, meet the requirements and relieve them with a calm heart to continue to benefit from their acquired knowledge in the labour market.

The presence of students with disabilities is also a major challenge for teachers. As students with different disabilities can participate in their lessons, they need to take into account a variety of aspects in their classroom planning. In the case of dyslexia, it is an invisible deficit that can only be recognized by the experts during the semester tasks and examinations. If for some reason the student does not indicate the half of the instructor, and unfortunately it can be said to be almost general on the basis of the research results, the teacher, even if he intends to help, may not consider the special needs.

In this particular situation, the disability coordinators, whose responsibility and importance are not emphasized, form a bridge. The students who turn to them vote for them in unknown ways, and openly tell their weaknesses, their fears, their failures, their learning problems, and they can even get into a vulnerable position. At the same time, the coordinators have the opportunity to get into the position of all three (student, teacher, head of institution) and bring their positions closer to each other, to familiarize the parties with each other's situation, difficulties and perspectives.

Based on research results, some suggestions can be formulated, such as: organization of learning methodology courses, provision of foreign language learning with special methods, methodological training of instructors, support of inclusive approach by institution management, which can contribute to the dyslexic students' academic success.

### **4.3 Limitations of Research**

Research exploring the higher education status of dyslexic students has proved to be a challenging topic in many ways. On the one hand, because of the protection of personality rights, the students could only be reached through the disability coordinators and on the other hand, if the dyslexic student does not indicate dyslexia at the disability coordinator, his identity remains hidden for the research.

The first obstacle to contact with the students concerned was the winning of the disability coordinators. Furthermore, we did not see how the coordinators forward our request to the students. The coordinators had a priority in this regard, and we had no other way of trusting us.

The whole size of the sample also caused some concern. The size of the total number of dyslexic students was obtained from the data recorded by the Higher Education Information System. In the 2015-2016 academic years, 648 dyslexic students appeared in higher education. Due to the small number of items in the sample, each completed questionnaire had great value for us. That's why we tried to minimize any data loss.

After data cleanliness and data processing, it became clear that 160 dyslexic students decided to fill in the questionnaire and thus support the success and effectiveness of our research. This represents one quarter of the total sample. The answer number would probably have been increased if we had been able to personally look for the students, but this was not possible due to scarce resources.

## Summary

The dissertation was written to create a comprehensive understanding of the situation of dyslexic students studying in Hungarian higher education institutions. The sensitivity of the topic, the difficulty of accessing the students, and the relatively small number of samples were challenging. However, feedback from teachers, students, and professionals shows that it is worth dealing with this issue despite all the difficulties. The literature on dyslexia is quite extensive. Most of the research is the result of the work of foreign researchers, Hungarian-related research mainly focuses on childhood, public education or language learning (*Kontráné, Dóczy and Kálmos, 2012*). There is very little international and domestic research on adult dyslexia.

The doctoral dissertation wanted to explore the career motivation, learning experiences, learning characteristics and beliefs of the dyslexic students in Hungarian higher education institutions about the inclusive approach of higher education institutions. The primary objective of the research was to identify the difficulties and obstacles affecting the learning progress of dyslexic students, to get to know the motivations of the dyslexic students, and to identify the gaps that affect the success of study progress and to make it more effective between the students concerned and the staff of the institution, cooperation, communication between students, assistants and trainers could be more effective.

In the dissertation, with the help of the instructors' and the disability coordinators' sides, using several research methods from the students' point of view, we aimed to create a general picture of the research results of the dyslexic students, based on the real opinions and experiences of the dyslexic students. The sample is not representative, but it is enough to draw conclusions about the problem. We are confident that beyond researching a narrow circle of dyslexic students in Hungary, research will also shape the social way of thinking about disability and contribute to a more open and inclusive society.

Target group interviews, interviews with disability coordinators, and responses to student surveys have confirmed our assumption that instructors in higher education are not sufficiently prepared for effective education for students with special educational needs. They do not know enough about the characteristics of learning problems, their methodological repertoire does not necessarily match the needs of the students, and they often do not know that a dyslexic student with

special learning needs visits their lessons. The distance between trainers and students has a negative impact on the work of both students and teachers. Understanding the position of dyslexic students hopefully contributes to making teachers more receptive, more open and more competent in the treatment of dyslexic students in their teaching work, rather than focusing on prejudices rather than attitudes towards academic achievement.

All in all, getting to know the opinions of the stakeholders, but most of all the dyslexic students, as well as the results of the research express well the increasing competence of the dyslexic students regarding the management of their studies, but they still indicate the shortcomings, which are mostly related to the deficiencies of the cooperation with the teachers and the communication, may be explained by fear of discrimination.

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