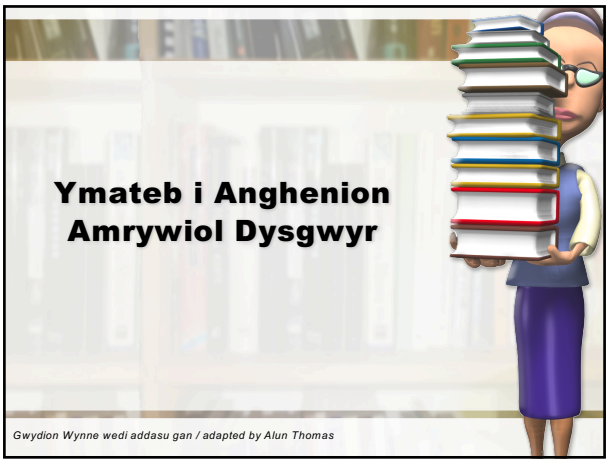


=COUNTIF($B$1:$U$1,"Agree")

=COUNTIF is the formula statement that counts cells that match a string statement

The anchored cell coordinate for the last cell of the data series

=COUNTIF($B$1:$U$1,"Agree")

- Anchor the column of the first cell coordinate
- Column "B" is first cell coordinate
- Anchor the row of the first cell coordinate
- Row "1" is first cell coordinate
- Add from this cell to that cell includes all cells between
- "Agree" is the string you are counting

Gwarchod data - Data Protection

large detailed account of their views. All questionnaires that were received back were all used to analyse the results as we found many questionnaires very interesting and informative.

Confidentiality – This is a considerably large factor which had to be considered when doing the questionnaire. It is important that all of the respondents felt comfortable and at ease when putting across their views on Dyslexia. Therefore we decided as a group not to include names of the respondents or names of the school in which they worked, instead we asked their occupation as we targeted our questionnaire to be filled out by teachers and other professions in the school. As students we also stated on the questionnaire that the information which they provided is strictly confidential and would only be used by ourselves and lecturers for course purposes only. We also stated that once we had finished with the information all the data would be discarded of in an appropriate manner. From doing this professionals may feel at ease and secure with putting across their views on the disability.

Bias questions – It is important not to be one-sided when writing out the questionnaire. We as students should appreciate that people have different views on dyslexia and that all views were as important as the others. We had to consider being bias as this may have offended the respondent and may prevent them from responding

✘ Depth of information e.g. Number of questionnaires received. Did not consider the Data Protection Act 1998 or BERA research

✘ Dyfnder o wybodaeth e.e. nifer o holiaduron danfonodd y grŵp.
Heb drafod y ddeddf gwarchod Data 1998 neu

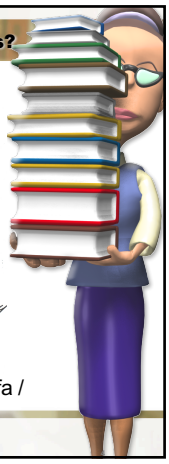
Sawl holiadur? - How many questionnaires?

✓ Moeseg

letter, we explained what they questionnaire was for and how it would be used. We explained that the questionnaire was anonymous and would not be used for any other purposes under the Data Protection Act 1998.

In our questionnaire that we sent out to the schools we asked a total of 14 questions with a mixture of both open-ended and closed-ended questions. We also ask the schools/teachers to add any additional comments that they felt were relevant and would be useful and important regarding this topic/ theme.

From the responses that we got back it was clear that schools which have children who are dyslexic or who show dyslexic tendencies feel that mainstream education benefit them immensely. As you will see from the response results below, many schools, teachers and practitioners believe that mainstreaming and including children who have dyslexia or who show dyslexic tendencies is vital as being cast aside from their peers can have a detrimental effect of their self-image, self-worth and self esteem. All these things are important to a child to help them to develop holistically.

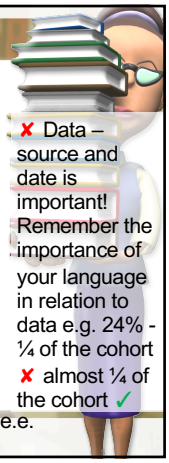


✘ Cryno? Defnydd gorau o'r geirfa / Concise? Best use of words

Ffynhonnell - Source

What is Dyslexia?

Dyslexia is a world wide disability that can affect anyone in the world whether it being a boy or girl, living in England or America and is often inherited from family genes. About 1 in 10 children has dyslexia. It is a disability which you cannot see when looking at a person, he/she will only show signs of being dyslexic when learning to read, write and spell. Many dyslexics have problems with language and literacy however may be talented in other areas of the curriculum. The word 'dyslexia' comes from the Greek language and means 'difficulty with words'. Many children receive extra support in the classrooms today however many questions have been raised such as "Is dyslexia a disability?" and "Is dyslexia a word for laziness?". Dyslexic children have problems such as getting words mixed up and jumbled (back to front), unable to read fast and may forget what they have previously read. During this assignment I will be analysing respondents views and opinions on dyslexia and will be discussing the arguments for and against.



✘ Data – ffynhonnell a dyddiad yn bwysig Cofiwch cywirdeb eich iaith wrth drafod data e.e. 24% - ¼ y cyhoedd ✘ bron ¼ y cyhoedd ✓

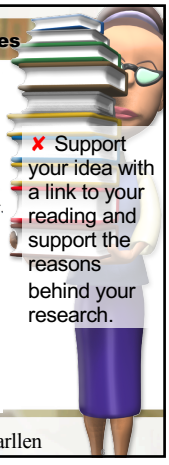
✘ Data – source and date is important! Remember the importance of your language in relation to data e.g. 24% - ¼ of the cohort ✘ almost ¼ of the cohort ✓

Cefnogi gyda dyfyniad - Support with quotes

For this module we produced and circulated a questionnaire to ascertain attitudes towards the views and opinions of how mainstreaming children with dyslexia or dyslexic tendencies could benefit the child's education.

We have chosen to look at the theme of Dyslexia due to the greater awareness of this specific learning need. Due to the increased awareness of Dyslexia within primary aged children, we wanted to see whether or not dyslexic children benefit from having a mainstream education. From the 15-20 questionnaires we had sent out, we received back 10 completed questionnaires. For this part of the module, I will be analysing our results and trying to find out if they have developed our understanding on the topic and if there is any existing research to be found to benefit our awareness of dyslexia in the mainstream classroom. Please see part A of the module, explaining in more detail about how we conducted the questionnaire and why.

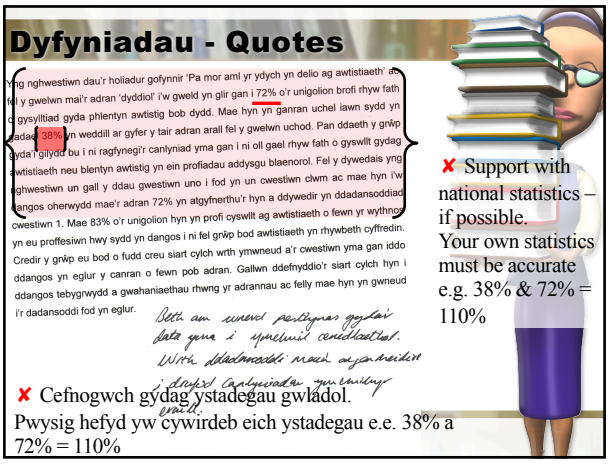
Before conducting our questionnaire we had to take into consideration the ethical issues within today's society, one of them being subject sensitivity. We had to be careful in the way we worded the questions, in order not to offend any participants. Through the wording of the questions we tried not to use unclear or confusing language, to ensure that the questionnaire participants interpret the questions correctly with no major problems. As a group we wanted to obtain more truthful answers to help aid our research towards the topic, so we made sure to use a varied range of questions, such as differential scales to keep the readers interest.



✘ Cefnogwch y syniad gyda chysylltiad at eich darllen

✘ Support your idea with a link to your reading and support the reasons behind your research.

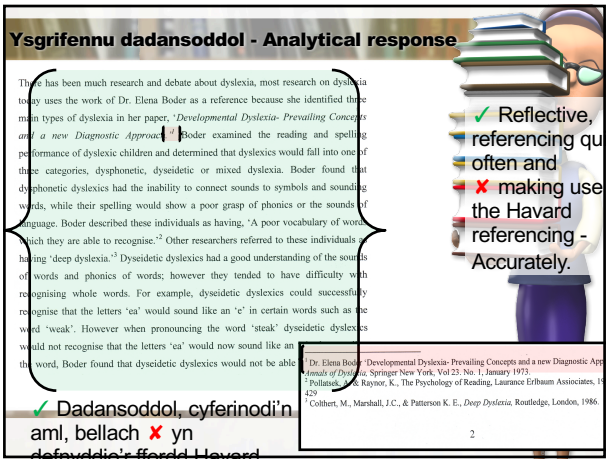
Dyfyniadau - Quotes



✘ Support with national statistics – if possible.
Your own statistics must be accurate e.g. 38% & 72% = 110%

✘ Cefnogwch gydag ystadegau gwladol.
Pwysig hefyd yw cywirdeb eich ystadegau e.e. 38% a 72% = 110%

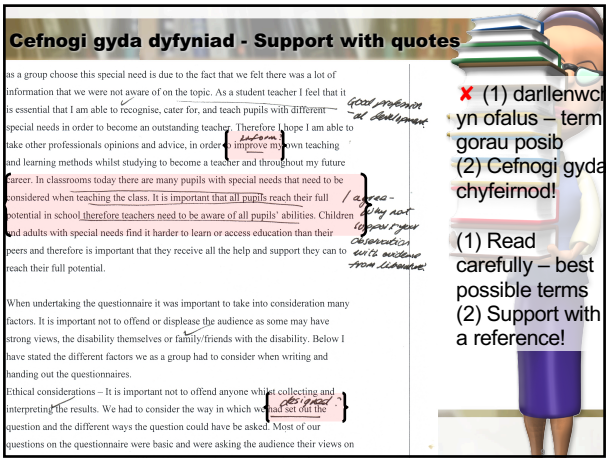
Ysgrifennu dadansoddol - Analytical response



✓ Reflective, referencing qu
often and
✘ making use
the Havard
referencing -
Accurately.

✓ Dadansoddol, cyferinodi'n aml, bellach ✘ yn

Cefnogi gyda dyfyniad - Support with quotes



✘ (1) darllenwch
yn ofalus – term
gorau posib
(2) Cefnogi gyda
chyfeirnod!

(1) Read carefully – best possible terms
(2) Support with a reference!

Dadansoddiad da - Good analysis

To conclude, in my personal opinion I think that our group was successful in creating and circulating a questionnaire. We chose dyslexic children within mainstream education as a topic because it was something that we were all interested in and wanted to find out more information and opinions on. When thinking about features of the questionnaire that we could improve on, in my opinion it would be the reasoning behind the question. Reading back at the questionnaire now has made me realise that some of our questions were irrelevant to our whole issue of children with dyslexia or dyslexic tendencies being integrated into mainstream education and that we could have asked questions that would have given us answers that were more beneficial towards our studies and research.

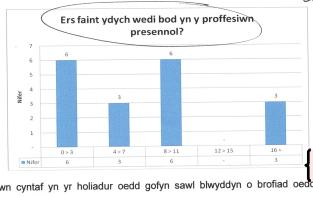
"Future researchers would perhaps do well to recognise that the solution to the Dyslexia issue lies primarily with providing support strategies which work in mainstream classrooms, strategies which can be delivered by very busy, often non specialist teachers who are required to meet the needs of dyslexic learners alongside the needs of every child in the class." *Mackay, Removing dyslexia as a barrier to achievement (2006) Page 19*

✓ Dadansoddol – dadansoddi llwyddiant yr ymchwil trafod y cwestiynau (cadarnhaol neu negyddol)
Dyfnder – Pam? Sut gall fod yn well? Effaith ar y canlyniad?
Cofiwch – Dadl yn bwysig – Cyfleoedd ar gael –

✓ Reflective – Reflect on the questions within your survey (the success, the weakness)
Depth – Why? I could it be bette
What could hav been the result
Remember – Ta every opportun form a debate e
Positive v nega author v author

Teitl - Title

Cwestiwn 1 - **Ers faint ydych wedi bod yn y proffesiwn presennol?**



?

Y cwestiwn cyntaf yn yr holiadur oedd gofyn sawl blwyddyn o brofiad oedd gan yr unigolion yn eu maes penodol nhw. Bu i'r grŵp gredu bod y cwestiwn yma yn mynd i fod o fudd gan iddo ddangos i ni yng nghwestiwn dau pa mor aml mae'r unigolyn wedi bod mewn cysylltiad gyda phlentyn awtistig. Rhagfynegodd y grŵp mai'r mwyaf o brofiad oedd gan yr unigolyn yn eu maes, y mwyaf o gysylltiad â phrofiad bydd gydant hwy â phlant awtistig. Mae cwestiwn 1 a 2 yn gallu'i uno mewn i un cwestiwn mawr gan i ni ddefnyddio'r canlyniadau o gwestiwn 1 a'i integreiddio gyda chwestiwn rhif 2. Bu i ni ddefnyddio siart bar fel yr uchod gan iddo ddangos yn glir y canlyniadau sydd yn mynd

✘ Teitl y graff – mae'n barod ar graff – dim ange yn y dogfen prosesydd geiria hefyd!
Label y graff? The title of the graph is already on the graph! – No need for it in the word processor document also!
The graph's label?

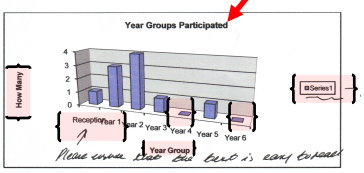
Testun darllenadwy - Legible text

1. Please fill in the information below:

Year group:

Year Groups	Amount of questionnaires received
Reception	1
Year 1	3
Year 2	4
Year 3	1
Year 4	0
Year 5	1
Year 6	0

?



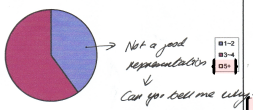
Fformat

How often are the children who have dyslexic tendencies removed from the mainstream classroom?

1-2	4
3-4	6
5+	0

?

How often are the children who have dyslexic tendencies removed from mainstream education.



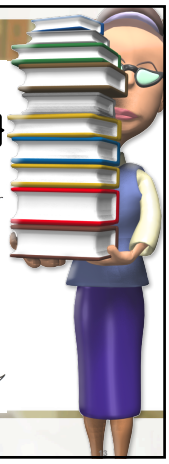
Not a good representation

Can you tell me why?

?

From looking at this chart the researcher can see that children with dyslexic tendencies are removed from the mainstream environment during the week, but not all day every week. This reveals that the children are getting an equal balance of extra support and mainstream education. As I have mentioned previously in the report there are many advantages and disadvantages to both mainstreaming children and taking them out of the environment.

How much time away from the class?



Ffigwr 1 - Figure 1

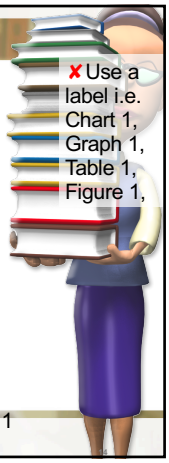
Y cwestiwn cyntaf yn yr holiadur oedd gofyn sawl blwyddyn o brofiad oedd gan yr unigolion yn eu maes penodol nhw. Bu i'r grŵp gredu bod y cwestiwn yma yn mynd i fod o fudd gan iddo ddangos i ni yng nghwestiwn dau pa mor aml mae'r unigolyn wedi bod mewn cysylltiad gyda phlentyn awtistig. Rhagfynegodd y grŵp mai'r mwyaf o brofiad oedd gan yr unigolyn yn eu maes, y mwyaf o gysylltiad â phrofiad bydd gydant hwy â phlant awtistig. Mae cwestiwn 1 a 2 yn gallu'i uno mewn i un cwestiwn mawr gan i ni ddefnyddio'r canlyniadau o gwestiwn 1 a'i integreiddio gyda chwestiwn rhif 2. Bu i ni ddefnyddio siart bar fel y uchod gan iddo ddangos yn glir y canlyniadau sydd yn mynd i'n helpu ni i ddadansoddi'r cwestiwn. Mae siart bar yn fodd da o ddangos set o ddata sydd yn effeithiol i'r math hyn o gwestiwn. Fel arfer, mae siart bar yn cael ei ddefnyddio i ddangos canlyniadau sydd yn gallu'i gyfri ac yn effeithiol wrth drin dau neu fwy o setiau o ddata. Mae'n dangos yn y graff uchod bod canran uchel iawn wedi cael hyd at 12 mlynedd o brofiad yn eu maes penodol nhw sef 83%. Gwelwn fod bwlch yn y siart yng nghategori '12-15' ac fe fydd hyn yn cael effaith ar ganlyniadau yng nghwestiwn dau. Mae tri unigolyn wedi cael 16 mlynedd neu fwy yn eu proffesiwn personol nhw.

does data origin of frame

In bythol na uchod defnyddiwch label 1, Graff 1, neu siart 1.

✘ Defnyddiwch label h.y. Siart 1, Graff 1, Tabl 1 neu Ffigwr 1

✘ Use a label i.e. Chart 1, Graph 1, Table 1, Figure 1,



Ble mae o? - Where is it?

It would be better to use Fig 1 on page 4

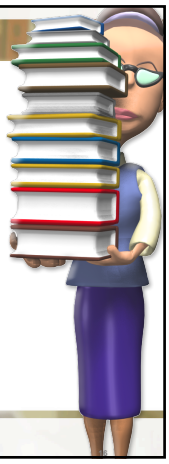
Below are two bar charts indicating the gender and occupation of the target audience of teachers. It was fascinating to see that not only teachers completed the questionnaires; there was also a variety of occupations in the school setting. When the questionnaire was sent out we stressed to our audience that there was no pressure to complete the questionnaire and we considered confidentiality. The primary reason for maintaining confidentiality is an ethical one, this is not the only reason, if the respondent feels that their confidentiality is breached then the questionnaire may not have the true response. While producing the questionnaire we had to ensure that we took ethical consideration into account. Ethical consideration is that you are aware of

[4] Dr. Michael Spanga, 'All poor readers are not dyslexic,' quoted in, Bryant, J., Cratty, Goldman, R.J., *Learning Disabilities: Contemporary Viewpoints.*' 2nd Edition, Routledge, London, 1996. Page 93
[5] Dr. Michael Spanga, 'All poor readers are not dyslexic,' quoted in, Bryant, J., Cratty, Goldman, R.J., *Learning Disabilities: Contemporary Viewpoints.*' 2nd Edition, Routledge, London, 1996. Page 94
[6] Dr. Michael Spanga, 'All poor readers are not dyslexic,' quoted in, Bryant, J., Cratty, Goldman, R.J., *Learning Disabilities: Contemporary Viewpoints.*' 2nd Edition, Routledge, London, 1996. Page 93

3



Ble mae o? - Where is it?



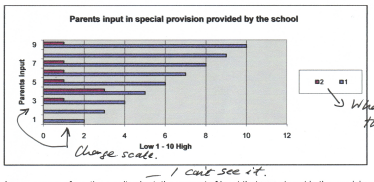
It's not above it's on a different page.

From circulating the questionnaires to a selection of schools within different counties I have come to realise that many of their strategies and opinions of mainstreaming dyslexic children are very similar. The quote above backs up the majority of answers given within the questionnaires, where they feel support strategies need to be developed and more training needs to be available for teachers and staff within the schools. From completing this module, I feel that my knowledge and understanding of dyslexia on a whole has developed and how it is dealt with, within schools has been enhanced.

Defnyddio graffiau - Using graphs



✘ Never presume to know your audience knows what you are talkin about especially when the deta is well... Not clear!



What does this mean.

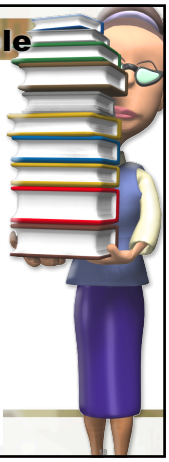
Change scale.

I can't see it.

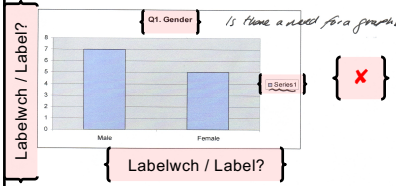
As you can see from the results chart, the amount of input that parents get in the provision that the school provide is average, shown in the graph. On my recent teaching practice experience I have seen the importance of giving the parents an input into how the dyslexic

✘ Peidiwch feddwl bod eich cynulleidfa'n gwybod beth i chi'n sôn am! Yn enwedig pan mae'r

Annerbyniol - Unacceptable



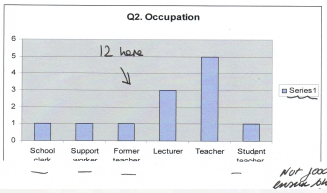
Labelwch / Label?



Is there a need for a gender here?

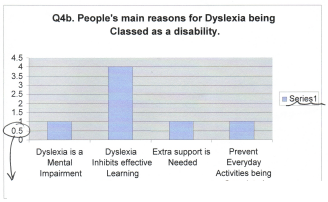
✘

Labelwch / Label?

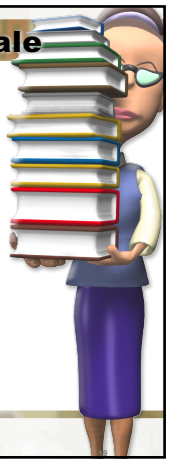


Not good enough. Please provide what this means.

Graddfa echelin - Axis Scale



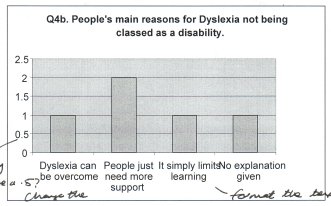
✘ Hanner person? Half a person?



Dyddiad mynediad - Date of access

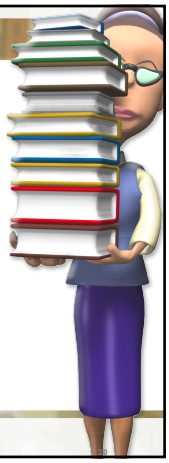
invented by education chiefs to cover up poor teaching methods. He was, understandably, heavily criticised by dyslexia charities.
http://samedifference1.com/about/ — date of access.

One respondent (the school clerk whom has a daughter who suffers from dyslexia) will disagree with the quote above as he/she feels that dyslexia could be overcome with suitable strategies in order for the child to have the support needed. The school clerk believes that the same strategies do not suit all pupils and should therefore be changed depending on the pupil. For those respondents who said dyslexia is not a disability their views are shown below in a table.

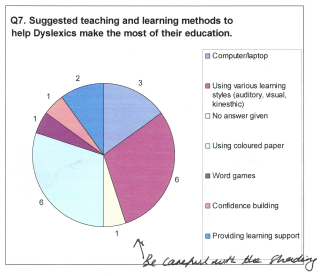


Why use a .5? Change the scale.

format the text.



Dewis lliw - Choosing colours



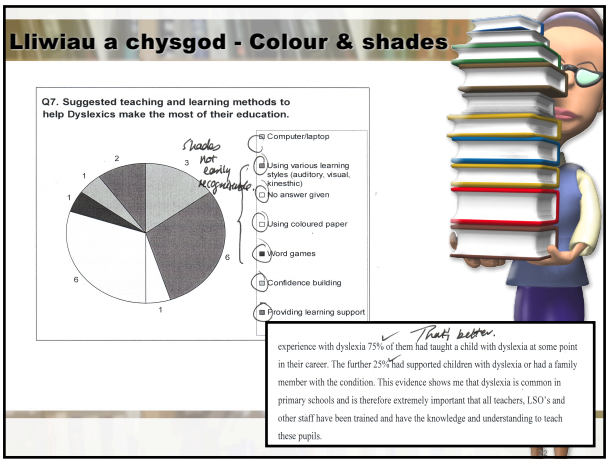
Be consistent with the shading.

The majority of the respondents believe that using colored paper and various learning styles enables dyslexics to progress in their learning. There was only a small minority that suggests other methods that are stated in the pie chart above. Through wider reader and in depth research I have found that theorist believe the best teaching and learning methods for dyslexia is to focus on the children's preferred learning styles.

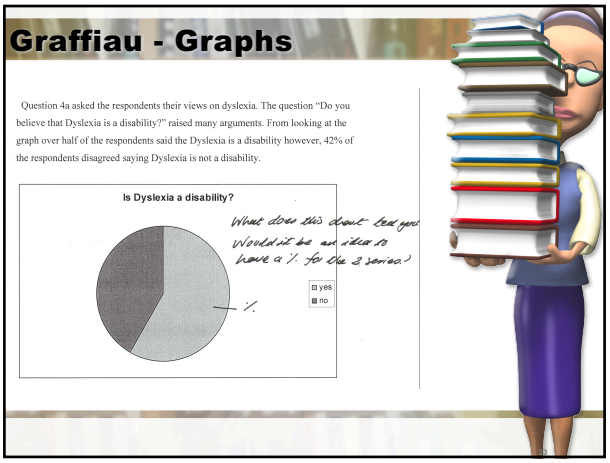
chart 2, 3
fig 1, 2.



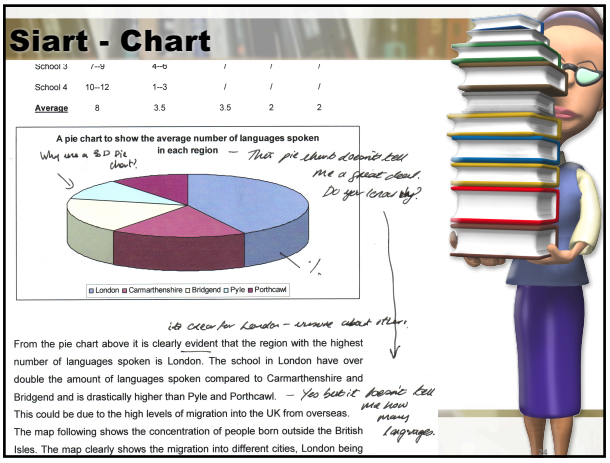
Lliwiau a chysgod - Colour & shades



Graffiau - Graphs



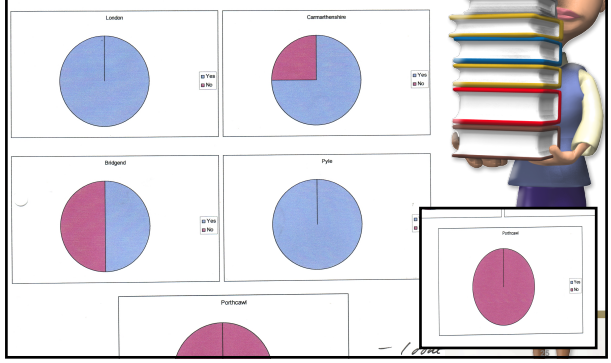
Siart - Chart



A yw'n addas? - Is it appropriate?

What was the question?

The pie charts below show the responses from each of the regions asked.

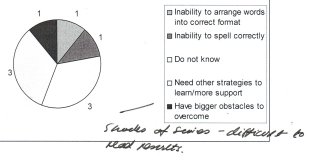


Canran - Percentages

Question 5 asks the respondents what Dyslexia means to them as a professional

Q5. What does Dyslexia mean to you as a professional?

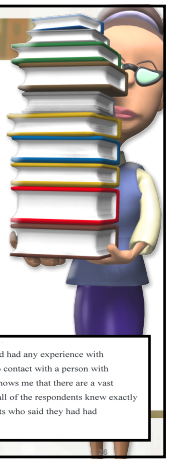
Is this chart suitable?



Shades of Series - difficult to read results.

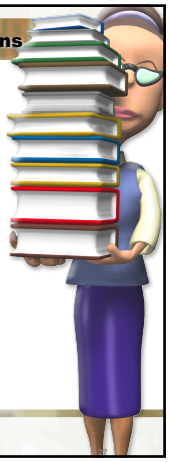
In the questionnaire we asked if the respondents had had any experience with dyslexia. 8 out of the 12 respondents had come into contact with a person with dyslexia however 4 out of 12 had not. This graph shows me that there are a vast number of people who have dyslexia however not all of the respondents knew exactly what dyslexia actually was. 4 out of the 8 respondents who said they had had

Change to %



Arsylwadau cyffredin - General observations

- Graphs without %
- Too many fields
- 3D graphs
- When to use different graphs
- Series – what does it mean?
- St Dev. – Do you understand it?
- .5 scale on axis
- Colours / Shading in Graphs
- The table below / graph above
- 4 out of 12 ¼ or 25%
- 8 out of 12 ¾ or 75%

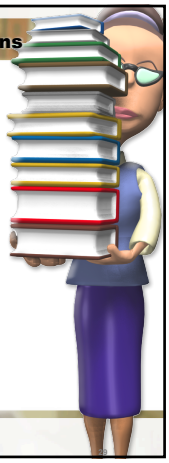


Arsylwadau cyffredin - General observations



- Graphs without %
- Too many fields
- 3D graphs
- When to use different graphs
- Series – what does it mean?
- St Dev. – Do you understand it?
- .5 scale on axis
- Colours / Shading in Graphs
- The table below / graph above
- 3 out of 12 ¼ or 25%
- 9 out of 12 ¾ or 75%

Arsylwadau cyffredin - General observations



- Referencing
- Fig 1, Chart 1, Graph 1.
- Use page numbers
- When to use different graphs
- Over reliance on the web
- Study Skills Handbook
- Insert graphics in body not as appendix
- Wikipedia?
- Multi coloured graphs
- Access dates

Sylwadau Arholwr Allanol / External Examiner Comment

Angen gwell dadansoddiad o gwestiynau agored	Better analysis of open questions
e.e. Roedd 5 ymateb yn sôn am wneud defnydd o brofiadau gweledol ar gyfer y plant.	e.g. There were 5 responses that highlighted the use of visual experiences as beneficial for the children.
Dim cyfeirnodi ymateb y 5 cyfranogwr!	Not quoting all 5 responses!
Amlygwch yn yr atodiad – grêt, ond peidiwch wastraffu'ch geirfa!	Highlight this in the appendix – great, but don't waste your word count!