

The Research Questionnaire

This is a passive representation of the online, interactive questionnaire that was originally hosted on the research webpages www.ad1281.uk, now discontinued. A functioning version of the questionnaire is being built, eventually to be hosted on this current platform, www.abcdyslexia.org, in due course. There are five sections. The outcomes of this research thesis are based on analysis of data collected in Sections 1, 2 (the ABC Scale), 4 (the Dx Profiler), and 5.

Section 1

Your gender

please choose... ▼
female
male
prefer not to say

If you have any specific learning challenges that you know about please indicate them here:

none	[or] those indicated in this list:
	dyslexia
	attention deficit hyperactive disorder
	attention deficit disorder
	aspergers syndrome
	dyspraxia
	dyscalculia
	something else


If you ticked 'dyslexia' in the list, please choose from the available options to complete the sentence below to most closely indicate how you learned of your dyslexia:

'My dyslexia was	choose one... ▼	to me as a learning	choose one... ▼
	disclosed		disability
	described		difference
	identified		weakness
	diagnosed		strength
			deficit
			difficulty

Section 2

The first section of 24 questions is asking to think about how **confident** you are in various aspects of studying at university


0% = not confident at all <-> 50% = undecided or neutral <-> 100% = very confident

How confident are you that you will be able to ...			% confident
1.01	... study effectively on your own in independent or private study		50
1.02	... produce your best work under examination conditions	[“]	...
1.03	... respond to questions asked by a lecturer in front of a full lecture theatre	[“]	...
1.04	... manage your workload to meet coursework deadlines	[“]	...
1.05	... give a presentation to a small group of fellow students	...	...
1.06	... attend most taught sessions	...	...
1.07	... attain good grades in your work	...	...
1.08	... engage in profitable academic debate with your peers	...	...
1.09	... ask lecturers questions about the material they are teaching in a one-to-one setting	...	...
1.10	... ask lecturers questions about the material they are teaching during a lecture	...	...
1.11	... understand the material outlined and discussed with you by lecturers	...	...
1.12	... follow themes and debates in lectures	...	...
1.13	... prepare thoroughly for tutorials	...	...
1.14	... read the recommended background material	...	...
1.15	... produce coursework of the required standard	...	...
1.16	... write in an appropriate academic style	...	...
1.17	... ask for help if you don't understand something	...	...
1.18	... be on time for lectures	...	...
1.19	... make the most of the opportunity of studying for a degree at university	...	...
1.20	... pass assessments at the first attempt	...	...
1.21	... plan appropriate revision schedules	...	...
1.22	... remain adequately motivated throughout	...	...
1.23	... produce your best work in coursework assignments	...	...
1.24	... attend tutorials	...	...

Section 3

Everyone has learning strengths – perhaps creativity is one of yours; challenges – dyslexia for example; and preferences – maybe listening rather than reading. So this next section of 36 statements is asking you to reflect on your profile of strengths, challenges and preferences and judge how they impact on your academic progress and achievement


0% = strongly disagree <-> 50% = undecided or neutral <-> 100% = strongly agree

To what extent do you agree or disagree with these statements ...			%agreement
2.11	I am able to settle down to my work anytime, anyplace		50
2.12	I feel too embarrassed to ask for help with my studies	[“]	...
2.13	I feel guilty about my learning challenges	[“]	...
2.14	I think my student-peers mostly regard my learning challenges as excuses, for laziness for example	[“]	...
2.15	I don't use any of the learning support services because it makes me feel different	...	...
2.16	I don't think about my learning challenges much	...	...
2.21	I find it quite difficult to concentrate on my work most of the time	...	...
2.22	I don't think my learning challenges make me any more anxious than anyone else	...	...
2.23	I use my learning strengths to help me with study strategies	...	...
2.24	I need to work much harder than my friends to get similar grades	...	...
2.25	I often feel frustrated when trying to study	...	...
2.26	I enjoy my studies even more when the work becomes difficult	...	...
2.31	I believe that my learning strengths really make a difference to my academic progress	...	...
2.32	I plan and organize my work carefully which I believe helps me to get good grades	...	...
2.33	I don't think my learning challenges make any difference to the way I tackle my work	...	...
2.34	I approach my written work with a high expectation of success	...	...
2.35	I believe my learning strengths help me to be more creative or innovative	...	...
2.36	I can manage my studies quite adequately without any help	...	...
2.41	I often felt pretty stupid at school	...	...
2.42	If I try hard, I can achieve just as much as anyone else	...	...
2.43	I think I'm good at studying, perhaps even academically talented sometimes	...	...
2.44	I approach my written work with enthusiasm	...	...
2.45	At times, I think that I'm just hopeless at tackling academic work	...	...
2.46	My contributions in class are usually rubbish, so generally I don't bother	...	...
2.51	When I start a new course or topic, I usually think it will be too difficult for me	...	...
2.52	I've had help for dealing with my learning challenges but it hasn't made any difference	...	...
2.53	I'm generally not surprised when I get a low grade	...	...
2.54	I will always be held back by my learning challenges	...	...
2.55	I think that my grades are as much to do with luck as with any effort on my part	...	...
2.56	However hard I try, this rarely makes a difference to my grades	...	...
2.61	I usually finish my essays or assignments well in time for the deadline	...	...
2.62	I generally put off getting started on my essays or assignments until I really have to	...	...
2.63	For one reason or another, I often have to request extra time to complete my work	...	...
2.64	As soon as I'm given an essay or assignment title, I'm usually eager to get going on it straight away	...	...
2.65	My essays or assignments would probably be better if I didn't have to rush to finish them	...	...
2.66	I often find other things to do rather than working on my studies	...	...

Section 4

The final section of 20 statements is asking you to reflect on other aspects of approaches to your studying or your learning history – perhaps related to difficulties you may have had at school – and also asks about your time management and organizational skills more generally

0% = not confident at all <-> 50% = undecided or neutral <-> 100% = very confident

			% confident
3.01	When I was learning to read at school, I often felt I was slower than others in my class		50
3.02	My spelling is generally very good	[“]	...
3.03	I find it very challenging to manage my time efficiently	[“]	...
3.04	I can explain things to people much more easily verbally than in my writing	[“]	...
3.05	I think I'm a highly organized learner	...	...
3.06	In my writing, I frequently use the wrong word for my intended meaning	...	...
3.07	I generally remember appointments and arrive on time	...	...
3.08	When I'm reading, I sometimes read the same line again or miss out a line altogether	...	...
3.09	I have difficulty putting my writing ideas into a sensible order	...	...
3.10	In my writing at school, I often mixed up similar letters like 'b' and 'd' or 'p' and 'q'	...	...
3.11	When I'm planning my work, I use diagrams or mindmaps rather than lists or bullet points	...	...
3.12	I'm hopeless at remembering things like telephone numbers	...	...
3.13	I find following directions to get to places quite straightforward	...	...
3.14	I prefer looking at the 'big picture' rather than focusing on the details	...	...
3.15	My friends say I often think in unusual or creative ways to solve a problem	...	...
3.16	I find it really challenging to follow a list of instructions	...	...
3.17	I get my 'lefts' and 'rights' easily mixed up	...	...
3.18	My tutors often tell me that my essays or assignments are confusing to read	...	...
3.19	I get in a muddle when I'm searching for learning resources or information	...	...
3.20	I get really anxious if I'm asked to read 'out loud'	...	...

Section 5

Lastly, if you would like to tell me anything else about your learning challenges or strengths, or any other aspects about how you approach your studies at university, you can use the space in this section. I am particularly interested in hearing about ways that studying at university could be improved for you

Write as much as you like, or you can leave this area blank if you have nothing more to add: