Case Studies – AHG Conference 2015

# “Sara”

Sara is a grad student in the Veterinary Medicine department. She likes to play soccer and do arts and crafts when she has spare time. Sara was diagnosed with Dyslexia in elementary school. She struggles with reading speed, comprehension, and tracking, and finds big words difficult to read. She reports that she is “horrible with spelling” and that her mom proofreads her papers. She has an account with Learning Ally, but the majority of her textbooks this semester are not available. She also has many PDF readings posted from professors. When she reads, she typically likes to highlight and bookmark important items. After taking a learning style survey, she scored high on “Tactile,” “Auditory,” and “Visual.” She has a new PC, as well as a Kindle Fire, and would like to learn about all her reading options on her personal devices.

# “Dave”

Dave is a freshman this year studying Biomedical and Mechanical Engineering. He moved to Colorado from Texas and is excited about all the outdoor experiences Colorado has to offer. He is currently taking all STEM courses. He was diagnosed with ADHD and Dyslexia in high school. He has tried audio books before because he states he is a slow reader, does not retain the info he reads, often loses his place, mixes up words, and can’t concentrate. Dave mainly struggles with reading the surrounding text in textbooks versus formulas and equations, but would still like to learn about any software that reads aloud STEM content. Dave has used bubble mapping apps in high school to help him organize his thoughts while reading and writing. After taking a learning style survey, he scored the highest on “Auditory” and “Visual.” He has a Windows laptop and an iPad and would prefer to do his readings on his own devices, but is open to using AT on campus as well.

# “Melissa”

Melissa is full time grad student working toward her M.A. in Leadership and Administration. She is also working at an insurance company and commutes about 30-40 minutes each way to/from school. She does most of her school work on her MacBook Pro at home and is rarely on campus. She has been recently diagnosed with Irlen Syndrome. Her main concerns include a very slow reading speed, re-reading multiple times, words jumping off the page, sensitivity to black on white on hard copy and computer readings, struggling with spelling, and mixing up words when reading and writing. She has thick textbooks to read, as well as PDFs from her professors.