



The Journey of a Dyslexic as a Learner and an Educator, Exploring Pedagogy and Andragogy and Their Roles in Higher and Professional Education

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Abstract- This paper explores the lived experiences of a dyslexic individual navigating the dual roles of learner and educator, highlighting the challenges, strengths, and transformative opportunities associated with dyslexia in higher and professional education. It examines how traditional pedagogical approaches often fail to address the diverse learning needs of students with specific learning differences, while andragogical principles provide greater flexibility, autonomy, and learner-centered engagement. Drawing on personal reflection, inclusive education literature, and contemporary teaching practices, the study analyzes how instructional strategies grounded in empathy, accessibility, and universal design can enhance academic success and professional competence. The paper also discusses the role of assistive technologies, differentiated instruction, and inclusive assessment in creating equitable learning environments. By integrating the perspectives of both learner and educator, this study emphasizes that dyslexia should be recognized not merely as a learning difficulty but also as a source of resilience, creativity, and innovation. The findings advocate for the adoption of inclusive pedagogical and andragogical frameworks that empower learners with dyslexia to thrive in higher and professional education while equipping educators to foster accessible and meaningful learning experiences.

Keywords- Dyslexia, Inclusive Education, Pedagogy, Andragogy, Higher Education, Professional Education, Universal Design for Learning (UDL), Assistive Technology, Learner-Centered Teaching, Differentiated Instruction, Accessibility, Educational Inclusion.

I. Introduction

To fully appreciate pedagogy and andragogy, it is essential to understand both the differences and connections between these concepts. The etymology of the terms pedagogy and andragogy are widely accepted. It is also clear that the word meanings were derived from Greek words that support the English meanings of children and adults with *peda* and *andra*, respectively. Whereas, *agogy* supports English translation learning. (Radosavljevich, 2012) While designing the educational curriculum, the



program must be grounded in either pedagogy or andragogy, depending on the targeted group. (Akin, 2014)

Combining psychology, logic, and aesthetics, along with an appropriate proportion of sociology, yields the widely accepted definition of pedagogy as the science of educating children. (Radosavljevich, 2012) Whereas andragogy, when taken from the above stated and applied to adults to support their unerring techniques of learning, andragogy takes its true form. (Loeng and Omwami, 2018) The equation between pedagogy and elementary adding on to secondary education is clear. When it comes to higher education, where youths are involved, that is when the borderline between pedagogy and andragogy threads is fine. This depends on the receivers' level of acceptance of knowledge. However, when education focuses on adults, the equation narrows to andragogy. (Knowles, 1988)

II. Analysing and Evaluating the Importance of Enhancing the Effects of Pedagogy and Andragogy on Dyslexic Learners Incorporating Suitable Methodologies

Considering dyslexia within the educational system's context helps analyse the significance of improving both pedagogic and andragogic approaches and their impact on dyslexic learners. In the current scenario, dyslexia is underlined as a reading difficulty regardless of age, gender, and intelligence. (Lishman, 2003) Acknowledging the prevalence of dyslexia remains a challenge for many. Available data support the argument that dyslexia stem from impaired development of magnocellular neurons. This disruption affects the central nervous system's timing. Consequently, this results in visual-auditory sequencing responses that are influenced by genetics, immune responses, or nutritional deficiencies. (Stein, 2019) Furthermore, the cerebellar deficit theory has emerged from the study of various neurons that perceive and process optical stimulus information. The parvocellular neurons, responsible for perceiving and processing, are regulated by magnocellular neurons. This plays a major role in the reading process. Any disturbance in the magnocellular system causes turbulence in visual word perception. In addition, the disturbance in decoding the letter written to the verbal phonics is known as an impairment in grapheme-phoneme mapping, causing a magnocellular deficit. (Ligges and Lehmann, 2022) According to the case study, sixteen dyslexic and sixteen typical university students were filtered through phonological, magnocellular, and cerebellar theories. It ended up with the results sixteen, ten, four, and two for phonological, auditory, motor, and visual magnocellular defects respectively. The findings support



the initial hypothesis and reveal that phonological disorders can occur even without sensory or motor disorders, and vice versa. (Ramus et al., 2003)

Exploring further the difficulties faced by dyslexic learners, it is wise to analyse the relationship between teaching and dyslexic learners. Currently, teachers are expected to be familiar with learning difficulties and practical techniques. This approach aims to prevent such students from falling behind academically. Teachers are expected to assist these students in adapting to the prevailing educational norms. (Delgado et al., 2019) The basic techniques commonly suggested are the knowledge of phonics and awareness of it from an early stage. It aims to minimize the rate of reading and learning difficulties faced by students in their later stages of life. (Schneider et al., 1999) Several studies have highlighted the importance of incorporating arts into learning strategies. It emphasises how these strategies boost students' interest and understanding of their respective subjects of learning. Topics including (Blackman, 2011) Visual Spatial Awareness, (Hickman and Brens, 2014) Pedagogical Neuroscience (Fawcett and Nicolson, 2007) and others have gained prominence in dyslexia pedagogy.

While the majority has focused on pedagogy for dyslexia, it would be prudent to shift our attention to andragogy for individuals with dyslexia. Adults with learning difficulties face additional challenges in their daily lives compared to typical norms. Self-esteem is where it hits the majority facing these difficulties. This results in fluctuating emotions, with individuals feeling capable and efficient one day, and disconnected and detached from reality on other days. (El Ahmadi, 2022)

All learners have a unique style and can adapt to any one or more learning style to support their interests. (Prithishkumar and Michael, 2014) According to a study conducted by students in Indonesia, there was a preference for a pedagogical and andragogical approach to personalized reading styles. It involved fifty-six EFL students majoring in English. It revolved around cognitive and metacognitive strategies in real teaching scenarios. (Par, 2020) Regardless of the learners' unique style, an appropriate methodology should include active students' collaboration. This will help to maintain learners' curiosity and attention. Encouraging to build individual principles can promote their inner strength. Simultaneously, displays used in lessons can play an important role in the classroom setting to bring everyone under an umbrella. (Othman and Amiruddin, 2010)

While keeping the learning system in mind, it is wise to understand the famous VARK model. Its acronym is visual, auditory, read/write, and kinesthetic. It emphasizes on different learning styles. The visual recognition involves methods that capture visual attention. Examples include photographs, documentaries, films, drawings, diagrams, and flash cards. The auditory aspect encompasses methodologies that engage the sense



of hearing, including recitations, lectures, relevant music, and interactive discussions. The read/write includes methods such as writing and speaking in educational settings, reading academic texts, taking rough notes, and making lists. The kinesthetic component refers to methodologies that involve physical activities, such as hand gestures, experiments, and movements related to the topic of study. (Fleming and Mills, 1992).

III. Exploring Current Educational Theories and the Challenges Dyslexic Learners Face in Higher Education, Alongside the Support Provided by Pedagogy and Andragogy

Educational theories are based on learning style. They focus on observing, analysing, and understanding the processes through which learners receive and engage with the material, aiming to ensure meaningful outcomes. Educators depend on these theories to achieve their goals while building a relationship between educators and learners. (Main-P, 2023) The contemporary educational field offers a broad spectrum of educational theories and teaching practices. It suits different demands and needs to ensure the best-suited educational qualities and a fair ratio of opportunities for learners. Even unique learning styles have been considered. Educators should be able to pay attention to students' behaviour and capacity. Appropriate teaching methodologies and strategies should be adapted to manage the classroom while keeping unique learners' needs in mind. (Zhao, 2022)

One of the main challenges faced by dyslexic learners in higher education is their insufficient time. As per case studies and research, the time challenge is a common concern faced by both educators and learners. It is a known fact about the rush teachers have to go through to complete the syllabus. Thus, for typical learners, the deadline pressure and the volume of content to learn are inversely related to the challenge posed. Unfortunately, dyslexic learners who need extra time are neglected and are forced to fall back, backfiring on all the efforts dyslexic learners have taken until then. (Thwalaa et al., 2020) A pedagogical and andragogical approach based on Analysis, Design, Development, Implementation, and Evaluation, in short, the ADDIE teaching method can solve the above. (Phelps, 2021) It is suggested that a clear-cut and well-planned pedagogical and andragogical intersession based on reliable resources can have a positive impact on reflective learning in higher education. This is particularly true for dyslexic learners. (Ryan and Ryan, 2012) Speculation about the correlation between dyslexic learners' barriers and various learning styles is widespread. This is especially true in higher education, with the concerned institutes and their standards. However, it is highly advisable to encourage dyslexic learners to explore their passion and strengths rather than trying to fit into the fixed standards built up by traditional institutional



milestones. (Richardson, 2021) The right strategies can improve oculomotor disturbances associated with reading challenges. Examples include high concentration, avoiding distractions while reading, and exploring different unconventional reading styles. Print Inverted (P.I) and Scriptio Continua technique are two examples of unconventional reading styles.

IV. Analysing the Role of Educational Leadership in Enhancing Settings for Dyslexic Students

To analyse the connection between educational supervision and enhancement in teaching and learning, one must attempt to place it parallel with integrated, instructional and transformational leadership to study the inference that has on dyslexia. It is not surprising that it resulted in exposing the lack of knowledge and exposure many have in terms of the crucial role that specialized instruction plays. (Schraeder et al., 2021) Also, few educators are aware of the tactics used by dyslexics uses to cover up their weaknesses. For example, they adapt by creating unique patterns

using auditory learning methods to camouflage their weaknesses. This is achieved by having dyslexic learners listen to the reading aloud while they focus their vision on the text. This method helps them to omit it out in the future through memorisation. (Mishra and Mohan, 2016)

To enhance the educational settings at all levels, a comprehensive education that allows students to withstand various difficulties regardless of their uniqueness is explored. Many modern scholars stress the need to shift from traditional teaching styles to innovative educational methods based on contemporary theories. (Zambrano et al., 2020) A few of the contemporary theories are multiple intelligence, emotional intelligence, neurosciences, connectivism, constructivism, etc.

According to Gardner's Theory of Multiple Intelligences, there are seven distinct forms: Linguistic, Spatial, Logical-mathematical, Bodily-kinesthetic, Musical, Naturalistic, and Interpersonal/Intrapersonal Intelligence. These forms represent resilient and self-sustaining ways individuals process information. (Gardner and Hatch, 1989) Emotional intelligence involves understanding and managing one's emotions and recognizing those of others, and using the same to feel inspired, to root one's determination to plan and fulfill the set of goals. (Salovey and Mayer, 1990) Neuroscience explores how neuropsychology influences behavioural outcomes, tracing the connections and impacts. (Falk et al., 2013) Connectivism emphasizes understanding the broader perspective within educational settings and simplifying complex learning



environments. (Aliabadi and Banihashem, 2017) Constructivism is an educational philosophy based on various learning theories. (Mattar, 2018)

To evaluate tutoring strategies that foster leadership enhancement in teaching and learning, one must be aware of the power of inclusive learning. Using dyslexia as an example, educational institutions should take responsibility for raising awareness and training educators. Educators need training to understand that dyslexia, while a lifelong condition, can be managed effectively with appropriate guidance and support, enabling individuals to adapt and thrive. Despite having normal to high IQs, individuals with dyslexia struggle in traditional classroom settings due to their rightbrain-dominant learning styles. This conflicts with the traditional educational system, which is designed for left-brain dominance. (Mishra and Mohan, 2016)

To understand the benefits of a reflexive and effective teaching approach for dyslexic students, it is essential to first consider the level of knowledge and exposure educators have regarding this subject. Starting with 'participation in communities of practice' as a foundational concept, educators can develop reflective and reflexive practices as part of their professional identity. Educators can take professional development courses to support learners with dyslexia in classroom settings. (Woolhouse, 2012) The right educator, aided by tools such as tape recorders, screen readers, speech recognition devices, and audiobooks, has proven to offer effective support for individuals with dyslexia (Mishra and Mohan, 2016)

A personal journey: From dyslexic learner to educator – An exploration of educational theories, methodologies, and self-adaptation for effective planning, design, and instruction to enhance one's contemporary teaching style

Growing up at a time when awareness of dyslexia was emerging, the personal experiences mirrored many dyslexics from that era. The exception was that I was among the few who rebelled against traditional teaching styles. Personally, this helped to discover a unique and tailored way of learning. This journey on the self-discovery of print inverted reading style has been published in a blog named 'What!! Can I read upside down?'. (John, 2011) The distinctive journey as an educator truly began when their firstborn started having difficulties with sound recognition. This phase prompted a deep dive into research, self-reflection, practitioner inquiry, and experimentation. This approach led to the development of a successful, personalised teaching methods. It was specifically tailored to match learners' unique styles, aiming to activate their visual memory.

The tailored approach to teaching methods, learning styles, and assessment begins with an understanding of the learners' strengths and weaknesses. This foundation aided in



creating a personalised learning plan that complements the current curriculum by prioritizing learners' ages and strengths. In most cases, learning strategies are synthesized using the VARK model. This approach facilitates the categorization of learning methods into visual, auditory, reading/writing, and kinesthetic, tailored to the learners' needs.

When enhancing effective planning, design, and instructional methods, the ADDIE model has proven to be useful. For example, when delivering awareness of learning difficulties to a mixed group of students, the objective was to teach the importance of activating visual memory. This method involves associating words or sentences with personal experiences using a preferred technique selected from the VARK model. Once a visual memory is created around a specific word or sentence, it initiates the next phase, which involves leveraging the power of repetition. This approach played a crucial role in inducing long-term potentiation (LTP), which is essential for building long-term memory.

Reflecting on one's own journey as a dyslexic learner has always been instrumental in understanding the perspectives and struggles of other learners. Personal insights have reinforced the need to enhance the style and structure of effective teaching practices. Keeping oneself updated with current studies and research has been very useful for analysing perspectives through practitioner inquiry.

To conclude, as a dyslexic learner and special support educator, it is important to cultivate a connection between a special needs learner and a special support educator. It is highly likely that the styles and methods of special needs learners are personal and unique. Observations suggest two common possibilities by the time individuals reach higher education. Either they have lost interest in their educational journey or they have successfully discovered their own unique learning style to adapt to the traditional educational system. In the scenario where learners have lost interest, teaching methods should align closely with pedagogies designed to support learning difficulties.

This will help the learner find the spark and interest in learning. Conversely, for those who have already identified their learning style as educators, what can be offered is space, time, guidance, and understanding. This will foster learners' confidence and sense of belonging. Upon entering higher education, dyslexic learners often find their challenges diminishing as their studies begin to align more closely with their personal interests and talents. This is when studies align with personal interests and talents. Ultimately, once a dyslexic learner identifies a personal and unique learning style, pieces of the educational puzzle begin to fall into place, bringing clarity and coherence to their journey.



V. Conclusion

The journey of a dyslexic individual as both a learner and an educator demonstrates that learning differences need not limit academic achievement or professional success. Instead, with appropriate support, inclusive teaching practices, and accessible learning environments, dyslexia can become a source of resilience, creativity, and innovative thinking. The experiences examined in this study highlight the importance of recognizing the unique strengths and challenges associated with dyslexia while moving beyond deficit-based perspectives.

The analysis of pedagogy and andragogy reveals that learner-centered, flexible, and inclusive approaches are essential in higher and professional education. While pedagogical methods provide the foundation for structured learning, andragogical principles encourage autonomy, self-directed learning, and the application of knowledge to real-world contexts. Integrating these approaches, together with assistive technologies, differentiated instruction, and Universal Design for Learning (UDL), enables institutions to create equitable educational experiences for all learners.

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