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in their writing, students say that they often use the wrong word for their intended meaning n = 1433 47.8%
                                                students report difficulties in making sense of lists of instructions n = 1561 52.0%
                                                                             students' spelling is generally poor n = 1586 52.9%
                     ning work, students say they prefer looking at the 'big picture' rather than focusing on details n = 1714 57.1%
                                     students show evidence of creative or innovative problem-solving capabilities n = 1896 63.2%
                                   students say that they find it very challenging to manage their time effectively n = 2098 69.9%
      students show evidence of poor short-term (and/or working) memory - eg: remembering telephone numbers - n = 2234 74.5%
                       students show evidence of having difficulty putting their writing ideas into a sensible order | n = 2271 | 75.7%
                                                                               students presenting dyslexia n = 3000 100%
                students say that when reading, they sometimes re-read the same line or miss out a line altogether | n = 2237 | 74.6%
                                        students are very unwilling or show anxiety when asked to read 'out loud' n = 2152 71.7%
                    students report their tutors telling them that their essays or assignments are confusing to read 👚 n = 2112 70.4%
    students show evidence of difficulties in being systematic when searching for information or learning resources n = 1929 64.3%
                                             students show evidence of being very disorganized most of the time n = 1716 57.2%
planning their work, students say they prefer to use mindmaps or diagrams rather than bullet points or making lists 🗀 n = 1700 56.7%
                          students say that they find following directions to get to places challenging or confusing n = 1570 52.3%
                                                students report regularly getting their 'lefts' and 'rights' mixed up n = 1551 51.7%
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Prevalence of attributes of dyslexia

- Despite sending requests to almost all of the 132 UK HE institutions, questionnaire replies were received from only 30 respondents which although seemed disappointing, it did represent a return rate of approximately 27% which is close to the average return rate of 33% reported in a short meta-analysis of response rates to online surveys in universities (Nulty, 2008). A more recent meta-analysis that focuses on response rates in online surveys conducted in post-2006 research has not been found so it is not known whether new HTML5 technologies such as input sliders used in my questionnaire as a replacement for anchor-point Likert scales has had an impact on response rates.
- To gain a more meaningful overview of the data collected about the prevalence of dyslexia dimensions, results were scaled up to a theoretical 100 student interactions per respondent which generates a total virtual student interactions 'community' of n = 3000. From this, mean average interactions for each of the 18 dimensions could be calculated based on the questionnaire replies received. For example, given 3000 student interactions, those in which 'students say that they often use the wrong word for their intended meaning' would be recorded 1433 times.

 The percentage prevalence rates were crucially used as weightings for calculating Dyslexia Index in the main research questionnaire where all of the 18 dimensions were included in the metric.