Exploratory survey n. 1
Data

Damiano Meo
Milan Catholic University

Luigi d’Alonzo
Full Professor,
Milan Catholic University
Both numeric values and linguistic meanings have been attributed to the items of the Likert scale.

<table>
<thead>
<tr>
<th>RATING</th>
<th>DESCRIPTORS</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>NEVER</td>
</tr>
<tr>
<td>2</td>
<td>RARELY</td>
</tr>
<tr>
<td>3</td>
<td>SOMETIMES</td>
</tr>
<tr>
<td>4</td>
<td>OFTEN</td>
</tr>
<tr>
<td>5</td>
<td>ALWAYS</td>
</tr>
</tbody>
</table>
Gender

- Male: 11%
- Female: 89%
School order

Junior High School: 49%
High school: 24%
Primary school: 27%
Work experience

- More than 10 yrs: 55%
- From 5 to 10 yrs: 23%
- Less than 5 yrs: 22%
### Teaching area

<table>
<thead>
<tr>
<th>Subject</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Italian, History and Geography</td>
<td>18%</td>
</tr>
<tr>
<td>FL</td>
<td>16.5%</td>
</tr>
<tr>
<td>Maths and Science</td>
<td>13.5%</td>
</tr>
<tr>
<td>Art, Music, P.E., Technology</td>
<td>10%</td>
</tr>
<tr>
<td>S.E.N</td>
<td>37.5%</td>
</tr>
<tr>
<td>R.E</td>
<td>0.5%</td>
</tr>
<tr>
<td>Other subjects</td>
<td>4.5%</td>
</tr>
</tbody>
</table>
Participation per geographical area

- North: 67%
- Centre: 7.5%
- South and Islands: 25.5%
Consistency

CRONBACH'S ALPHA

85 reliable
“Do textbooks fully meet the training needs of the whole class group?”
“Does the graphic structure of the pages promote orientation and attention of the whole class group?”
“Do photos and images facilitate the understanding of contents?”
Is the digital version of the textbook essential for an inclusive management of the class group?
Are maps and graphs of immediate understanding for all students?
Are contents in schoolbooks organised effectively in paragraphs?

1. 5 (2.5%)
2. 29 (14.5%)
3. 82 (41%)
4. 73 (36.5%)
5. 11 (5.5%)
“Does the emphasis on keywords help every student to identify the salient contents of the text?”
“Do dyslexia-friendly fonts make texts easy to read for everyone?”
“Does the use of colour for titles and keywords facilitate the reading and understanding of the text for everyone?”
Are digital and **interactive exercises** easy to use for all the students of the class?
“As for ancillary materials, are videos understandable and accessible for the whole class group?”
“As for the exercises, do the icons indicating the level of difficulty help both the teacher in the process of personalization and the student in skill awareness?”
Are self-assessment grids necessary?
“Is audio-reading an essential tool?”
“Are pair working and cooperative learning key methods in schoolbooks?”
“Are unusual or rare words in all books consulted accompanied by an effective glossary?”
“In your opinion, is the textbook an inclusive tool for S.E.N. students?”

- Yes: 50.5%
- No: 8.5%
- Yes, if adapted: 41%
“What would you add to textbooks to make them more inclusive?”

**GRAPHICAL ASPECTS**
- simplifying layouts and being less crowded with distracting elements;
- paying greater attention to the clarity of visual organizers;

**DIGITAL TOOLS**
- making videos more accessible and having easy-to-use multimedia content;
- making audio-reading available for all students;

**TEACHING STRATEGIES**
- proposing real practical examples to balance theoretical content;
- boosting growing presence of peer tutoring activities.