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LEARN TO THINK LIKE DYSLEXICS

DYSLEXIA is a hidden disability and many are not aware of it until they are adults. It has nothing to do with IQ, just that our brains are not built the same way, making it harder for us to connect letters, words and sounds.

I struggled in school and still have trouble with spelling and reading comprehension. I did not have a name for what was troubling me until I began investigating my learning problems towards the end of my doctoral study programme.

After taking multiple assessments, I realised that I have signs of severe dyslexia and attention-deficit-hyperactivity disorder (ADHD), hence I started learning how to solve them using micro-learning, colours, visual communication and Artificial Intelligence language tools.

Moreover, micro-learning is a practical learning method as research has shown that when the lecture begins, most students are paying attention, and for most students, that attention lasts for about 10 minutes. Learning in bite-sized

pieces makes the transfer of learning 17 per cent more efficient.

In today's workforce, millennials and Generation Z seek learning that is tailored to their specific requirements, informal in style and available on demand. These are met using micro-learning content such as short online lectures, video tutorials and online games such as Kahoot.

I have devised a variety of micro-learning methods with thoughtful feedback to improve students' intrinsic drive to learn as they recognise the value of hard work and that I am genuinely interested in assisting them.

The course materials are designed for learning on a smartphone or tablet, allowing students discussions, developing problem-solving skills, creativity, fun, innovation and critical thinking using the 5 Ws (Who, What, Why, Where, When) and 1 H (How) methods.

Dyslexics are thought to exhibit high degrees of awareness of others' emotions because they commonly suffer secondary dyslexia symptoms.

Naturally, I have been advocating for more empathy, sympathetic listening, ethical behaviour, patience, grit and humbleness among staff and students, especially those residing in remote locations and low-income groups.

Research suggests that poor Internet connections from remote households contribute to students falling behind academically.

Individuals with learning disabilities often feel socially excluded, and exposed to negative perceptions and unwelcome behaviours.

Nine out of 10 children and adults with learning disabilities report being bullied, nearly five out of 10 have experienced verbal abuse, and one in four has experienced physical violence.

They are also the victims of horrific hate crimes, seemingly for no reason other than being different and less able to defend themselves. Furthermore, a review in 2009 concluded that people with mental health problems and or learning disabilities are the most likely section of the population to be affected

by targeted violence.

Part of accepting my reality was realising that my differences may help others feel a part of something far larger than isolation.

We should be grateful for our impediments as they remind us of our Prophet Muhammad, the unlettered Prophet, and Prophet Moses' accomplishments even though they were very self-conscious about what they felt was a disability.

Finally, I believe that the education system should be more open to curriculum reform, including shortened face-to-face learning hours and that students should be taught creativity through micro-learning methods to learn to think like dyslexics.

As a Muslim, I believe that key Islamic moral ideals such as equality, fairness and justice should be instilled in the educational system.

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