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.