

# Are Students with LD Impacted by Online Learning in Similar Ways to their Peers?

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## Research Summary

### Purpose and Objectives

- Online learning can have a negative impact on postsecondary students in terms of their success and well-being (Daniels et al., 2021; Cantarero et al., 2020).
- These challenges may be more severe for students with learning disabilities (LD)
  - For example, these students may experience difficulties accessing accommodations (Gin et al., 2021), higher stress (Zawadka et al., 2021), challenges with groupwork, connecting with instructors for help, and increased workload (Goegan, et al., 2022).
- To build on this growing area of research, we aimed to examine the experiences of students with LD during online learning from an Expectancy Value Theory (EVT) Lens.

### Expectancy Value Theory

EVT is a useful framework to examine students' motivation regarding academic tasks, in this case, learning online. According to EVT, three main beliefs underpin a student's motivation: expectancy, value and cost (Eccles and Wigfield, 2020).

#### Expectancy

The student's perception that they will be successful with the task.



#### Value

The overall importance that a student ascribes to the task.



#### Cost

The time, energy, and resources required to complete the task.



### We asked two specific research questions:



- 1) Do students with LD experience different amounts of expectancy, value, and cost in an online course, and do they identify different levels of satisfaction, achievement, and burnout?
- 2) Do the components of expectancy, value, and cost predict student satisfaction, achievement, and burnout, and are the results different for students with LD when compared to their peers?

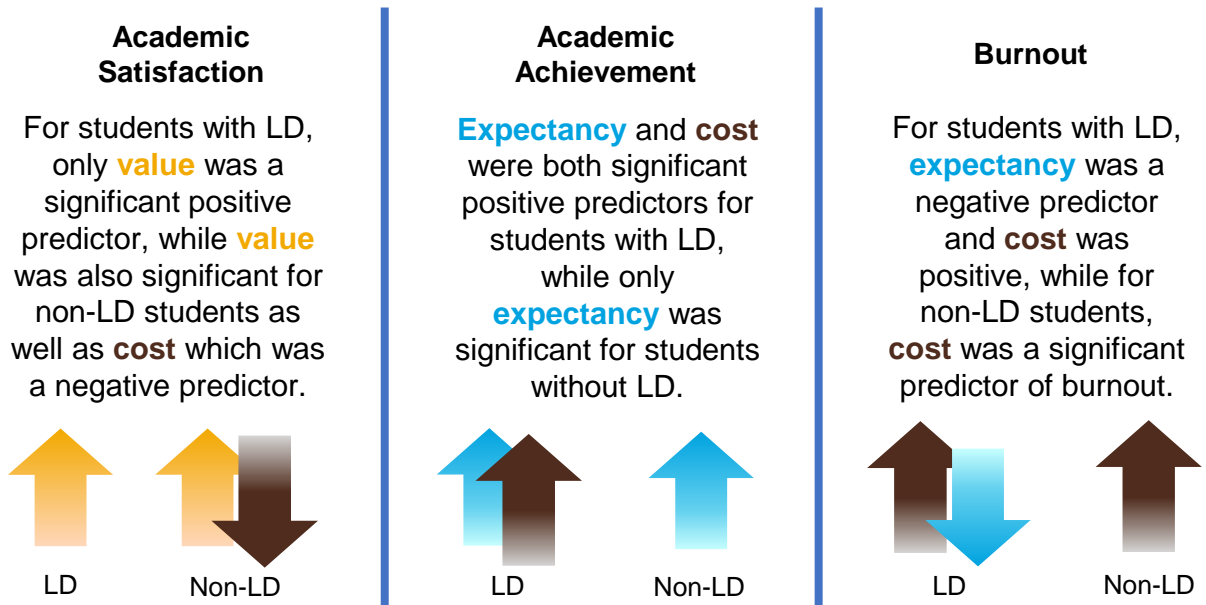


## Participants and Procedures

- Data was collected from 224 postsecondary students in Western Canada, 44 students self-identified as having an LD.
- The sample was mostly female (77%) and ranged in age from 18-46.
- **Measures**
  - Academic satisfaction, academic achievement and burnout were the dependent variables.
  - Expectancy, value and cost were assessed using a 10-item scale developed by Kosovich et al., (2015).

## Results

Students with LD reported significantly less **expectancy** and **value**, but more **cost** compared to their peers when evaluating online courses. Moreover, students with LD reported lower academic achievement (GPA) and higher burnout for their online courses.



## Discussion

- Our findings highlight the connection between expectancy, value, and cost to important educational outcomes (i.e., satisfaction, achievement and burnout).
- Students with LD experience less **expectancy** that they can complete their online courses, **value** these courses less, and believe there is a higher **cost** to complete courses when compared to their peers. Overall, their experiences with learning online are worse, highlighting the need for supports and services.
- For students with LD, the difference between academic achievement and burnout was the direction of **expectancy**, highlighting the importance of self-efficacy.