

The Effectiveness of Computer-Assisted Instruction for Teaching Mathematics to Students with Specific Learning Disability

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Using computers to teach students is not a new idea. Computers have been utilized for educational purposes for over 80 years. However, the effectiveness of these programs for teaching mathematics to students with specific learning disability is unclear. This study was undertaken to determine if computer-assisted instruction was as effective as other methods of instruction that do not use computers for teaching mathematics to these students. A two-week experimental research study with 36 male and 22 female participants was conducted to determine if a difference existed in the learning of high school students with specific learning disability who were taught using either computer-assisted instruction or instruction using teacher-directed activities. Since there is sparse educational research regarding the effectiveness of using computer-assisted instruction for teaching mathematics to students with specific learning disability, the results of this study provide a starting point for future research on this subject.

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