Abstract

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. An experimental research study was conducted to determine if a difference existed in the learning of students with specific learning disability who were taught using either computer-assisted instruction or instruction using teacher-directed activities. The results of the study, which are presented and discussed here, indicated that a statistically significant difference between the two methods of instruction did not exist. However, the data also indicated that individual student characteristics or other factors may interact with the method of instruction utilized when teaching students with specific learning disability. 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 rather than a destination for future research on this subject.