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Exploring Neurodivergent Learners Remote Learning Experience: Preliminary Results for Students Experiencing ADHD

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TREO Talk Paper

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Abstract

Surviving and thriving in a remote learning environment demand higher level of self-regulation and self-directed learning readiness compared to face-to-face learning. Neurodivergent students, such as those experiencing Attention Deficit Hyperactivity Disorder (ADHD) symptoms, may face additional difficulties as well as unique opportunities, compared to their neurotypical peers when engaging into the new learning modality. For example, students with ADHD typically struggle with planning and organizing activities, time management, and ability to focus along with other skills essential for remote learning. As a result, students with ADHD may potentially experience higher level of stress in a remote learning environment. Nonetheless, students with ADHD typically show distinctive strengths compared to their peers in terms of higher levels of creativity, flexibility, openness to new experiences as well as divergent thinking (Redshaw and McCormack, 2022) which would benefit students in adjusting to the remote learning environment. As a result, students with ADHD may potentially experience lower level of stress in a remote learning environment.

To provide a more inclusive learning environment and to support neurodivergent students, educators need to investigate the perceptions of neurodivergent students regarding their remote learning experience. Such investigation will represent the needed recipe toward creating improved remote learning environment and provide positive experiences for all students.

In the current project, we build on and extend the current literature examining students' perceptions of their remote learning experience (Martin et al., 2020). We focus on the relationship between readiness for remote learning and experienced technostress associated with using remote learning management systems for both neurodivergent students experiencing ADHD and neurotypical students. We also examine a number of outcomes associated with using remote learning management system.

We collected a sample of 288 students from a major public university in the USA and analyzed data using PLS-SEM. Our preliminary results indicated that neurodivergent students experiencing ADHD had lower level of readiness for remote learning and consequently experienced more technostress compared to their neurotypical peers. Consequently, neurodivergent students experiencing ADHD had an overall less favorable perceptions of the system use experience. The current study has the potential to shed lights on and emphasize educational institutions need to support neurodiverse remote learners.

References

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