

E-learning for Students with Intellectual Disability in Inclusion Classrooms: Opportunities and Challenges

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ABSTRACT The objective of this study is to investigate the opportunities and challenges of e-learning for students with intellectual disability in inclusion classrooms from the perspectives of their parents. Quantitative research is carried out with the aim to investigate the opportunities and challenges of e-learning for students with ID in inclusion classrooms from the perspectives of their parents. It uses a survey-based methodology to obtain data from the respondents. Parents of students with intellectual disabilities (ID) in inclusion classrooms in middle and secondary schools in Makkah were targeted. The authors received a total of 84 questionnaire responses. They were 56 mothers (66.6%) and 28 fathers (33.4%). Results indicate that a very large percentage of respondents agree that e-learning is appropriate for teaching students with ID and there are some difficulties faced by teachers when using e-learning. There are no statistically significant differences in the reality of e-learning for teaching students with ID from the point of view of their parents, according to sex and educational level.