

## Faculti Summary

<https://staging.faculti.net/the-role-of-fairness-and-basic-psychological-needs-in-understanding-dyslexic-students-emotions-in-classroom-assessment/>

This video discusses a research study focused on students with dyslexia, highlighting the need for better understanding of their experiences during assessments. The study is led by Dr. Lauren Gogan, who has a strong interest in learning disabilities. It emphasizes that while accommodations such as extended time and note-takers are essential for equal opportunity in assessments, these provisions often overlook the psychological experiences of students, such as emotions and basic psychological needs.

The research is grounded in self-determination theory, which identifies three universal psychological needs: autonomy, competence, and relatedness. The study reveals that the perception of fairness in assessments significantly correlates with the fulfillment of these psychological needs. If students perceive assessments as fair, they feel more autonomous and competent, which in turn positively affects their emotions, leading to greater enjoyment and reduced anxiety.

The research also points out the challenges of obtaining a large sample size from specific populations, like students with dyslexia, which has historically limited in-depth studies in this area. However, this study successfully recruited 100 participants quickly through an online platform.

The findings suggest that enhancing assessment experiences for students with dyslexia requires focusing not just on accommodations but also on emotional support and psychological principles. The study advocates for reframing summative assessments to ensure they satisfy students' psychological needs, thereby promoting their well-being. Future research aims to provide experimental evidence that supports changes in assessment practices to positively impact students' emotional experiences during testing.