January 11, 2016

Editor-in-Chief

*International Review of Research in Open and Distributed Learning*

Dear Editor-in-Chief:

I am enclosing a submission to *International Review of Research in Open and Distributed Learning* entitled “The Effects of Online Interactions on the Relationship between Learning-Related Anxiety and Intention to Persist among E-Learning Students with Visual Impairment.” The manuscript is 27 pages long and has five tables and three figures.

In Korea, the number of e-learning students with visual impairment has increased over the last decade. Web-based distance education has provided students with visual impairment with an enhanced opportunity for higher education. However, these students have trouble with the e-learning process and frequently drop out of cyber universities because of a lack of reasonable accommodations, a personal lack of learning skills, and a gap between the modern technology used in web-based distance education settings and rehabilitation devices.

We examined the relationship among learning-related anxiety, online interactions, and intention to persist among e-learning students with visual impairment. We found that three types of online interactions had different roles and impacts when learning-related anxiety negatively affected intention to persist. We suggested ways of increasing intention to persist among e-learning students with visual impairment. Our study is a preliminary attempt to draw attention to an understudied area of web-based distance education among students with visual impairment.

We confirm that this manuscript has not been published elsewhere and is not under consideration elsewhere. My co-authors and I have read and approved the manuscript for its submission to *International Review of Research in Open and Distributed Learning*.

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We look forward to hearing from you at your earliest convenience.

Yours sincerely,

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