Confronting Challenges as a Pandemic Technology Moderator: Strategies for Engaging Students with Disabilities in Virtual Learning and the Use of Netiquette

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Engaging In Virtual Learning
Challenges of Virtual Learning

- Use of technology with limited technology skills
- Limited access to assistive technology
- Limited access to accessible materials for lessons/learning materials
- Maintaining focus for prolonged periods of time
- Limited opportunities for feedback (verbal/gestural/facial)
- Limited opportunities for movement
- Understanding and use of netiquette
- Managing time and work
- Troubleshooting technology
Strategies

What makes face-to-face instruction/services engaging?
How do we move this into a virtual setting?
Strategies

• Build in time/options for movement
• Build in time/activities for building relationships
• Teach technology skills
  • Use visuals/checklists, task analysis, direct instruction, video modeling directions
• Use app/internet extensions for assistive technology
  • Chrome Read & Write
• Give access to materials in alternate formats
  • Put in mail, have drop off location, send PDF file for printing purposes, screenshot and markup tools
• Form, Teach, and Reinforce “virtual classroom rules”
  • Apply the concept of netiquette
DL 1 Activity Checklist- 9/11

________ Log on Computer with NetID and Password

________ Answer Question of the Day

________ Log into email

________ Go to Google Docs

________ Begin Google Doc Poster Assignment

________ Log off Computer

Daily Checklists
Create checklist of activities that need to be completed
Building in Movement

- Dance breaks
- 10-30 second exercise breaks
- “I Spy”
- Yoga/Stability balls/movement seat cushions
- Exercise options
Teach Technology Skills

- Direct instruction
- Video modeling
- Task analyzed checklists
  - Step-by-step list
- Visuals
Form, Teach, and Reinforce Virtual Classroom Rules

- Apply the concept of netiquette
- Who talks and when?
- When is video on or off?
  - Are students comfortable with showing their home/themselves on video?
- When is microphone on or off?
- Are pets allowed?
- What cues can be used to reinforce rules?
  - Verbal, gestural, visual
Other Strategies

- Incorporate accommodations/modifications
  - Enlarged text, font colors, lighting
- Use accessibility features on video conferencing platform
- Teach how to pin interpreter to main screen
Think About Where Independence Can Be Built In....
Netiquette
What is Netiquette?

- Etiquette of the internet
  - During a group class, I can’t talk to my classmate quietly like I can in face-to-face classes because everyone can hear me (not just my classmate)
Strategies for Teaching Netiquette

• Face-to-face social skills apply online
• Have open conversations
• Practice and role play netiquette rules
  • What does being respectful look like in a virtual setting?
    • Messaging a person one time and waiting an appropriate amount of time before messaging again
    • Sending short messages, as opposed to long and/or off topic messages
Teaching Netiquette

- Develop/teach rules of Netiquette
  - What should be shared online?
- Digital Footprint
  - Everything put online, stays online even if deleted
Safe Social Media Use
Why is this important?

• National Survey Results:
  • Desired to use social media and learn more about using social media
  • Male and high school aged individuals had less knowledge of addressing safety issues
  • Majority use Facebook, Instagram, Snapchat
  • Perceived social media to be good for finding information, learning new things, and seeing what others are doing
  • Need strategies for addressing issues with:
    • Hacking
    • Stolen passwords
    • Someone sending messages as them
Creating Safe Opportunities for Practice

- Spot the cyberbullying/predator card games
  - Ask what steps should be taken when a cyberbully or predator is drawn

- Create cyberbullying/predator message identification quizzes in online learning management systems (i.e., Canvas, Moodle, Blackboard, etc.)

- Practice writing posts/messages using a graphic organizer template

- Review messages you receive with them and have them identify the safety level/steps to take

****As sensitive topics are often present, discuss emotions/feelings after practice situations! Be able/ready to report/investigate any cybercrimes that may be mentioned***
Strategies

- Teaching Netiquette
- Monitor use in a non-intrusive way-friend/follow
- Have open conversations
- Model safe social media use
- Enforce importance of talking to a trusted adult when something is bothersome, dangerous, concerning, or questionable
Resources

- **Virtual Learning:**
  - Chrome Accessibility Extensions: [https://chrome.google.com/webstore/category/ext/22-accessibility](https://chrome.google.com/webstore/category/ext/22-accessibility)
  - Resources for Educating ALL Learners During the COVID-19 Pandemic: [https://eala.wpengine.com](https://eala.wpengine.com)
  - Center on Online Learning and Students with Disabilities: [http://www.centerononlinelearning.res.ku.edu](http://www.centerononlinelearning.res.ku.edu)

- **Social Media/Netiquette**
  - Common Sense Education: [https://www.commonsense.org](https://www.commonsense.org)
Want to Know More.....Upcoming Sessions

- Montana Youth Transition Conference
  - More in-depth strategies for virtual learning, social media use, and netiquette
  - More resources
Thank You!

Questions?

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