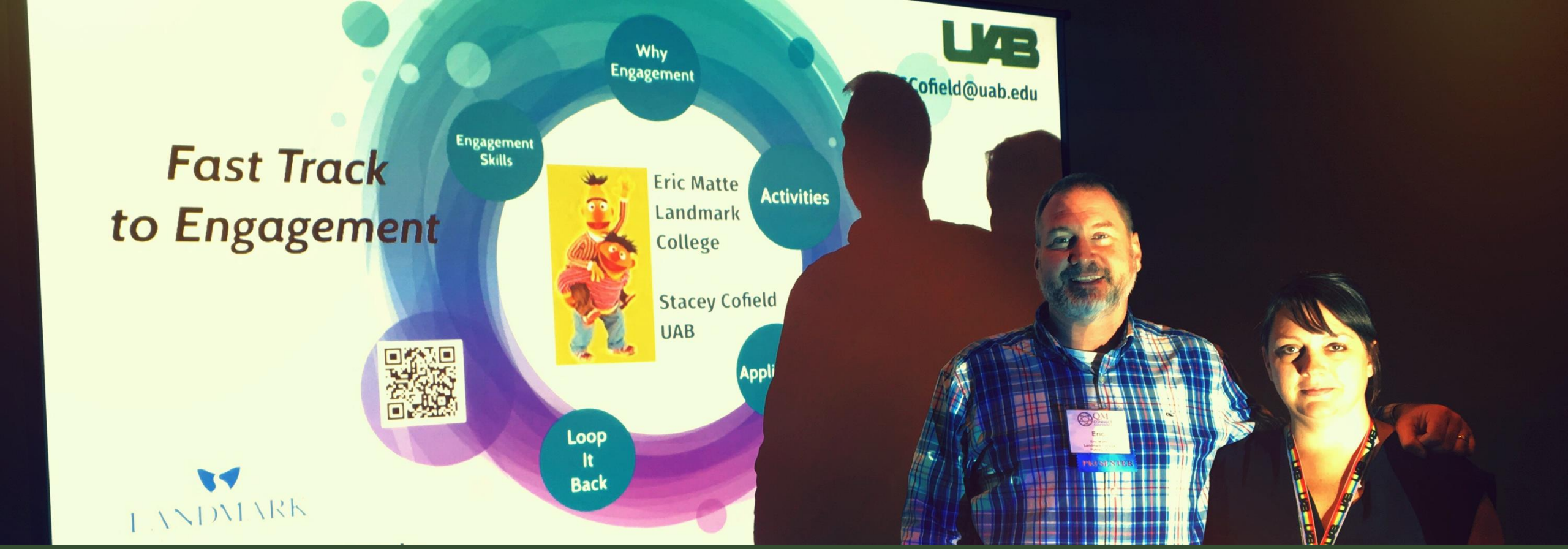


NEURODIVERGENT STUDENTS IN THE ONLINE CLASSROOM

Dr. Stacey Cofield University of Alabama Birmingham (Scofield@uab.edu)

Eric Matte, Landmark College (ematte@landmark.edu)

What's New to YOU "Covid Teaching"? 1-3 words if possible

Join by Web

1. Go to **PollEv.com**
2. Enter **QM20**
3. Respond to activity

Join by Text

1. Text **QM20** to **37607**
2. Text in your message

Total Results: 0

LEARNING OBJECTIVES

1

Define neurodiverse learning profiles in order to create successful classroom environments.

2

Explain 10 effective teaching principles for successfully engaging neurodivergent students.

3

Share with other participants experiences to broaden online teaching perspectives.

10 PRINCIPLES AND PRACTICES TEACHING NEURODIVERSE PEOPLE

1. Neurodivergent principles
2. Building Community in the online classroom
3. Metacognition
4. Assistive Technology and the 21st century learner
5. Presence
6. Monitoring Cycles
7. Feedback
8. Engaging Activities x 2
9. Reflection, Goal Setting and Growth

WHAT DO WE MEAN, NEURODIVERSITY?

- Basic Principles of Neurodiversity
  - Our students are diverse and capable learners
  - We adapt our teaching based on student strengths and challenges within the learning process.
  - We work collaboratively with students to maximize intellectual development

BUILDING YOUR ONLINE CLASSROOM COMMUNITY

How do you Build "Community" in Your Classroom? 1-3 word answer

Join by Web

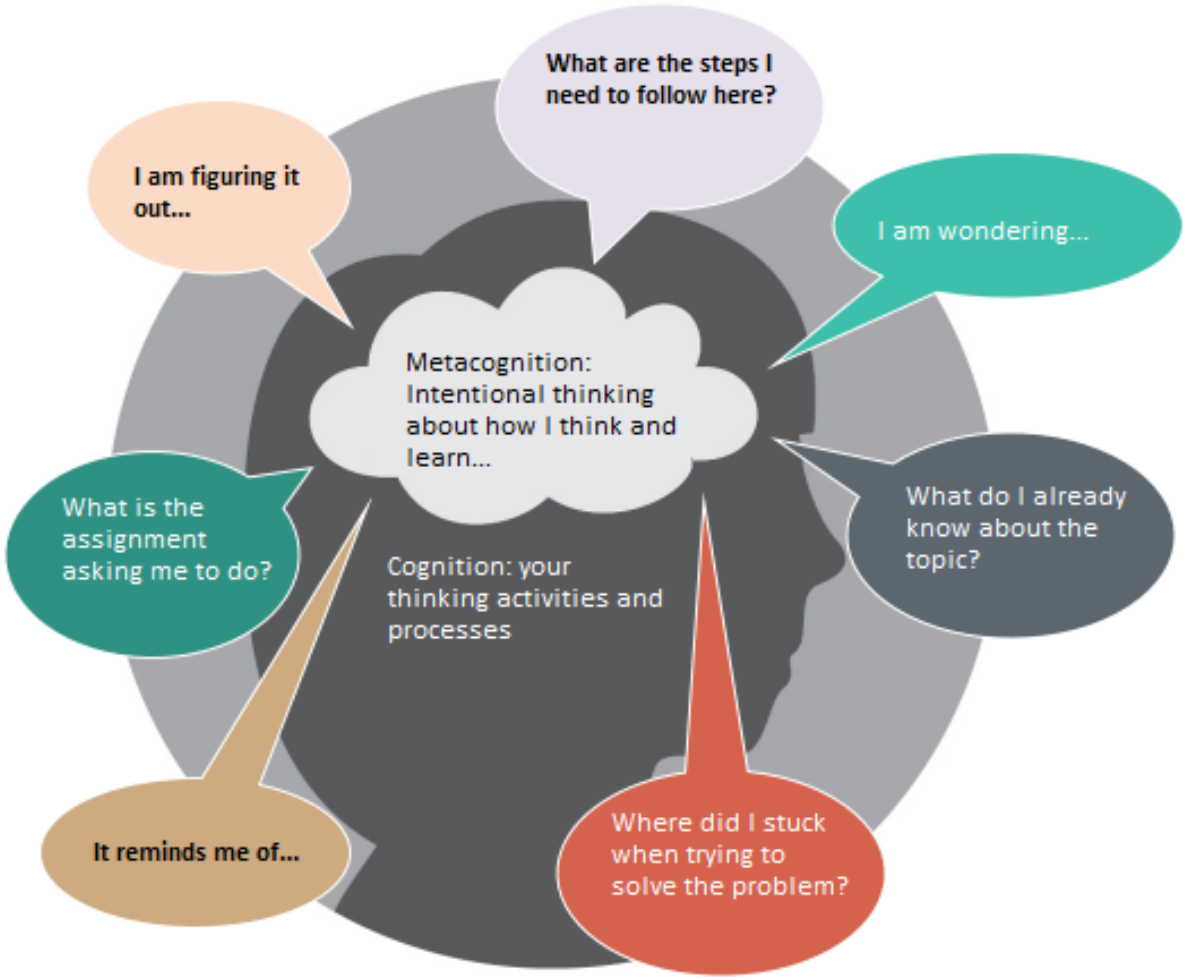
1. Go to **PollEv.com**
2. Enter **QM20**
3. Respond to activity

Join by Text

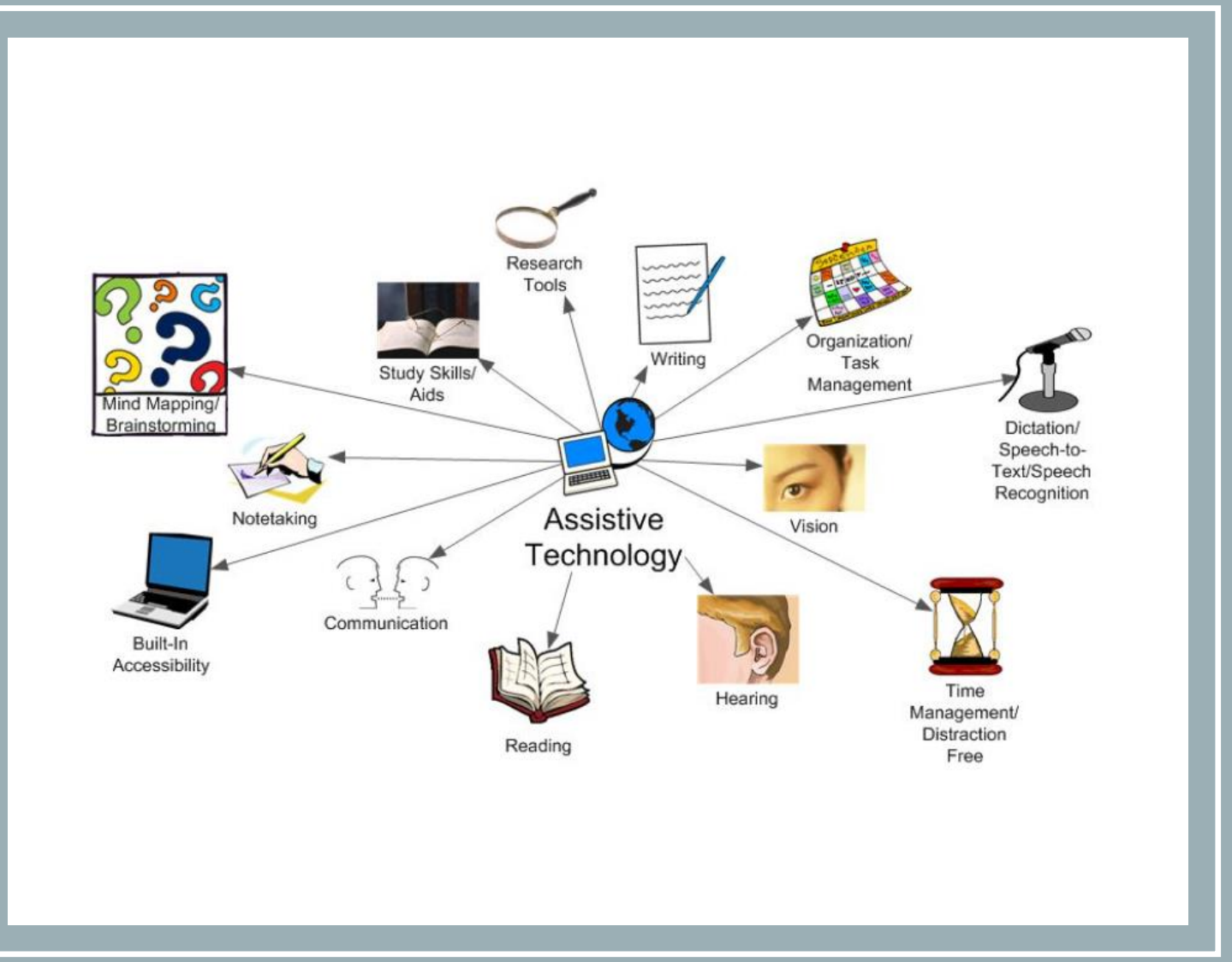
1. Text **QM20** to **37607**
2. Text in your message

Total Results: 0

METACOGNITION IN THE ONLINE CLASSROOM



ASSISTIVE TECHNOLOGY



PRESENCE ONLINE

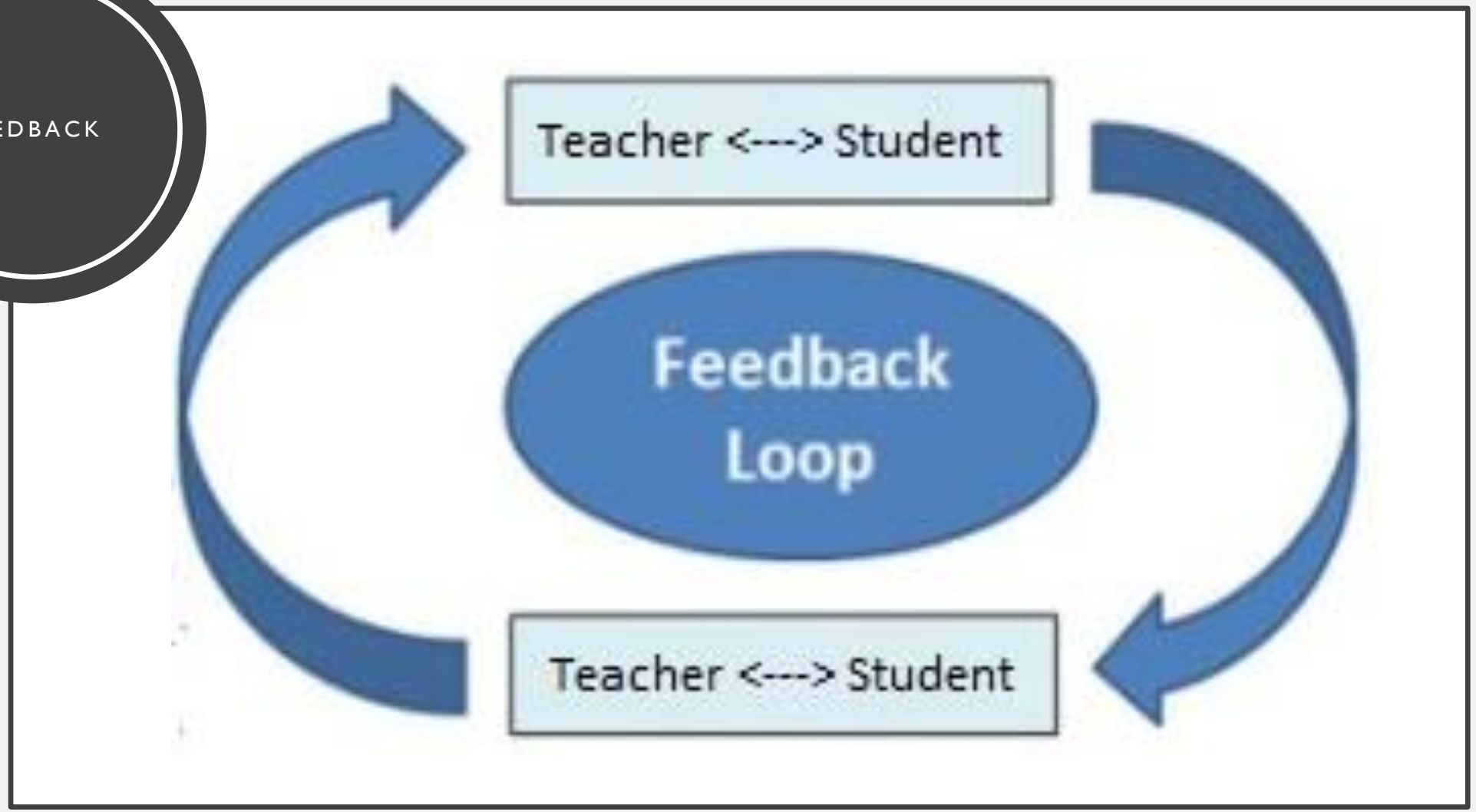
by Garrison, Cleveland-Innes and Fung [9] and Arbaugh and Hwang [10].

Figure 1. Community of Inquiry Framework

MONITORING CYCLE

- Set up your own cycle from the beginning of the course
  - Returning graded work (48-72 hours)
  - Responding to messages (with 24 hours)
  - Email Hour
  - No Saturday

FEEDBACK



ENGAGING ACTIVITIES

What Engaging Activities are You Doing in your Online Classroom? 1-3 words

Join by Web

1. Go to **PollEv.com**
2. Enter **QM20**
3. Respond to activity

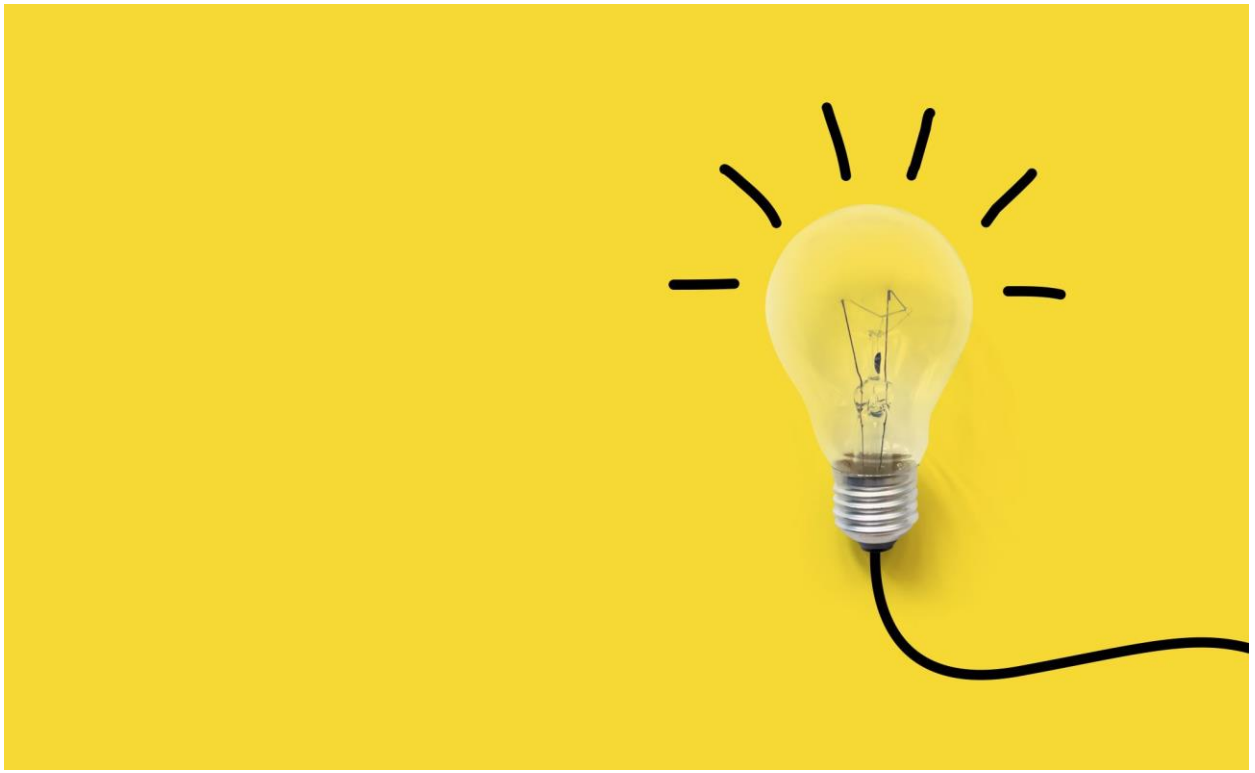
Join by Text

1. Text **QM20** to **37607**
2. Text in your message

Total Results: 0

Poll Everywhere

REFLECTION, GOAL SETTING, GROWTH



CONCLUSION AND QUESTIONS

- 10 Principles and Practices teaching neurodiverse people
  1. Neurodivergent principles
  2. Building Community
  3. Metacognition
  4. Presence
  5. Monitoring Cycles
  6. Feedback
  7. Assistive Technology
  8. Engaging Activities (synchronous/asynchronous)
  9. Reflection, Goal Setting and Growth

QUESTIONS PLEASE CONTACT US!

- Stacey Cofield, University Alabama Birmingham
  - **scofield@uab.edu**
- Eric Matte Landmark College
  - **ematte@landmark.edu**

SOURCES

Cofield, S. Matte, E. *Creating Connections through Technology*. Presented at Quality Matters National Conference, St. Louis, Mo. 2018.

Cofield S. Matte, E. *Fast Track to Engagement*. Presented at Quality Matters, National Conference, Dallas, Tx. November 2016.

Garrison, D. R., & Cleavland-Innes, M. (2005). Facilitating Cognitive Presence in Online Learning: Interactaction is not Enough. *THE American Journal of Distance Education*, *19*(3), 133-148.

Landmark College Center for Neurodiversity. Landmark.edu/centerforneurodiversy