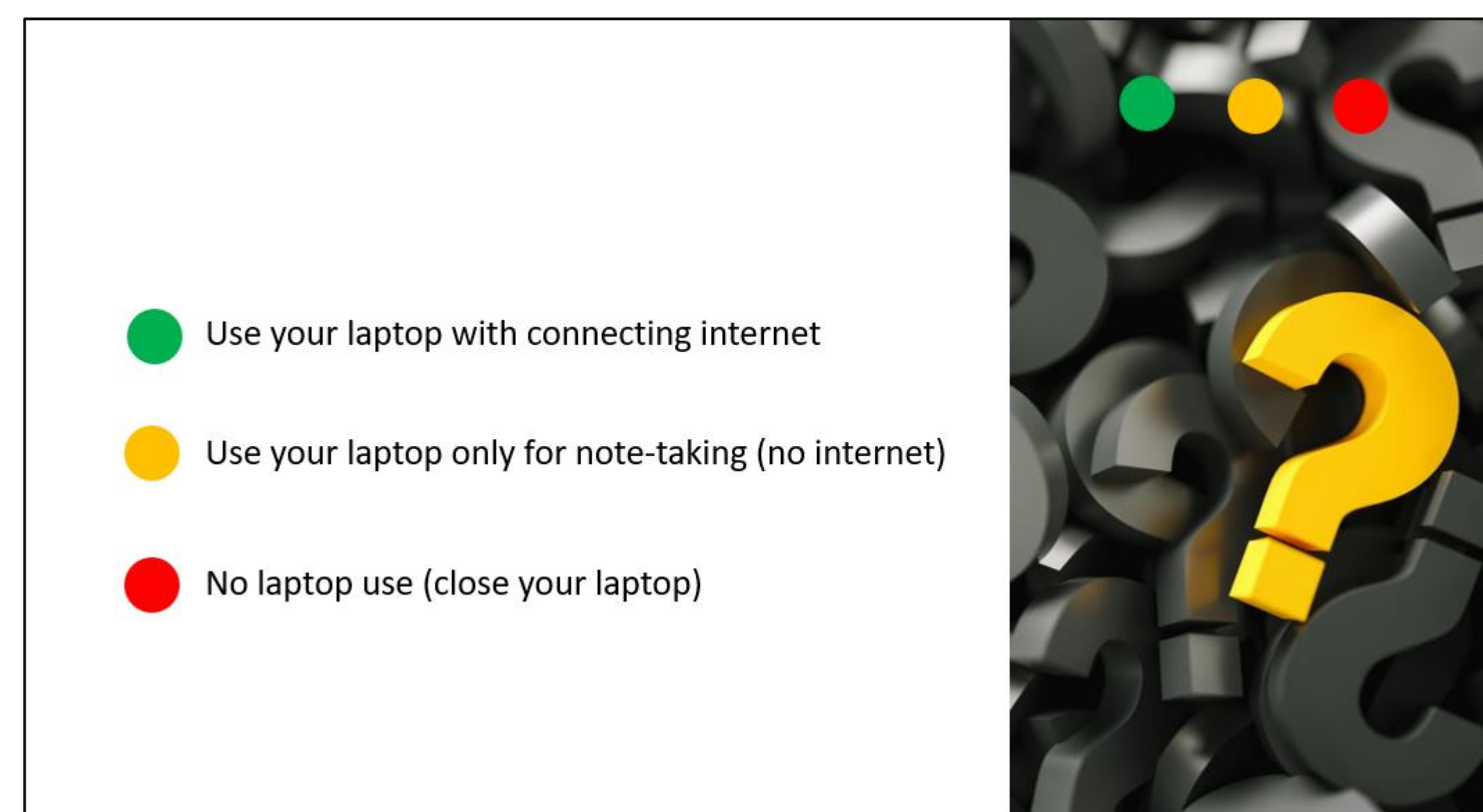


In-Class Laptop Use for Students Learning

Introduction

- Computer or laptops are considered as an effective and critical learning tool at higher education, but research finding has shown the negative effects of in-class laptop use on student learning.
- College students showed distraction and low academic performance when they are allowed to use laptops in class (Patterson & Patterson, 2016).
- In light of cognitive psychology theory on costs associated with multitasking, the laptop uses hindered classroom learning for both users and even nearby peers (Sana et al., 2013).
- Thus, college students should be guided for the effective laptop use in class. However, there is limited research on the strategies for effective use of laptop in class.
- This study purposes to examine the effects of behavior strategies regarding in-class laptop use.

Color prompts for laptop use



●	Given the green prompt, students used their laptops for student-centered and computer-assisted activities	Group Discussion, Individual posting, Online Searching, or informal assessment
●	Given the yellow prompt, students used their laptops with notetaking for instructor-centered presentation	Instructor's lecture Note-taking.
●	Given the red prompt, students were requested to close their laptops for activities without laptop use.	Watching videos, Hands-on activities, Worksheets

In-Class Laptop Activities

Topics Covered	Activity with Tech (GREEN zone)	Tech Materials
Course Introduction People-first Language	Syllabus hunting	Kahoot!
Exceptionality & Special Education	Review Case Study	Blooket Google doc
Current Issues in Special Education	Discussion –Inclusion UDL Project	Google doc Padlet
Multicultural Aspects of Special Education and Disability	ELL vs. LD Effective instructional strategies for CLD	Group Wiki Padlet
Working with Parents and Families/ Collaboration	Review & Developing collaborative partnerships	Blooket Google Docs
Intellectual Disabilities	Developing a lesson using task analysis	Google Slides
Learning Disabilities	Academic support. Computer-assisted intervention	iPad & academic apps, Padlet
ADHD	Designing interventions for a child with ADHD	Google Docs
Emotional and Behavioral Disabilities	Developing a behavior intervention plan	Google Docs
Autism Spectrum Disorders	Using communication apps (Proloquo2Go, Go Talk, etc.)	iPad & communication apps
Communication Disorders	Identifying types of communication disorder	Google Jamboard
Deaf or Hard of Hearing	Online hearing test	Headsets
Blindness or Low Vision	Seeing AI	iPad & Seeing AI apps
Multiple & Severe (TBI, Deaf-Blindness)	Case Study	Google Docs
Physical Disabilities & Other Health Impairment (seizure, cerebral palsy)	Case Study	Google Docs

Sample Activity Slides

Activity 2

- Let's make groups (5-6 people per group).
- Read the five scenario from BB.
- Determine the placement of the five students in your group.
- Write student's name and post it to the Padlet.



Educational Considerations

- Placement (ages 6-21 in 2013): 65% regular classroom, 13% resource room, 11% separate class (U.S. Department of Education, State-level data files)
- Use of remaining sight
 - Large-print books
 - Magnifying devices (e.g., MAGic Professional)
 - Speech recognition software (e.g., Dragon NaturallySpeaking)

Station 3

White Cane



To understand the information process of people with blindness, we will use an eyeshade.

This is pair-activity.

- One person need to wear eyeshade.
- Another person will guide the person using eyeshade and earplugs.

Task: walk to the inside of the bathroom and come back to the classroom.

References

References

- Patterson, R. W., & Patterson, R. M. (2016). The Impact of Laptop Use in the College Classroom. Cornell University.
- Sana, F., Weston, T., & Cepeda, N. J. (2013). Laptop multitasking hinders classroom learning for both users and nearby peers. Computers & Education, 62, 24-31.