

This lesson that I taught is part of a series of IPAD classes for the first-year College and Career Studies (CCS) students in the Transition Program. Previously, Jason Piatt had taught a series of lessons on various apps for the IPAD 2. My lesson with the students was teaching them to use Skype on their Ipad2 and as a teaching tool to address some of the social issues the CCS students have encountered in their college experience.

Prior to instruction I met with Jason Piatt to discuss strategies for presenting this lesson. We also spent time exploring various options for providing visuals for the students so they would be able to see step by step examples. We decided it would be best if I used the Elmo in the IRC to project the actual screen on my Ipad 2 so students would be able to see and hear the instructions. Since Jason had previously taught Face Time, and the students were familiar with this application, I decided to use that prior knowledge to establish a foundation for introducing Skype.

Goals for this lesson include:

- Students know the difference between Face Time & Skype
- Students understand web netiquette
- Students learn how to add classmates as contacts
- In small groups students will use Skype to communicate with each other, from various locations in White Hall, to discuss 3 important social issues.

For this lesson, I employed the help of some of the Master's students in the Transition Coordinator program (T.C's) I thought this was necessary because there are 20 CCS students with cognitive disabilities and this lesson is based on 'modeling'. As Bandura (1986) stated, behavior modeling capitalizes on learners' ability to acquire knowledge by observing another person execute behaviors associated with performing a task. In order to prevent any frustration for the students performing tasks using Skype and to help expedite the lesson, it was necessary to have the additional assistance.

I started the lesson by introducing myself and the topic: Skype. I asked 3 preliminary questions to make better use of class time by establishing a level of foundational knowledge. I asked the students:

- if they had ever heard about Skype
- if they knew what Skype was used for
- if anyone had ever actually used Skype.

Most of the students had never heard of Skype. Four students knew about Skype and had used it on their computer, but none of them had ever used it on their Ipad2.

Prior to the lesson, I had asked students to download Skype so we could make the most of our class time using Skype. Fink suggests having students read materials ahead of time, so I decided

that having students get familiar with Skype ahead of time would allow for more productive time on the lesson. Unfortunately, only about half of the students had completed this task!

Since most of the students were not familiar with Skype, I gave them a brief overview of what it was, how it's used and why they would use it. Knowing that they had previously learned how to use FaceTime we created a collaborative 'Compare & Contrast' chart so students could see and discuss how the two applications were similar and different and so they could also make a connection to previous learning.

*Several weeks earlier, the CCS students had learned how to use Face Time on their Ipad's. Since that time, appropriate web 'netiquette' has been an issue with several students so this was important to address. I set the stage for the 'netiquette' lesson with a scenario of a recent situation. Several students were repeatedly calling their CCS friends (day and night) and this was becoming a real problem. The reminder for students to use 'good manners' with FaceTime, was important and timely since this lesson would extend to Skyping as well. I reminded the students that just like we have 'good manners' in school, there are also 'good manners' when you use the Ipad to contact friends - so one of the TC's (Tammy) and I role played the scenario.

Scenario: I 'called' Tammy on her Ipad. She rolled her eyes and said, "I'm studying, I can't answer that call right now" and she ended the call. I called again, she hung up on me. I called another 6 or 7 times to really illustrate the point that I was bothering her with my calls! By this time, the students were completely engaged and shouting out suggestions of what Tammy should do....

This is where my planned lesson took a detour!

The repeated calling was obviously an issue that needed to be addressed so I capitalized on the moment and employed active engagement by asking two volunteers to continue role playing the situation. I asked them to not only act out the situation, but offer a solution of how to handle the problem with the repeated caller.

Four more pairs of students also participated in the role playing, each offering different solutions for the 'netiquette' problem. I recapped the netiquette piece by asking the students to summarize what we just learned. They contributed a number of suggestions for appropriate netiquette. One of the TC's recorded all of the suggestions and we posted our "Class netiquette rules" so students would have the visual reminder.

Now we were finally ready to learn about Skype. Since half of the students had downloaded the Skype app as I had previously requested, I divided the class into two groups: those who were ready to use Skype and those who still needed to download Skype. For those who were ready, I gave them instructions to start adding their classmates as contacts and practice skyping. For the rest, I opened my Ipad on the Elmo so they could see, step by step, how to download the Skype app. This teaching tool worked really well for this population of students because they could

look at the screen and see exactly what they needed to do so modeling was a good teaching strategy.

Unfortunately, class was just about over by the time all of the students were ready to go with Skype, so this lesson will be continued at another time. Several of the students did practice talking with each other from different corners of the IRC however the real challenge will be for them to connect with each other from different locations within White Hall.

I wrapped up the lesson by having the students summarize what they learned. We concluded with an assignment: I asked them to Skype at least one friend by November 30th and be ready to share about their experience in class.

Initially, I was disappointed that we didn't get to the last part of the lesson. I should have asked the Transition coordinators to remind their students to download Skype during their homework time, but I didn't think of that... so in the future, it would be good to send out reminders the day before class so instructional time can be fully utilized.

Something else I learned from this lesson is that if the opportunity presents itself for a teachable moment – use it. The 'detour' or unplanned part of this lesson ended up a positive learning experience for the students. Because I was flexible and allowed for a dynamic adjustment in the flow of instruction, the teachable moment turned into a memorable lesson. Apparently, spending the extra time, role-playing and discussing appropriate 'netiquette' has already reduced the number of repeated calls between students. So in spite of not completing the lesson as planned, an important learning objective was met because the students actively participated in a significant learning experience that was meaningful and relevant to them.

This lesson incorporated a number of Fink's suggestions for an interactive learning experience. Students were supplied with foundational knowledge about Skype. Part of the group was able to apply their newly acquired Skype skills to communicate with their peers. Students integrated information they knew about FaceTime to Skype. Through the role playing and discussions, we were able to develop new feelings (Caring) and learn about others (Human Dimension).

Additionally, I used methods suggested by Callahan et al, (2003). The primary method, modeling, provided the students with the opportunity to acquire knowledge by performing behaviors associated with performing a task. I also slowed the teaching pace by chunking the main lesson into four smaller parts then taking time to discuss what was just learned.

Even though this lesson didn't go exactly as planned, the students and I both learned valuable lessons. They learned about Skype as well as the importance of appropriate 'netiquette' and I learned that using unplanned teachable moments can have a positive effect on student learning.