

How does technology in the classroom impact students with disabilities?

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This paper is the result of a year of observing the growing use of technology in the classroom and its effects on student questioning and discussion. It was completed at a New York City public school that has a “gifted and talented” student focus and includes students with disabilities. This research calls attention to the communication habits of students with disabilities. Furthermore, it provides an opportunity for us to learn from their digital communication habits, specifically how they differ from in-person interactions. It looks at the benefits and drawbacks of using multiple forms of communication. The research follows two online discussion platforms used by all students and compares the online posts to transcripts of in-class discussions. It follows students with varied learning styles and abilities with regard to communication

Bio:

Kathleen Boyle is a public school teacher in New York City, where she has been teaching for six years. Kathleen co-teaches students with disabilities aged 11-14. She received her Master of Arts in secondary inclusive education from Teachers College. Kathleen has lead teacher inquiry teams looking at questioning and discussion as well as non-fiction writing before participating in an action research project at TC which resulted in this paper. Kathleen has a learning disability as well as epilepsy. Prior to becoming a teacher, Kathleen was a stage manager Off-Broadway and was the production manager of Manhattan Children's Theatre.