# VIRTUAL CLASSROOM: A GIFT FOR DISABLED CHILDREN

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*Date Received: 14/09/2018* *Date Revised: 28/10/2018* *Date Accepted: 28/11/2018*

***ABSTRACT***

*In the present scenario, schools eliminate disabled children by conducting entry behavior or intelligence test. For that reason, all gifted and talented students are admitted in the general education classroom. Fulfilling the educational needs of the students in the classroom is currently a major problem for a lot of teachers in institutions. Among the many varied challenges faced by the general education teacher, one challenge is mainly impenetrable. That is, how does the teacher fulfill the special needs of students with extraordinary academic ability and the needs of those students who are not as sophisticated? The insensitive reality of overcapacity and budget cuts makes it increasingly difficult to meet the educational needs of every student. Teacher centered instruction, or teaching the same curricula to all students, is no longer a feasible approach. Teachers have to discover innovative ways to stimulate thinking and create advanced learning opportunities for all students, especially for learning disabled children. The best way to make classes more effective was by using virtual technology in the classroom for learning disabled children. In this article, the author discussed how teachers could infuse best practices from learning disabled children through the formation of a virtual classroom environment in learning.*

*Keywords: Virtual Classroom, Virtual Learning/ Education, Virtual Approaches, Electronic Learning, Learning Disabled Learner.*

## INTRODUCTION

In the present scenario, learning through electronic devices, take a vital role in education. E-learning extend perceptibly in every field of education. The progress of electronic learning have introduced new educational classification they are "Virtual Education", "Virtual Classroom", "Virtual Universities", "Online Courses", "Cyberspace Institution", and so on. Insightful investments in technology in this decade have given rise to a worldwide explosion of information. Many educational institutions are hesitant to put the virtual education into practice. Many teachers and teacher educators are not aware of virtual classroom so it does not take a significant situation.

According to the educationalists, virtual classroom helps the learning-disabled students to adjust and adapt to the educational world. Virtual classroom plays a major role in the instructional procedure. In general, the virtual classroom generates an excellent teaching and learning situation in the online communication system through personal computers.

Teacher centered education is not suitable for all educational environments or learners. Teachers have to find novel ways to encourage thoughts and to create pleasant learning opportunities for all students, especially learning disabled children. One way to make classes more effective is using virtual technology in the classroom for learning disabled children. In the following paragraphs, the author provides evidence of how virtual classrooms support for disabled children.

### 1. Virtual Classroom

A Virtual Classroom is an electronic classroom that allows students to interact, show their presentations, use a variety of learning resources, and collaborate with groups. A Virtual Classroom helps to present lectures and tutorials online, particularly with external students. In addition, Virtual Classrooms support content learning by involving students

in the environment or task performance. It can also be used for online meeting and places for students to complete their group tasks.

### 2. Virtual Learning

Virtual learning offers a wide collection, capacity, and maintenance accessible and can address an assortment of learning modalities to support achievement across ages and interests. Virtual schools are based on three wide communication venues, independent, collaborate, and broadcast. According to Russell (2001), self-formative models can customarily be identified, which was occurring at different times since they do not rely upon instantaneous declaration connecting teacher and students, as they do not have assistance of talking or videoconferencing amenities. At the same time, models usually involve additional interaction and relationship through videoconferencing and live talks. Televise models permit learners to access lectures or televises on the Internet. All these models suggest a broad range of education limberness in virtual environments that provide the personal needs of the learners in spite of of their age, gender, religion, nationality, or disability. A virtual classroom situation successfully mixes up into different media inputs. They are (a) Direct virtual classroom, i.e., direct meetings or learning activities; (b) virtual classroom provides the content; and (c) virtual classroom as multi-media, i.e., video, audio, animation media.

### 3. Characteristics of Virtual Classrooms

Virtual classrooms also fit the same equipment in the appearance of network-based software application to permit a group of instructor and students to carry out the learning process. At the same time, of such software structures differ broadly, from simple electronic mail systems to systems that have been particularly enhanced to maintain classroom with interest, lively, and experiences through virtual auditoriums. Several of them are reputable on the Internet and new ones are still emerging. No material boundary is necessary for getting access to virtual learning, but the complete cosmos is the classroom. The medium of instruction in virtual learning in India is broadly constrained to English and Hindi languages, and sporadically some local programs telecasted. It may take some time to develop the software for teaching-learning in dialect languages. The output of virtual teaching-learning progression depends upon the factors like motivation for self-learning, subject expertise and communication skills of the teacher, online problem-solving facility, connectivity to e-library, use of technology based lightly interactive multimedia, etc.

### 4. Virtual Learning Environment

Generating a virtual learning atmosphere is a technique to distinguish education by assimilating the fields of learning disabled education and information technology. Students of different skill levels are provoked to form technology-enhanced projects using the Internet, online databases, scanned pictures and drawings, video clips, and hyperlinks (Bergen, 2002). A Virtual Learning Environment refers to computer-based environments for delivering learning materials on the Internet (Wilson, 1996). A Virtual Learning Environment could be used to develop civilizing experiences in the visual, creative, and performing arts; visit all types of museums, industries, governmental agencies, and institutions; expose students to different ideas through prominent and/or controversial persons; and provide advanced study in the content areas that include research activities (Belcastro, 2005). They can be a thrilling education approach for students because of the limitless quantity of information that is accessible in electronics. Instant information is quickly accessible using search engines (Will, 2005). Virtual learning environment is acceptable by any type of learner including learning-disabled students.

### 5. Principles of Virtual Classroom

Fundamentally, there are four main ideas to be set in mind for successful teaching through virtual equipments in the virtual classroom. They are i) media richness, ii) timely responsiveness, iii) organization, and iv) interaction. In the conventional classroom, a pleasant tone, sporadic comic stories, theatrical gestures, eye contact with the teacher, and classroom interaction can help to make livelier a long lecture. However, in virtual classrooms, there are only computer screen and the printed pages. Even with the presence of multimedia, lengthy fragments of lecture-type resources are tiresome. Hence, in order to sustain curiosity, the instructor should use written words in a skillful way by adding some humour and descriptions. The

instructor ought to convey small segments of lecture with print/pre-recorded materials accompanied with opportunities for students' participation. In the virtual classroom, the students does not get an immediate reply/feedback to their questions or comments. In this environment, the teacher can advance to a more lively communication by providing response to students in the virtual classroom in common. In order to encourage the students, the study materials of online courses/virtual classrooms are organized in a proper manner. Hence, the teacher must give a clear chart about the course by separating the course into modules. Also, they are responsible to provide information in orderly manner about the work allotments and the topics discussion in the virtual classroom is to be mentioned by the teacher. It gives clear idea about the course. Therefore, it is painless for the learning-disabled student.

The virtual environment prepares the learning disability student with quality and excellent individual. The vital thing in the virtual education is that there is a meaningful conversation between the teacher and the learner. The interaction between the expert and the beginner is mutual. The virtual classrooms encourage the collaborative learning and that accentuate caring and hardwork among teacher and students. In the modern scenario, understanding the societal accumulation and consequently, the teaching-learning procedure is supported by communal interaction and that assists peer communication and collaboration (Bruffee, 1984; Whipple, 1987). The instructor is the primary and leading facilitator organizing educational occasions, such as material, explanation, answer for questions aroused by learner, and motivates the learners to collaborate to build a regular comprehension.

### 6. Most Excellent Practices

For the effective implementation of virtual education to the Learning Disabled learner, the teachers need particular familiarity on most excellent practices from the field and have the ability to teach the leaner through virtual equipments. A general strategy used for teaching Learning Disabled students is to distinguish teaching, which can be consummate through numerous techniques, together with program of study compacting and enrichment. Curriculum compacting is an instructional procedure used for transforming the standard curriculum to fulfill the needs of students by suspiciously assessing the work they already know and substituting or streamlining it for more challenging content through curriculum enhancement (Reis, Burns, & Renzulli, 1992). Learning Disabled students are educationally enriched during a virtual learning atmosphere. Virtual learning environments help to amalgamate the curriculum with electronic devices. Only a small number of the teachers have knowledge to develop their own virtual environments and use it in the classroom situation. A virtual learning environment creates a stimulating technique to provoke student interest and enhance learning.

According to Veronikas and Shaughnessy (2006), technology is a resource to design and media to implement the curricular activities efficiently and straightforwardly. Nevertheless, the information technology has become into a worldwide instructional method that deals with gifted and shining learners (Kalchman & Case, 1999; Wallace, 2005). Technology improves and substitutes obtainable liberation to progress education for the talented learner (McKinnon & Nolan, 1999). Now-a-days, it turns into virtual classroom learning, which help to touch/experience the learning. This provides platform for the learning disability student to shine in their learning. The virtual classroom helps to realize the content by taking part in the activity. Therefore, it helps to improve the learning disability students in their learning process.

### 7. Virtual Approaches

***Highlights:*** Teachers must provide guidance to find the virtual lessons online and suggest the best websites for virtual lesson that includes lesson plans and instructional materials.

***Hyperlinks:*** Teachers must provide links in his own website or blog. This helps the learning-disabled students to find the virtual lesson easily. In addition, teacher must provide some activities and projects.

***Tours:*** Tours can be arranged through a virtual museum to provide direct experience to the learner about other culture, other nations, old civilization, etc. It can be easily fulfilled with the help of virtual tour (Cromwell, 2005).

Teachers take the student to virtual trips to historical places, wonders of the world, museums, etc. It creates interest among the learning-disabled students.

*Technology:* Teachers and students are having the knowledge to work with the technology devices to make virtual learning successful.

*Games:* Teachers must enhance learning through online learning games. Therefore, the learning-disabled students also learn the concept actively. Online learning games help to reinforce the learner into concepts in the multicultural unit.

*Assessment:* Teachers provides the activity in completion form or self-learning package in their blog or website.

### 8. Advantages of Virtual Classroom

- Virtual classroom provides learning through experience.
- It is the combination of text, pictures, video, sound, and animation.
- Interactional whiteboard is used in virtual classroom.
- Lively clips are included in the virtual presentation to make learning more amazing, efficient, and active.
- Virtual classrooms are more reachable, flexible, and suitable for student and teachers and it helps to fulfill the learner's needs.
- The students are motivated to express their own ideas from the knowledge gathered through virtual learning environment.
- Virtual classrooms encourage group work/learning attitude among students.

### 9. Issues of Virtual Classroom

- Education through virtual classroom is falsely created.
- The instructor in the virtual classroom is existed in virtual image, not bodily.
- It is suitable for higher education only, not for primary level students.
- The learners become technologically experienced, vibrant, literate, and equipped through the virtual classroom environment.
- The teacher's communication skills are more important In the virtual classroom.

### 10. Future Challenges

Virtual classrooms dominate the educational institutions and provide experience of artificial learning for the learners. It motivates the learners, researchers, teachers, and others to experience the concepts. Learning-disabled students also enjoy the virtual classroom in their learning. Thus, it could make impact on the educational institutions for future that may have a beneficial force on Web based learning. Virtual learning environments practice the real time tutorials and teacher-pupils interactions/discussions through internet. The advantage of transportable devices would mean that students would be able to work together and share solutions (Hung, 2001). Wireless local area networks can also be used to give right of entry to virtual learning environments though permitting the student to select their own individual learning locality. In future virtual learning will dominate in the learning of disabled students and in their mathematical problem solving skills.

### 11. Implications

Virtual learning is profitable than other teaching media. The equipments used for virtual learning is costly and it was brought by the institution. In the traditional way of teaching, the teachers may take charts, models, and other teaching aids for school or other institutions. Nevertheless, in the virtual learning environment it is very easy to prepare and is portable. It can be portable through Memory Card (Chip), Pen Drives (Flash drive), through emails or CDs (Compact Disk). The learners also used the virtual learning equipments very eagerly and learn by involving in it. That is learning takes place through experience.

### 12. Recommendation

The institutions must adopt virtual learning environment for the benefit of the disabled learner. Also, proper training is to be given for the teachers to handle the equipments efficiently. The teachers must provide effective content through virtual learning environment to make learning easier. In addition, the institutions meet the expenses for the preparation of the content.

### Conclusion

Virtual learning creates interest among the disabled learner

and motivates the entire disabled learner. In virtual learning, learning takes place according to their speed, ability, and intelligence. In addition, it provides meaningful learning. Virtual classroom makes the learning-disabled student as active participating students in learning. Moreover, it provides visual effects for the disable learners and creates multi sensor input. Through virtual learning learners can communicate with experts throughout the world. The experts will share their views, experience about disabled learners, and highlight the well-known persons who have struggle with the learning disabled. It creates learning enthusiasm among the disabled learners. Thus, virtual learning is flattering a significant part of education and it can prove a novel potential for disabled people to support their dissimilar learning style. Virtual classroom enhances learning among disabled learners. Hence, the author concludes that virtual classroom is a gift for the disabled children.

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