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Трета меѓународна научна конференција Третья международная научная конференция

Third International Scientific Conference

ФИЛКО
FILKO

ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ ФИЛОЛОГИЈА, КУЛТУРА И ОБРАЗОВАНИЕ
PHILOLOGY, CULTURE AND EDUCATION

ЗБОРНИК НА ТРУДОВИ
СБОРНИК СТАТЕЙ
CONFERENCE PROCEEDINGS

26-27 април 2018 / 26-27 апреля 2018 / 26-27 April 2018
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CIP - Каталогизација во публикација
Национална и универзитетска библиотека “Св. Климент Охридски”, Скопје

821(062)
811(062)
316.7(062)
37(062)

МЕЃУНАРОДНА научна конференција (3 ; 2018 ; Штип)

Филологија, култура и образование [Електронски извор] : зборник на трудови / Трета меѓународна научна конференција, 26-27 април 2018, Штип = Филологија, култура и образование : сборник статей / Третья международная научная конференция, 26-27 апреля 2018, Штип = Philology, culture and education : conference proceedings / Third International Scientific Conference, 26-27 April 2018, Stip. - Штип : Универзитет “Гоце Делчев” = Универзитет имени Гоце Делчева = Shtip : Goce Delcev University, 2018

Начин на пристап (URL): <http://js.ugd.edu.mk/index.php/fe>. - Трудови на мак., рус. и англ. јазик. - Фусноти кон текстот. - Текст во PDF формат, содржи 737 стр. , табели, граф. прикази. - Наслов преземен од екранот. - Опис на изворот на ден 27.12.2018. - Abstracts кон повеќето трудови. - Библиографија кон трудовите

ISBN 978-608-244-593-9

1. Насп. ств. насл.

а) Книжевност - Собири б) Јазици - Собири в) Култура - Собири г)
Образование - Собири

COBISS.MK-ID 109270026

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SOCIAL NETWORKS AND EDUCATION OF THE BLIND AND VISUALLY IMPAIRED STUDENTS

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Abstract

This paper deals with the research of the role of social networks in the acquisition of information and knowledge in the education of high school students with visual impairment. The sample includes 32 respondents, 17 female and 15 male, of all visual impairment categories, from the physiotherapists, legal-technical, and PTT departments. The aim of the research is to determine whether high school students with visual impairment use the Internet and social networks at school for learning and work, in which teaching subjects they use them most, whether they use them in leisure and social activities. The preliminary results lead up to the conclusion on the use of social networks in the educational process, the acquisition of information in different teaching areas and subjects, as well as the social activities of high school students with visual impairment. The importance of introducing the social networks into the wider educational activities of the surveyed students was emphasized.

***Key words:** social networks, education, student, visual impairment*

INTRODUCTION

Social networks are becoming mandatory in education, as a constant source of new content and information for students of the typical population, but even more for students with visual impairment. This enables their independence in the learning environment and learning, development and maximum use of their own resources.

Thus, both learning and the organization of teaching process acquires a new dimension of the modification of the learning process to the needs of students, and makes this whole process more interesting and acceptable for them with appropriate educational benefits [1].

It was assumed that through the research, the directions would be found for the application of social media in learning and in high school teaching of students with visual impairments. The problem of the research examines the issue of how the social networks are used, for what purposes, and whether their availability is reflected on educational process of the high school students with visual impairment.

The increasing amount of information sources based on a global computer network has grown from a simple text interfaces to dynamic and interactive structures. The most important issues relating to Web accessibility relate to the means of access, the principles of accessibility and usability, and the question of assessment of availability across a global network for people with visual impairments. Availability of information based on the web can be increased in two basic ways: using technology to access and by adopting the best practice solutions in the designing interface [2]. Both are equally important: the acquisition of auxiliary technology (adaptive, enabling, or access) would enable users with visual impairments to access information from the screen and get a result that meets their needs.

The sources of the United States [3] indicate that 61% of people without the disabilities in the United States use computers, and 51% use the Internet. This compares with 36% of people with disabilities who use a computer and 29% of persons with disabilities who access the Internet. Nowadays, children could access the Internet and social media applications from various entry points, including iPads, tablets, PCs, laptops, and smartphones. Some researchers [4] pointed out that social networking had become an integral part of social life of children and is now seen as a platform for learning that could be used to improve engagement and learning outcomes.

Persons with visual impairments commonly use Internet and social networks with the help of a screen reader that was developed for computer users whose vision impairment prevents them from seeing the contents of the screen or navigate using the mouse. It enables a voice or Braille output for the most popular software applications on the computer. Social networking and media tools offer the school children the ability to communicate, to make contact, access to information, research, and chat [5].

METHODOLOGY

The sample included 32 patients, 15 male and 17 female. In relation to the category of visual impairment, there were 37% of blind and 63% of visually impaired students according to the International Classification of the World Health Organization about the visual impairment. The age of respondents is from 15 to 19 years of age for both groups. The sample included the blind and visually impaired students from 1st to 4th grade of secondary Medical School, junior-grade administrative clerk, and the PTT traffic technicians. In relation to success in school, there were the respondents from sufficient to excellent success in both groups. The level of pre-knowledge in the use of computer is uniform by attending courses in which the information technologies are used.

The examination is applied the Computer Skills Assessment [6]. This questionnaire tests the knowledge and experience in the following programs: Windows, Word, Internet Explorer and social networks , Excel, Email.

The results are shown by descriptive statistics, frequency analysis, and parametric statistics.

RESULTS

We wanted to determine which programs are most commonly used in everyday educational work among the sexes, and the results are shown in the following table.

	Windows	Word	E-mail	Internet	Excel
Muški	0,62	0,49	0,48	0,575	0,343
Ženski	0,53	0,5	0,29	0,404	0,235

Table 1: Programs used by students

Respondents (both male and female), typically use Windows and Word in everyday work. By using the Start menu and shortcuts in it, the blind users are able to open up a number of applications in Windows, to switch from one open application to another, to use files, open and close documents by loading and running the Jaws screen reader that works with sound synthesizer and reads aloud everything that is on the computer screen. Visually impaired students were using Magic, a program that enlarges the screen and it could increase the image up to sixteen times. In addition to all the basic functions they perform, the boys and girls who used Jaws, often use the option to change the speed of speech in Word, in accordance with their needs. The boys use Internet and e-mail more, as well as Excel, and better manage the use of computers for about 8% than the girls. The study showed that on average, students use only 47% of computer capabilities.

Knows what the Web browser is and those that exist	75%
Internet Explorer-the most widely used	53%
Uses web browser every day	69%
Can type in the address and enter a page	59%
Could move among links	56%

Table 2. Using of Web browser

For visually impaired persons, the most common way to access the Internet is the traditional software for research and textual speech. Our students mostly use the Internet Explorer that enables them to read documents and find information on the global computer network, easier managing of websites and applications for e-mail

and messaging, as well as more ways to communicate with others, which is consistent with the Grossa study [7], which announced that both sexes accepted Internet as a communication tool with their friends. They access it by using the Jaws software that could also be used for Microsoft Office, Google Docs, Chrome, Firefox, Edge, and much more. However, it would be a huge simplification to say that the blind users only "hear" the internet. There is no "seeing" with the screen reader. Our respondents have shown that with this reader they could choose one of the offered links, and easily switch from one window / page to another. They use the browser everyday at school to find different information needed for learning in different subjects, especially in Informatics.

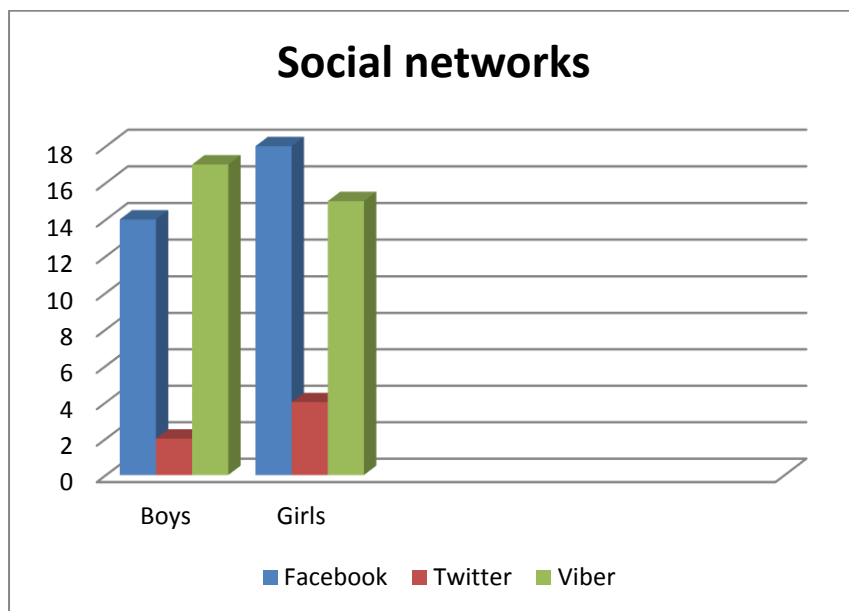


Table 3. Social networks used by students

As seen from the table, most of the students use Facebook and have their own profile, they use Twitter much less with the explanation that they are accustomed to Facebook. They use Viber on a daily basis thanks to some simple settings and access the software, they enables them to move through web sites, and use the application as well as others. VoiceOver reads aloud the contents of the smartphone screen, allowing the user to review the applications, open links, types of texts and email with ease. The main reason cited for using Viber was to communicate with friends and classmates, as well as sending messages. The respondents daily spend an average of over an hour on social networks and emphasize that most of that time is spent on communicating with others and finding content for entertainment, such as music, and a smaller portion of them to search for content and information that they can use in learning. There are studies [8] that point out that there is no significant relationship between the time spent on social media networks and the academic performance of students. Several studies in the United States [9] have found out that the use of social networks is not related to academic performances, so we wanted to determine whether they use social networks in the learning process.

Almost always	18%
Often	29%
Sometimes	46%
Almost never	7%

Table 4. Use of social networks at school for learning and work

As seen from the table, social networks are involved in school activities. Students can set the text size and contrast on the web and use the same tools within Facebook Messenger. All this increases accessibility, and they could also use an automatic alternative text that generates a description of the photographs using the advanced object recognition technology, because social media have a visual nature [10]. The site has shortcuts that students use with their navigation keys, and is compatible with all main screen readers, including Jaws, allowing them to move through the same functions as students of a typical population who use their eyesight for all these activities. Very few students have not yet included the Internet and networks in everyday school work, although sometimes they access the Internet using smartphones to find or check some information for classes. Some studies have shown that social media networks compete with an academic work for schoolchildren's attention [11]. One needs to be careful in terms of time spent on social networks, even in learning and teaching activities, because some researchers [12] has found out in several studies in 2000 and 2003 that some school children reported that the failing grades they started to get were the result of too much time spent on social media, and it was not for the purpose of education. We wanted to find out in which teaching subjects the schoolchildren generally use the Internet and social networks.

Almost never at class	16%
Demonstrations	6%
Informatics	59%
Business Correspondence	10%
Statistics	6%
Administrative Procedure	3%

Table 5. School subjects in which social networks are most often used

As assumed, students generally use Internet and social networks at Informatics classes where they receive many instructions and knowledge about the IT in general. However, here they also apply their knowledge for the realization of correlations with other teaching subjects, such as some didactic programs, for example chemistry experiments or foreign language learning programs, as well as demonstrations within a range of subjects. A small number of students said they had never used the Internet at class. This work requires extra time and effort, and some assistance periodically, and a large number of teachers have not yet recognized Internet and social networks as a means of a new way of reviewing the teaching material [13]. Such involvement would undoubtedly enhance the implementation of the curriculum in an innovative

way, and adapt new learning orientations that focus on student-centered learning style [14]. Referring students to a number of available online materials and joint discussion of tasks could enhance the quality and interest of the learning process in all subjects. It was assumed that students spend much more time using social media in their free time than in school.

Almost always	35%
Often	26%
Sometimes	29%
Almost never	10%

Table 6. Use of social networks at spare time

Schoolchildren use social networks in their spare time, with a different goal: listening to music, playing games that are very popular, use the chat function to communicate with their friends. Some respondents have stated that they often use social networks to talk to other students about school-related classes and tasks, or to find some information that is lacking in teaching, and they access Internet mainly from school because it is a boarding-type school. Several students said they would want to use Internet in some other places, such as bars or shopping centers, but they were not sure whether they would get along and whether they have installed access technology in these areas, so they mainly use their smartphones. They think social networking can be fun. However, they should be taught to responsibly use these networks, both at school and out of it alike, by educating them about the safe use of the Internet, blocking or limiting websites, or focusing on educational websites, at least while they are at school. Parents also need to monitor the activities of their children on social networks in their spare time, although it could be noticed that the perceptions of negative effects of social media are improving in schoolchildren, as many have pointed out that they are aware of possible negative effects.

CONCLUSION

Preliminary results of this study point out the importance of involving social networks in the process of daily learning and education of high school students with visual impairment. Our students access social media most often with Internet Explorer and use social networks, Facebook predominantly, and then Twitter and Viber, less to master school material and extra-curricular activities, more in their spare time. However, many empirical studies have shown mixed results regarding the impact of social networks on the education of pupils with visual impairment, as their participation on social networks could have both positive and negative impacts on academic performance. Mehmood and Tasvir [15] emphasize the negative impact of social networks and the Internet on students' grades as a result of too much time spent on networks, on those contents that are not relevant to education. Our research has shown that students use social networks in a small number of teaching subjects, although social networking could provide a numerous resources for teaching new subjects, and for effective engagement of students. Many educators have not yet

accepted social media as means of education and an important learning tool in this digital age, as well as the new ways that enable a more creative approach to teaching, along with the innovative pedagogical strategies that could make the learning process more effective and interesting, and some studies show that students think that it would be more fun for teachers themselves to use social media in teaching [16]. It is necessary to work on increasing professional competencies of teachers and on their training in order to be able to include social networks in their teaching work continuously, simplifying systems for accessing networks based on universal design due to their positive impact on education, but also on future employment and quality of life in general, and schools should encourage teachers to add social media to their classrooms and projects [17]. Since websites have become the primary medium for disseminating information, the new accessibility standards should be created by eliminating barriers for students with visual impairment in the era of transition from text to multimedia environment. A multidisciplinary study of this problem is necessary in order to cover all levels and dimensions of this complex system of including social networks into the process of education of high school students with vision impairments in our country, and in order to determine the direction of complex and multiple causal relationships between the use of social networks and successful education, and to design the appropriate strategies and interventions in this area.

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