



Maintaining Boundaries in the Virtual World

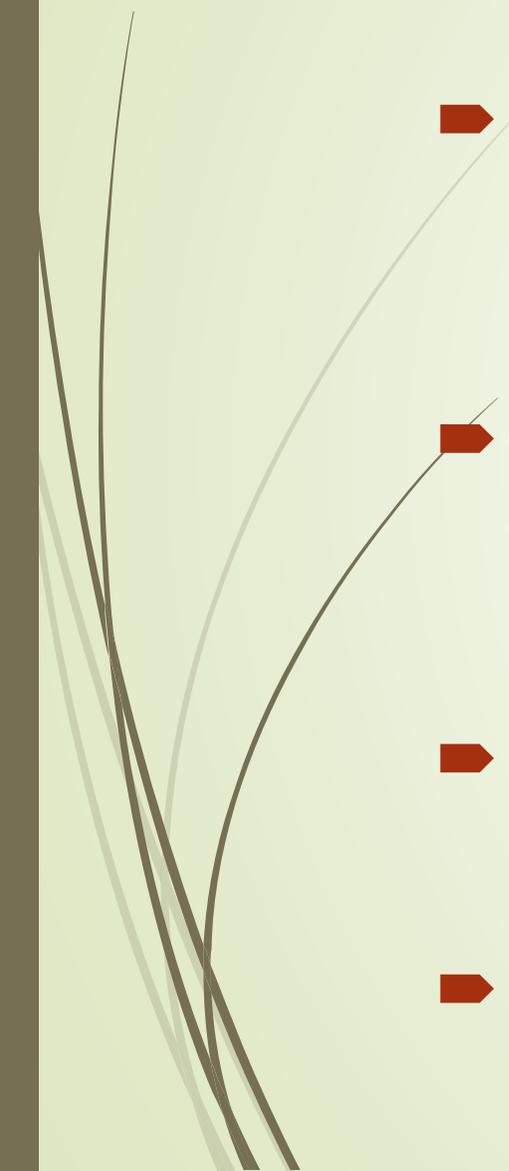
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Agenda

- Juxtaposition of Boundaries: Classroom vs. Virtual Environments
 - Confusion: Simultaneous Disconnection and Over Responsibility
 - Reframing Cognitive and Emotional Experience
 - Helpful hints for Maintaining Boundaries Virtually
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Boundaries

Are Created by
ENVIRONMENT
And
EXPERIENCE

- 
- In classroom we share environment and experience
 - On line we do not share environment and therefore our experiences are different

Environment and Experience

Environment

- Visual Field: cues our behavior
- Constant override for virtual learning
- Restructure for teaching /restructure for learning

Experience

- Neither teachers nor students can rely on previous experience
- Skill experience holds/ Context is NEW
- Its like “Herding Cats”



Simultaneous Feelings of Disconnection and Over Responsibility

- Generally when feeling disconnected we over react by trying harder to connect.
- Trying harder to connect inevitably gives way to over stepping our role

Why do we do this? To feel valuable!

- This need to be overly responsible is a human emotional response.
- We seek the feedback that we are helping; our old cues are not there.
- And so we push the envelope often beyond our role and expertise in order to get a response we desire.



Assumption

We believed that experience from classroom teaching would hold over to virtual teaching

NOT ENTIRELY

- 1] Cues we and students look for
 - 2] Skills we have honed
- No longer have the Same Value



What do we have that carries over?

Our ability
To
Inspire





Human Outreach is Inspiring

It is the most calming and reassuring gift we can give students

That gift allows them to relax and be open to learning

BUT

Students do not have the usual cues of a classroom for context

Therefore, it is RIFE for Boundary Violations

Inspiration to Learn

- Inspiration to learn does not need to be environmentally mediated.
- HUMAN OUTREACH that inspires learning is contextually mediated
- It is conveying warmth and a sense of wellbeing “in the context of our Role”
- It involves clarity, support, active “coaching”

**** PRESENCE ****



How do we have PRESENCE when so challenged?

We create a safe and focused space for learning through
Reassurance in our Words and our Presence by our Demeanor

We sit with their Anxiety!

- Emphasize our role while conveying our warmth
- Clarify intent
- Create cognitive structure that supports virtual learning
- Become resource for issues beyond the role of teacher



Creating a New Learning Connection

- "Sitting with others anxiety" is redirection of ours
- OBSERVATION is our best tool now.

But it is tricky!

- Multiple pictures, displaying "half the story"
 - Differentiating subtle issues e.g. distraction vs. inattention.
 - It is much more cognitively challenging than we expected.
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Pragmatically: How do we do this?

Foster “School Space” :

1] Model the way with our space

Designated space

Decluttered space

Consistent space

2] Creating comfort/ decreasing anxiety

CLEAR virtual class rules

Reinforced at EVERY class



Pragmatics: cont.

Create Cognitive Structure:

- 1] More time reorienting at beginning of each class
- 2] Pre process activities for every class
- 3] Announce transitions
- 4] Multi modal delivery of expectations
- 5] Reduce content to what is necessary

Who Knew ?

- ▶ That our personhood would rival our skill sets to engage our students in learning when “away from us”?
- ▶ That their academic success depends even more on who we are “in the virtual room” than it did in the classroom.
- ▶ That exquisite virtual teaching requires as much emotional stamina as professional skill.
- ▶ That it is so rewarding in a way that classroom teaching is not

That it is SO VERY WORTH IT!!



THANK YOU!

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