

# PEER TO PEER

*Autism Peer-to-Peer Series* is a publication of the Center on Secondary Education for Students with ASD (CSESA).

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## “Netiquette”

The word “netiquette” has been used to describe the underlying assumptions of the ways online interaction should take place in these educational and professional spheres. Netiquette begins with growing comfortable with the tools of online platforms such as Zoom and Google Meet. It also includes understanding how to interact with others via these platforms by messaging or using other social functions.

## Online Learning Etiquette

Online learning is a relatively new responsibility that students across the U.S. have had to navigate. It can take a while to learn the ins-and-outs of the online world. Along with “netiquette”, knowing and being able to interpret when to use formal and informal language is crucial. In instances when informal language is used among peers, text/chat language and emojis are common. Knowing how to interpret this new language is important for successful and fluid online interactions.



### Be Cautious!

The online world can be dangerous. It is important to guard your own information and respect the information of others. Consult friends, peers, or colleagues if something appears suspicious.



# General Netiquette Tools

The first step in learning netiquette skills is knowing how to navigate the online culture. There are general guidelines and tips in place that make it easier to communicate with others successfully and efficiently in the online setting.

## 1 Think About Who You Are Messaging or Emailing

When approaching an online conversation, the first step is to think about the person you are communicating with. The type of conversation, language, and tone change depending on your audience. When talking to a professor or a supervisor, use a formal language and tone. Informal communication can be used with friends and family.

FORMAL	INFORMAL
Use of titles (Mr./ Mrs./Ms.)	Text language/ abbreviations
Avoid all CAPS, use proper grammar and punctuation	All CAPS to emphasize/ indicate yelling, informal sentence structure
Professional tone	Relaxed tone
Avoid sarcasm and jokes	Sarcasm and jokes present
Clear language	No restriction on language

## 2 Be Mindful of Respectful Interactions

Sometimes being online and feeling unknown can lead people to treat others differently than they would in face-to-face interactions. Your words still reflect you even in an online environment. Being friendly, giving accurate information, being clear and concise, and respecting the privacy of others are all important things to remember when interacting with people online.

## 3 Considerations For Chat Box Messages

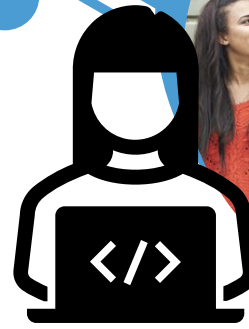
- Chats are best when they are concise and clear
- Chats are used for quick comments and responses
- Use emails for longer questions and concerns
- Use the main chat for answers to group questions or for questions that could benefit the whole class
- Use direct messages if that are questions or notes for a specific person



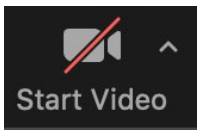
### Be Cautious!

It is important to look out for websites or people asking for personal information. This could be someone trying to trick you, otherwise known as phishing. Sometimes “bots” appear as people trying to take your information. It is also important to guard passwords and personal information. Consulting others can be useful if you have an online safety concern.

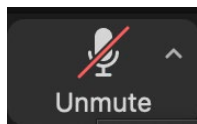
# Online Tool Use



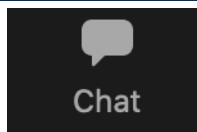
Zoom and Google Meet are two specific platforms that have grown in popularity as a form of video conferencing. They each have specific features that would be useful to learn how to use. It is often recommended to spend time on the applications learning how to navigate the features before using them professionally. There are many online resources that explain and show videos of how to work these applications in-depth. Here is an overview of the basic features of video conferencing applications.



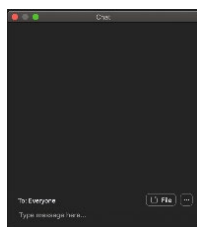
The camera icon allows you to turn your camera on and off. Some classes or meetings may ask you to leave your camera on while others allow you to turn it off. Try to stay consistent without switching your camera on and off during the meeting. The icon with the red slash indicates video turned off.



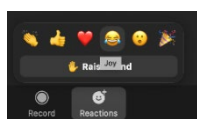
The microphone icon turns the sound on and off. When you are speaking, the icon should be plain white so others can hear you speak. When you want to turn the sound off (mute) there should be a red slash through the icon as the picture shows. This prevents others on the call from hearing your voice. Using the "raise hand" function (see "Reactions" below) is helpful to prepare a teacher to call on you without blurting out.



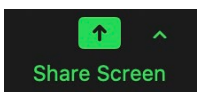
The Chat icon is used to message the class or group as a whole or to direct message the teacher, professor, TA, or peer privately.



This is the chat screen. The word "everyone" can be clicked to change your message from public (to the entire group) to a specific name for private messaging within the meeting.



The Reactions icons allow you to respond to things in the class without words and to raise a hand to be called on for questions or comments. If the class or meeting is fast paced, this allows teachers/professors to call on you when they are ready.



















The Share Screen icon houses a function that allows individuals to share the screen of their laptop or device with the other participants in the call. For more details on sharing a screen, see this link: <https://go.unc.edu/Yi3j7>



# Emojis & Text/Chat Language

The charts below display common emojis and chat language that can be used when talking to others your age, in casual, social settings.

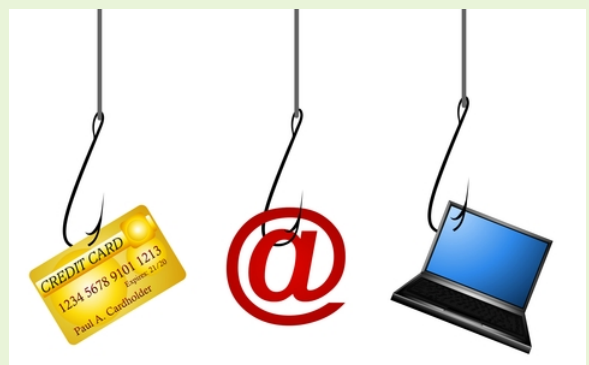
	Happy		Really Happy/ Friendly		Love it/ Heart Eyes		Celebrate
	Sad/A little sad		Really Sad		Sleepy/Tired		Sick/Not feeling well
	Annoyed/ Rolling Eyes		Angry/ Frustrated		Thinking/ Perplexed		Cool
	Silly		Laughing/ Funny		Thumbs up, agreeing, supporting		Okay/ Correct

Thx	Thanks/ thank you	BC	Because	LOL	Laughing out loud	NBD	No big deal
TTYL	Talk to you later	BTW	By the way	IDK	I don't know	NP	No problem
WRUD	What are you doing?	DM	Direct message	LMK	Let me know	NVM NM	Never mind
LTM	Like the message	TN	Tonight	JK	Just kidding	BRB	Be right back

## Resource to Report Phishing

- There are often websites for specific organizations or universities to report phishing. Be sure you are familiar with how to report phishing in your school or workplace.
- The Federal Trade Commission provides information on recognizing and avoiding phishing scams. Go to:

<https://www.consumer.ftc.gov/articles/how-recognize-and-avoid-phishing-scams>





## Additional Resources

### **Autism Focused Intervention Resources & Modules: AFIRM**

<https://afirm.fpg.unc.edu/online-learning-resources>

This pamphlet addresses remote learning specifically for students with autism. It references COVID-19 and the unique challenges of virtual learning brought about by the pandemic.

Adams, A., Simpson, K., Davies, L., Campbell, C., & Macdonald, L. (2019). Online learning for university students on the autism spectrum: A systematic review and questionnaire study. *Australasian Journal of Educational Technology*, 35(6), 111–131. <https://doi.org/10.14742/ajet.5483>

Purkis, Y. (2019, January 31). Netiquette For Autistic Adults: Tips for Safe and Positive Experiences Online. grasp.org. Retrieved May 10, 2021, from *Netiquette for Autistic Adults: Tips for Safe and Positive Experiences Online*. <https://grasp.org/2019/01/31/netiquette-for-autistic-adults-tips-for-safe-and-positive-experiences-online-by-yenn-purkis/>



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