

CENTER FOR RESEARCH TEACHING AND LEARNING

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PROJECT ACCESS

An American-Hungarian Strategy to bring Deaf Hungarian Pupils into the Age of Information Technology

Project Access is an American-Hungarian strategy to bring Hungarian deaf students into the age of Information Technology. The project is an initiative of NTID in partnership with the Hungarian Association of Schools for the Deaf through the Budapest School for the Deaf.

Project Access will create the first-ever Information Technology curriculum for deaf students in Central and Eastern Europe. By linking the eight schools (seven for deaf students and one for hard-of-hearing students) to each other and to the world, and by providing graduates with greater access to high schools and the job market, Project Access will influence educational and employment policies in Hungary and elsewhere. It will also serve as a model for the estimated 360,000 deaf and many millions of severely hearing-impaired citizens of the region—citizens who have been long denied full access to information, skills and meaningful employment.



Project Access will provide up to 17 Hungarian teachers and 13 other leaders with a two-week educational experience on the application of Information Technology (IT) in deaf education. The Hungarian team, working with US colleagues, will create an industry-oriented curriculum that is adapted to the learning style of deaf students. In the process, the eight Hungarian schools, currently isolated and largely operating without computer support, will link to the Internet, create their own websites, and participate in ongoing workshops conducted by Hungarian and American specialists in IT and deaf education. Each school will have a suite of up to 10 computer stations and related equipment which is compatible with current Sulinet specifications. The Ministry of Education will be asked to upgrade the equipment as part of the Sulinet Program in 2003, which is the year in which the Hungarian schools for the deaf could expect to receive their first equipment based on the current Ministry schedule. Project Access moves this timeline forward by at least five years and several generations of technology, to the benefit of deaf students and Hungary.

Whenever possible, deaf role models from NTID,

schools for the deaf, and American industry will serve as senior instructors. Every effort will be made to involve Hungarian teachers who are themselves deaf or hearing-impaired. The intent is to demonstrate, by example, the capabilities of deaf people.

Project Director for Project Access is **Ken Nash**, CRTL Research, and director of the Office of International Partnerships; **Jim DeCaro** is Senior Project Advisor, and Corinne Heschke from the Office of International Partnerships is Logical Coordinator of the project. Egon Toth, director of the Budapest School for the Deaf, is Project Director on the Hungarian side of the project, with Istvan Muzsnai, a teacher at the Budapest School for the Deaf, acting as Project Manager. The project is supported by the Open Society Institute (Soros Foundation).

For additional information, see the Project Access website at <<http://www.rit.edu/~624www/access/overview.htm>>.

DEPARTMENT TIDBITS

Educational Resources

Gail Kovalik has been awarded a 50% professional leave during Summer Quarter 1999. During this time, she will learn *Photoshop* and *Dreamweaver* as vehicles for possible development of a website devoted to oral histories of selected American deaf people. The basis of the website is a manuscript of almost 50 "life stories" collected by a deaf couple, Gene and Inez Peterson, in the 1980s. Working with **Sue Foster** (Research), Gail will attempt to locate the original videotaped and transcribed interviews, will lay the foundation for an oral history archive at NTID, and will develop a prototype web page for dissemination of this information.

Peter Reeb has finally formalized his collaboration with ITV! While CRTL still encourages "fuzzy boundaries," what was fuzzy for Pete has now been brought into focus. Pete has long collaborated with ITV on classroom renovations, NAG and graduation technical support, and equipment troubleshooting and repair. Now his position description reflects the fact that a quarter of Pete's year is spent side-by-side with **Bill Anilosky** and **Paula Zack** (ITV's operations engineers) under the direction of ITV's chief engineer and department head, **Bob Brewer**. Pete remains an ER'er and his title remains "AV Technician." But Human Resources' recognition of his challenging workload will provide him with an appropriate and rewarding market title.

Research

John Albertini, **Ron Kelly**, and Nora Shannon (MSSE) will present a paper, "Reading college-level materials: Strategies used by deaf students," at the Sixth Annual Meeting of the Society for the Scientific Study of

Reading, April 23-25, 1999, in Montreal, Quebec, Canada. The paper describes classroom-centered research, indicating that NTID students with measured reading abilities at 9.1 grade level and higher benefited more from the reading strategies instruction than did students with measured reading levels at 7.5 grade level and below. Margie Brophy and Kathy Varone (CAS English Department) collaborated in this research and were instrumental in collecting the data.

Frank Caccamise conducted a Sign Communication Proficiency Interview (SCPI) workshop to train "local" skilled signers to conduct sign language assessment and follow-up services in Fall, 1998, at the Minnesota Resource Center for Deaf and Hard of Hearing, and at the Atlantic Provinces Special Education Authority in Halifax, Nova Scotia (both with Bill Newell, ASLIE). During Spring break, 1999, Frank and Bill will conduct an SCPI workshop for the Georgia Division of Rehabilitation Services, and will begin planning a workshop at the American School for the Deaf in Hartford, CT, which will be conducted by Donna Gustina (OCAS) and Barbara Ray Holcomb (ASLIE).

Frank's SCPI workshop schedule for the next several months includes sessions at the Alabama Institute for the Deaf and Blind in July, the North Carolina School for the Deaf, the South Carolina School for the Deaf and Blind (all with Bill Newell, ASLIE), and the University of Tennessee at Knoxville in August (Donna Gustina, OCAS, and June Reeves, ASLIE, trainers); the Western Pennsylvania School for the Deaf in September; and the Oklahoma School for the Deaf in October. This May, Frank will also coordinate SCPI services for the Canisius College Deaf Education graduate students, and rate and report results of this and a session at St. Mary's School for the Deaf in Buffalo (conducted by Barbara Ray Holcomb and Sam Holcomb, ASLIE).

Frank also has been working since last summer on a collaborative project with the South Carolina School for the Deaf and Blind (SCSDB) to analyze their SCPI program. Based on this analysis, the school will refine its Staff Communication Philosophy, Policy and Procedures, including sign language communication skill level standards for SCSDB staff and staff applicants. The revised and updated documents will be submitted for approval at the May, 1999, SCSDB Board Meeting.

Members of the CRTL Research Strand on Student retention and Success have developed and implemented a research plan on how to question students regarding their satisfaction with academic and non-academic programming, college services, and personal skill growth. **Carol DeFilippo** reports that these results will be one of the outcomes of the U.S. Department of Education's key indicators for NTID. More than 500 surveys were distributed during Spring Quarter, 1998, requesting

students to rate a variety of aspects of their campus experience. Students were also provided ample opportunity to comment on these experiences. Input and analysis of the responses are ongoing, and findings will be available in Fall Quarter, 1999.

Fred Dowaliby's and **Harry Lang's** manuscript, "Adjunct aids to prose comprehension: A multimedia study with deaf college students," has been accepted for publication in the *Journal of Deaf Studies and Deaf Education*. A summary of this research will appear in the Spring, 1999, issue of the *NTID Research Bulletin*.

Susan Fischer gave a colloquium at the SUNY Buffalo Linguistics Department on March 26, 1999. Her topic was a comparison of WH-constructions (sentences containing the question words *who*, *what*, *which*, etc.) in ASL and NS (the sign language of Japan).

Susan Foster, Ron Kelly and **Michael Stinson** conducted an Interactive Demonstration, "Research for teachers of deaf students: Issues, practice, and challenges," at the 25th Annual Conference of the Association of College Educators for the Deaf and Hard of Hearing, February 26-March 1, 1999, in Rochester. Additional information about the demonstration will be included in the Spring, 1999, issue of the *NTID Research Bulletin*.

Ron Kelly and Keith Mousley (CAS, Science and Mathematics) presented a research paper, "Deaf and hearing students' transfer and application of skill in math problem solving," at the 25th Annual Conference of the Association of College Educators for the Deaf and Hard of Hearing in Rochester, February 26-March 1, 1999. The research examined the ability of deaf and hearing college students to transfer and apply their math computation and problem-solving skills to similar problems presented under different conditions. The results showed that both groups were comparable in their performance to transfer and apply their math skills to solve the varied problem sets within the graphic condition and the first problem set of the math word problems. When comparing performance between the graphic and word conditions, the data show that the hearing college students performed consistently across both conditions, while that of the deaf college students was not consistent. A comparative analysis with respect to reading abilities showed that deaf students with reading levels at the 9.3 grade level or higher performed significantly better on the more complex and difficult word problems when compared to the deaf students grouped by 8th and 7th grade reading ranges, and their problem solving performance across both the graphic and word problem conditions approximated that of the hearing comparison group.

All graduates of NTID/RIT will be receiving a survey questionnaire regarding their satisfaction with the educational experience here and their work experiences. This is the first full-scale survey of graduates since 1996. It is a joint effort between the Research

Department (Ron Kelly, **Janet MacLeod-Gallinger**, **Bob Whitehead** and **Jerry Walter**) and the Development Office of NTID. In addition, the expertise of the Marketing Communications Department will be added to help design the final form of the survey materials. Reports of the results of the survey will be provided by Winter Quarter, 1999. Various aspects of the results will be shared with the community, as well as sent to the U.S. Department of Education.

Harry Lang was invited to Pittsburgh, PA, on March 19, 1999, for a presentation on the "History of the TTY" as part of the Deaf Pride/ASL Series at the Western Pennsylvania School for the Deaf. On March 27, 1999, he was also invited to give the "Science Abled" breakfast presentation at the National Science Teachers Association to educators interested in teaching science to students with disabilities.

Gary Long is traveling to Great Britain during Spring Quarter, 1998. He will be collaborating with Professor John T. E. Richardson of the Department of Human Science, Brunel University, Uxbridge, Middlesex. While in England, Gary will be administering his Classroom Communication Questionnaire to deaf students at several high schools. Results from students in the United Kingdom will be compared to those of students from a variety of programs across the U.S.

Ila Parasnis gave invited seminars at Lamar University, Beaumont, TX, on February 5, 1999, and at New Mexico State University at Las Cruces, NM, on April 8, 1999, entitled "Issues related to cultural and language diversity in deaf education." She also gave an invited presentation at the El Paso Community College in El Paso, TX, for the National Multicultural Interpreter Training Project on multilingualism, multiculturalism, and communication in India, on April 7, 1999.

Michael Stinson's article, "Considerations in educating deaf and hard of hearing students in inclusive settings," co-authored by Shirin Antia (University of Arizona) will be the lead paper in a *Journal of Deaf Studies and Deaf Education* special topic issue on inclusion and education of deaf students. The issue is co-edited by Antia and Stinson.

Ross Stuckless has been invited to participate in an upcoming forum at IBM's Hawthorn Research Center, to be hosted by its Special Needs Program. The forum will focus on IBM projects that have special implications for deaf and hard-of-hearing people, and will invite suggestions for future collaboration. IBM is a leading force in the development of automatic speech recognition, an area of interest to NTID.

Ross and Bob Davila (Vice President for NTID) were among 25 people nationally who were invited to participate in a policy forum in Washington, DC, last September to assist the Department of Education's Office of Special Education Programs in reviewing

federal priorities in support of services for deaf and hard-of-hearing children and youth, and to suggest priorities for future federal support. The proceedings, published in February, 1999, are available through the National Association of State Directors of Special Education in Alexandria, VA.

An article by Bob Whitehead, N. Schiavetti, D.E. Metz and T. Farrell, "Temporal characteristics of speech produced by inexperienced signers during simultaneous communication," was published in the March/April issue of the *Journal of Communication Disorders*, 32(2), 79-95. In this article, the authors describe the results of their research, which indicates that speech was significantly slower during simultaneous communication for students learning sign language, but that the temporal rules of spoken English were maintained. Additionally, as the students increased in their sign language skills, there were fewer and shorter spoken pauses and a closer approximation of simultaneity between speech and signs.

SUMMER TECHNO-CAMP FOR NTID STAFF

The Department of Educational Resources (ER) will sponsor two summer Techno-Camps for staff at NTID, one on July 14-16 and 19-20, and the other on August 9-13. Developed by **Camille Aidala** and **Jonathan Millis**, these week-long workshops will address the professional, personal and physical needs of NTID general and professional staff regarding technology training and enhancement.

Goals of the workshop are to provide a safe, supportive, creative, critical thinking atmosphere for participants that encourages problem-solving of technology issues; to address the ergonomic needs of participants; to provide an immersion experience in the language of technology; to enhance and support specific technology training needs as they relate to professional goals (i.e., word processing, database, spreadsheet and communication software); to review basic digital literacy skills such as customizing workstations, file management, troubleshooting, and use of the WWW for communication, publication and research; to introduce participants to multimedia through the use of digital cameras, scanners and graphic software packages; and to develop confidence in using different operating systems (MAC or PC). Lunch and an opportunity to exercise will be provided each day, and participants may attend an optional "Techno Dinner."

Modeled on the Instructional Technology Consortia for faculty, the Techno-Camps will allow a maximum of 12 participants in each session during the summer months, when schedules are more flexible for staff. For questions about course content, contact either Camille

(x7936 or 6823, e-mail *clansr*) or Jonathan (x7913 or 6823, e-mail *jim8789*). To register, contact **Betty Morrow** (x5326, e-mail *bbm2727*).

POWERPOINT, DREAMWEAVER SESSIONS TO BE HELD IN ETRR

Jonathan Millis will be presenting several 2-hour *Powerpoint* and *Dreamweaver* sessions in the ETRR during April and May. The schedule is as follows:

Powerpoint:

April 29, 9-11 a.m. (this session is full)

April 29, 2-4 p.m.

May 4, 9-11 a.m. (interpreter requested)

Dreamweaver:

April 30, 9-11 a.m. (interpreter requested)

May 4, 1-3 p.m. (possibly 2-4 p.m.)

May 5, 9-11 a.m.

May 5, 2-4 p.m.

Please contact Jonathan (x6823, x7913, e-mail *jim8789*) to register for one of these classes.

WINTER '99 ITC STUDIO

Twenty-six members of the NTID faculty participated in the Winter '99 Instructional Technology Consortium (ITC) Studio, February 22-26, 1999. Each participant worked on their own projects within one of three strands: World Wide Web, Online, or Visual Presentation. The WWW and Visual Presentation strands were facilitated by Mike Kleper and Ken Hoffman (CTS, Electronic Publishing and Printing Technology), and the Online strand by Doug MacKenzie (CBGS, Audiology). The five-day studio provided faculty with the opportunity to discuss instructional design and pedagogy as it relates to their teaching, and specifically to their ITC project. There were demonstrations and workshops on the use of specialized software applications, and faculty were given lab time to develop their own projects. Members of ER and Instructional Design and Evaluation provided individual support for faculty in the new Educational Technology Resource Room and the NTID Learning Center.

A very positive aspect of the studio was that faculty became better acquainted with their CRTL colleagues who have a great deal of expertise in educational technology applications. CRTL members also became more familiar with the types of instructional applications faculty are creating.

The next ITC studios are scheduled for May 17-21, June 7-11, June 14-18 and June 25, 1999. Complete ITC information and proposal forms are available from the ITC webside at <<http://www.rit.edu/~ntiditc>>.

Direct any questions or comments to **Bill Clymer**, Coordinator, ITC (e-mail ewcncp@rit.edu).

STUDENT RATING SYSTEM

This is the second year of full implementation of the Student Rating System (SRS) which gives NTID students an official channel for feedback on their instructors. Standardized student evaluations are now required by all colleges of RIT, but NTID was in the forefront of recognizing the need, researching the issue, and developing a system. Frequently viewed as a faculty "thing" because faculty must request and distribute the forms and include the resulting reports in their appraisal documentation, the SRS is really a student "thing" that allows/requires the student perspective to be recognized.

The SRS is administered through ER, coordinated by **Marsha Young**, produced by **Betty Morrow**, statisti- cized by **Barb McKee** (Research), powered by a custom FoxPro application developed by Tom Weymann, Mitch Berger, Jim Wilson and Carol Pepe of DIS (the old CIS), and overseen by an SRS Advisory Committee (Robb Adams, Office of the Dean; Gerry Argetsinger, CAS; Florene Hughes and Doug MacKenzie, CBGS; Dan Pike and Patti Russotti, CTS). The issues of accuracy and confidentiality are paramount in administering this system. In Fall and Winter Quar- ters, AY'98, the SRS were administered for 688 courses/activities and 7,620 student response forms were processed. Spring Quarter administration is occurring now, and the forms are flying!

IN THE GROOVE WITH GRANTS

Several grant proposals were submitted to federal and state agencies between January and April 1999:

- \$580,800, submitted 2/1/99 to the National Science Foundation, Projects for Persons with Disabilities, for a 3-year project, "Distance Education in Science: Accessibility for Deaf Learners," by **Harry Lang**, **Ron Kelly**, Carole Sack (ETC) and **Fred Dowaliby**.
- \$166,264, submitted 3/11/99 to the Department of Education, FIPSE, Special Focus Projects for Higher Education Collaboration, for a 3-year project, "Proj- ect Inclusion: Prototype Curriculum for the Inclusion of Deaf People in Society, by **Ken Nash** and **Jim DeCaro**. For more information, see their website, <<http://www.rit.edu/~624www/fipse/banner.htm>>
- \$788,942, submitted 3/26/99 to the Department of Education, Field-Initiated Studies, Educational Research Grant Program, for a 3-year project,

"Educational Access for Deaf and Hard-of-Hearing Students," by **Marc Marschark**.

- \$5,000, submitted 4/7/99 to the New York State Sci- ence & Technology Foundation, Center for Advanced Technology (managed through the University of Rochester), for a 1-year project, "Elizabeth Collection On-Line," by Tom Policano (CTS, Imaging Technology).
- \$386,062, submitted 4/14/99 to the National Science Foundation, Advanced Technological Education, for a 3-year project, "Deaf Initiative in Information Technology (DIIT)," by Donna Lange and Don Beil (CTS, Applied Computer Technology).

DISCUSSION HELD ON RIT AND NTID IRBs

On Tuesday, March 16, 1999, John Waud (RIT's Department of Allied Health Services and chair of the RIT Institute Review Board) and **Bob Whitehead** (NTID Department of Research, chair of the NTID Institute Review Board) held a discussion session on the history of IRBs in the United States and RIT/NTID poli- cies relating to the use of human subjects in research. Included in this discussion were the responsi- bilities of the investigator, procedures for submission and review of proposed research involving the use of human subjects, elements of an acceptable consent form, and an overview of Form A, which must be submitted to the ap- propriate IRB prior to any research involving human subjects at NTID and/or RIT.

Please contact **Gail Kovalik** (e-mail [glk9638](mailto:glk9638@rit.edu), x5343) for a copy of John's handout, or go to <<http://www.rit.edu/~493www/grants/irb.html>>.

INFO BITS

Blue World Email Lists hosts a variety of email discus- sion forums, primarily targeted at Web development and publishing applications. Included are fora for *Lasso*, *GoLive*, *Dreamweaver*, *Acrobat*, *PageMill*, *FileMaker Pro* and *FileMaker*. <<http://www.blueworld.com/blueworld/lists/>>.

The **Journal of Electronic Publishing** examines the challenges and opportunities for intellectual property and copyright in the digital age. Articles examine such topics as the current state of electronic publishing, managing rights electronically, the future of scholarly publishing, libraries as publishers and open source software as a model for managing intellectual property. <<http://www.press.umich.edu/jep/04-03/glos0403.html>>.

The New Age of the Book is a 10-page article by cultural historian Robert Darnton that explores the potential and pitfalls that arise from the electronic publishing of scholarly monographs. Darnton discusses the prospects of electronic monographs in relation to issues such as recent changes in publishing in general and to university presses in particular, publishing and tenure, and the pricing of journals. <<http://nybooks.com/nyrev/WWWfeatdisplay.cgi?19990318005F>>.

Columbia Center for New Media Teaching and Learning's primary mission is to support Columbia faculty in the use of digital technologies for teaching and learning. However, its successful technologies and curriculum models will be shared with the wider university community. At this website, viewers will find a Web publishing guide, overviews of ongoing projects, and the EdCITE Reference Database of over 230 research and case studies on the effective use of technology in education. <<http://www.ccnmtl.columbia.edu/>>.

The **Smithsonian Institution Research Information System (SIRIS)** offers integrated access to well over one million research resources held by SI's libraries, archives and associated research units. The Smithsonian has also begun to integrate multimedia resources into the SIRIS catalogs, including jpeg images, .avi videos, and links to related websites. <<http://www.siris.si.edu/>>.

RUMOR MILL

Dear Rumor Mill: Let's talk offices. Where were my department's advocates when the space plan was being decided? How come we are the ones who took it in the neck?
—*Already Missing My Window*

Dear Window-less: If you want the full history, I suggest you chat with a member of the committee (Carol De-Filippo, our current rep, or Peter Reeb, our previous rep). More to the point, the college-wide space renovations and changes are an extremely complex and interlocking matter in which student needs are receiving top priority. Al Smith has done a superb job in balancing the needs of the various departments and CRTL department heads have served as strong advocates for their departments' needs. In the end, however, some decisions were made by the dean and vice president; others were made by the fickle finger of fate. Anyone who believes that they or their department did not receive full consideration has missed part of the big picture. The *Rumor Mill* is sure that your department head and/or your center director would be happy to discuss the matter with you any time.
—*R.M.*

Dear Rumor Mill: Is it true that under a soon-to-be-announced plan for office priorities, there will be a seniority system that could result in my having to move even though I have been in my office for 15 years?
—*Settled*

Dear Settled: As was suggested at the recent all-Center meeting, it would behoove you to read any proposed plan carefully and discuss its implications within your department. Enough said?
—*R.M.*

Dear Rumor Mill: Is it true that we do not have any "internal" candidates for director of CRTL?
—*Inquiring Minds Want to Know*

Dear Inquiring: The *Rumor Mill* contacted a member of the search committee who reports that information about candidates (number, location, qualifications, shoe size) is being held under tightest security. If the *Rumor Mill* can't get the information, who can? (Please let us know when you find out.)
—*R.M.*

Dear Rumor Mill: So, what happens if we don't get a new center director?
—*Other Inquiring Minds*

Dear Inquiring2: That decision would be in the hands of the dean and vice president. But, the *Rumor Mill* has full confidence that there will be a pool of excellent candidates from which the next center director will be selected in a timely fashion. Oh, ye of little faith!—*R.M.*

Dear Rumor Mill: What about the possibility that the current center director might stay on for another year?
—*Yet More Inquiring Minds*

Dear Inquiring3: When we put that question to him, he started rolling on the floor, making gasping guttural noises. Whether that was laughter, choking, or some previously unknown medical condition is unclear. We took that response to be significant, in any case. —*R.M.*

Dear Rumor Mill: I understand that Marc will be away next year. Where?
—*Wondering*

Dear Wondering: Right here. His office will be moving to Building 14, along with the other researchers. Most of his time, however, will be spent in Building 60. He has been accepted into the NTID Interpreter Education program as a full-time student for next year. His short-range goal is to do research on interpreting, and the long-range goal is to establish a "center" for the study of sign language interpreting, utilizing external as well as internal resources. For now, the idea is to learn how interpreting works, "from the inside," by becoming a certified interpreter himself.
—*R.M.*