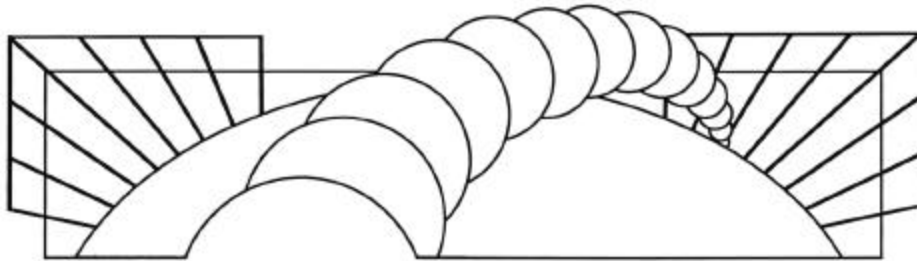


A B S T R A C T S

Formal & Poster Presentations

Instructional Technology & Education of the Deaf



Supporting Learners, K – College
An International Symposium

National Technical Institute for the Deaf
Rochester, NY
June 25-29, 2001
<http://www.rit.edu/~techsym>

Abstracts of Formal and Poster Presentations

This collection of abstracts is for your convenience in selecting particular presentations to attend during this three-day Symposium. The abstracts for Formal and Poster presentations are presented in the order they appear in the program, by the date and time. With few exceptions, they appear as they were received by the program committee.

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A Redesign of Deaf Education Teacher Preparation Through Technological Innovations and Collaborative Activities (M10B)

Johnson, Harold

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Kent State University

Dilka, Karen - Eastern Kentucky University

Mertens, Donna - Gallaudet University

Monday, June 25, 2001 – 10:00 AM

Location: LBJ [060] 2590

Type: Formal

Audience: All

Strand: Online and Distance Education

In June of 1999 the Association of College Educators - Deaf/Hard-of-Hearing was awarded a \$2.1 million PT3 Catalyst grant. The basic design of that grant is one in which the nation's 72 Deaf Education Teacher Preparation Programs, in collaboration with all of the major Deaf Education organizations, have agreed: 1) to establish local, regional and national networks of college professors, their preservice teachers, the existing teachers who provide field placements, the parents of deaf/hard-of-hearing (d/hh) students and d/Deaf adults; 2) to use those networks to support and recognize "technology proficient" preservice teachers and their faculty as they bridge the college-K-12 "realities gap" and as they produce new learning resources that serve to enhance instruction and improve learning; and 3) to use the resulting collaborative network to restructure Deaf Education Teacher Preparation through the incorporation of technology proficiency standards and through the establishment of a sustainable network of colleagues that will enable all d/hh students to meet high academic standards. This presentation will share the organizational structure, technological innovations, evaluation design and emerging products that the grant effort has thus far generated.

PROJECT SOLVE: Web-based Guided Practice to Improve Math Word Problem Solving (M10C)

Kelly, Ronald

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National Technical Institute for the Deaf

Lang, Harry G. – National Technical Institute for the Deaf

Mousley, Keith - National Technical Institute for the Deaf

Monday, June 25, 2001 – 10:00 AM

Location: LBJ [060] 3237

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

This innovative web-based problem-solving project is designed to help deaf high school and college students improve their word problem-solving skills through instruction and interactive guided practice with feedback. The practice environment with guided help is available 24 hours daily giving deaf students an accessible independent learning option. It provides practice with both problem solving exercises (a well-defined problem with one clearly correct answer) and true problem-solving situations (less well defined, requiring more effort to understand and accurately represent). The website also collects data on the students' problem-solving performance for evaluation purposes, thus offering the potential to develop a national database on deaf students for a wide range of problem-solving situations. The evaluation will include the students' problem-solving performance and learning progress, as well as the compilation of feedback on the perceived usefulness of these web-based problem solving learning activities from the collaborating teachers and participating students. The development and dissemination activities of this project are supported by a grant from the Fund for the Improvement of Postsecondary Education (FIPSE), US Department of Education.

MONDAY

The Design and Use of a Language Facility for the Instruction of Sign Language Interpreters (M10E)

Siple, Ph.D., Linda

Email: LASNSS@rit.edu

National Technical Institute for the Deaf

Smith, Richard - National Technical Institute for the Deaf

Monday, June 25, 2001 – 10:00 AM

Location: LBJ [060] 3615

Type: Formal

Audience: College

Strand: Using Technology to Support Learning

The task of sign language interpreting requires the interpreter to change a spoken English message into a signed message and a signed message into a spoken English message. When done well the interpreter's performance is deceptively effortless and uncomplicated. An interpreter's education includes achieving fluency in American Sign Language and English as well as mastery of several hundred sub-tasks. Given the audio and visual nature of the required tasks, the use of audio and video technology is central to the preparation of ASL-English interpreters.

A program designed to prepare ASL-English interpreters must have a language lab facility that is designed to simulate many different tasks. The minimal requirements for such a facility is to have each student's carrel equipped with a camera, videocassette playback/recorder, audiocassette playback/recorder, videotape monitor and headphones. In addition the equipment must be integrated in such a way as to maximize flexibility in function and ease of use for both students and instructors. At NTID we have successfully designed a language lab facility that provides a stimulating and creative environment for both students and instructors.

Some of the notable features include:

- Students can individually control a carrel or the instructor can control all of the carrels from the instructor's station.
- Students can watch a video tape of a deaf person signing and create another videotape of the deaf person signing with the student's voice interpretation recorded on the videotape.
- Students can listen to an audio taped lecture and create a video tape of their signed interpretation of the lecture.
- Instructors can simultaneously send the same stimulus material to 10 students.

Distance Learning Pilot: Physics and Mathematics (M10A)

Part I; Part II To Continue At 11:00

Distance Learning Team

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National Technical Institute for the Deaf

Rochester School for the Deaf

Daniele, Vince – RIT/NTID

Robinson, Vicki - RIT/NTID

Long, Gary - RIT/NTID

Aidala, Camille - RIT/NTID

Parrish, Rhonda - RSD

Conyer, Dave - NTID

Monday, June 25, 2001 – 10:00 AM

Location: LBJ [060] PANARA THEATRE

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

MONDAY

faculty, staff, and students, methods for exchanging information between our learning system and student information system (SIS), and plans for evolving our portal to connect the learning system, SIS, and other web resources. Gallaudet's online learning system is called GDOC (Gallaudet Dynamic Online Collaboration). A mini-portal is at <http://courses.gallaudet.edu>. There, students, faculty, and staff may login and get a personalized list of their online materials. The site also contains links to other campus resources. GDOC training is partially supported by a Mellon Foundation grant (<http://learntech.gallaudet.edu/mellon>). Instructional design support is provided by a team of faculty and staff. In Fall 2000, Gallaudet implemented a link between GDOC and the Peoplesoft Student Information System (SIS). This link automates the creation of course rosters and user profiles within the GDOC system. In the coming year, Gallaudet will evolve our online learning system to include new learning tools and an enhanced portal connecting our learning system, SIS, and traditional web resources. At the conference, we will describe goals and project plans.

Integrating Technology into Literacy: Digital Video Dictionary (M11C)

Stifter, Rosemary

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Laurent Clerc National Deaf Education Center

Rangel, Francisca - Laurent Clerc National Deaf Education Center

Reed, Ruth - Laurent Clerc National Deaf Education Center

Monday, June 25, 2001 – 11:00 AM

Location: LBJ [060] 3237

Type: Formal

Audience: K-12

Strand: Using Technology to Support Learning

Francisca Rangel, a 3-4-5 teacher/researcher at the Laurent Clerc National Deaf Education Center saw the need to teach her largely ESL class basic vocabulary words while improving reading and writing skills. After collaboration with the technology specialist and ASL specialist, the digital video dictionary project was born. The process in creating this dictionary is very structured but is not difficult and can be done with a few extra pieces of equipment. The class dictionary is created in PowerPoint and includes text, graphics and video clips. Each student participates in creating the dictionary on the computer using the SMART board. Since the project has begun the students are recognizing words they have learned from the class dictionary in their dialogue journals. This type of literacy project could not be possible without the use of technology. It is the technology that gets the students excited about the project and they don't realize how much they are learning. The presentation will emphasize how this project aids in making the connection between sign and print, decreasing the anxiety of reading and writing in the classroom, improving communication skills, and increasing student and teacher confidence in using technology.

Distance Learning Pilot: Physics and Mathematics (M11A)

Part II; A Continuation of Presentation M10A

Distance Learning Team

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Rhonda Parrish - RSD

Dave Conyer - NTID

MONDAY

The ultimate objective of Project Inclusion is to assist people who are deaf to realize equality of opportunity in education and society. Project Inclusion will identify "universal" design principles, effective policies and practical programs related to the inclusion of deaf people within each partner country (Greece, Holland, Sweden and the USA). This information will be organized into the first-ever course on the subject of comparative deaf education. The course will be delivered by web technology, and complemented by an intensive Capping Experience offered on a rotating basis among the partner countries. Students will be future educators of the deaf.

Project Inclusion WWW Site: <http://www.rit.edu/~624www/fipse/>

Technology Used to Support Sign and Spoken Language Development (M130E)

Mumford, Bonnie

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National Technical Institute for the Deaf

Sims, Donald G. Ph.D. - National Technical Institute for the Deaf

Newell, William J. Ph.D. - National Technical Institute for the Deaf

Monday, June 25, 2001 – 1:30 PM

Location: LBJ [060] 3205 [SIL]

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

The NTID Self-Instruction Lab was established to support signed and spoken language communication. The lab serves as an environment for both expressive and receptive practice of these activities within a self-instruction format.

For purposes of developing their sign and spoken language communication skills, learners have access to sixteen state-of-the-art instructional carrels. Learners can use instructional materials in videotape, videodisc, CD ROM and audio tape formats.

The presentation will show examples of the different technologies that can be used to support spoken and sign language practice. The following technology will be demonstrated:

- Basic Sign Language videotape for sign language practice
- DAVID videodisc to support speechreading practice
- Optical Finishing CD for spoken and sign language practice
- ASL Dictionary and Inflection Guide on CD ROM for sign language practice
- Flex cam for expressive practice utilizing videotape and CD ROM technology

Handouts will include a description of the equipment in one of the new carrels in the lab as well as a listing of the materials available to support sign language practice.

A Study of Current Models of Online Learning for Deaf Learners (M130C)

Yeh-Kennedy, Mei
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Email: mei@eyestudios.com

Monday, June 25, 2001 – 1:30 PM

Location: LBJ [060] 3237

Type: Formal

Audience: All

Strand: Online and Distance Education

The proposed paper will compare current models of online learning within three years for Deaf learners of any age. The focus of the paper is to report on survey-based data gathered from current online learning projects including the purpose they serve. The study will also address whether there are interface design issues creating a unique need to the design for Deaf learners.

Those are the questions that the paper will address. What are the benefits and challenges of online learning for the community? What techniques are being used to better accommodate Deaf learners? Will the universal design (www.cast.org) be effective and/or sufficient for Deaf learners online?

The significant of this study is to produce a better understanding among designers and educators of the effect of design on Deaf learners. I am currently experiencing online learning firsthand and being a deaf individual I am intrigued by the opportunity to enhance online learning for Deaf learners.

Online Learning: A Learning Medium for Everyone (M130A)

Thompson, Ph.D., John
Buffalo State College

Email: thomsajt@bscmail.buffalostate.edu

Monday, June 25, 2001 – 1:30 PM

Location: LBJ [060] PANARA THEATRE

Type: Formal Audience: All
Strand: Online and Distance Education

Online learning, or distance learning using the Internet, provides a medium that allows deaf and hard of hearing students in K-12 and higher education an equal footing in their classes without an interpreter "in the middle of the communication." With the text-based medium of such online platforms as Blackboard.com, deaf and hard of hearing students can compete strictly on their own.

Using a PowerPoint presentation, the presenter will discuss his online teaching experiences using Blackboard.com and the Internet to web-enhance traditional face-to-face (f2f) courses. The presenter also will offer his thoughts on his experience teaching classes totally relying on online instruction over the Internet in place of f2f classes.

Using the Internet and Internet-based instructional platforms such as Blackboard.com, classes can be taught without using paper or verbal communication. Instructors can post announcements, assignments, course documents (such as PowerPoint presentations) and grades for asynchronous access and use by their students. Both real-time discussions (using virtual chat) and asynchronous discussions (using discussion board forums) within Blackboard can play an extended role in the class. Assigning readings can be assigned from selected Internet sites or using other Internet-based measures as XanEdu's electronic CoursePacks. Students can submit their work through the written communication, using e-mail and bulletin board-like discussion board forums in Blackboard.

With the addition of online learning, K-12 and higher education classrooms morph into interactive experiences in which deaf and hard of hearing learners become "24-7" learners.

MONDAY

Cornerstones Approach to Literacy Development (M230D)

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CPB/WGBH National Center for Accessible Media

Paul, Peter Ph.D. - Ohio State University, College of Ed.

Monday, June 25, 2001 – 2:30 PM

Location: LBJ [060] 1510

Type: Formal

Audience: K-12

Strand: Using Technology to Support Learning

The presenters will discuss an approach to literacy development that aims to improve reading and writing skills of deaf and hard-of-hearing children in the early elementary grades. Children must learn to identify a large number of words in print, develop in-depth knowledge about the words, and develop adequate background knowledge in order to comprehend a story in print. Each literacy unit has a story on video (produced for a general audience), and offers a wide variety of materials, both high- and low-tech, to keep children engaged and motivated to work intensively on the story for nearly two weeks. Additional materials include versions of the story in American Sign Language and manual forms of English, a hypertext version of the story, activities related to the story, clip art and other materials for word study, and computer games. Teachers receive a teachers guide which highlights instructional practices that can maximize the use of the materials toward a rigorous set of literacy objectives. We field-tested one unit in six classrooms and gathered evidence on effectiveness in improving literacy and feasibility in the classroom. Children learned a significant number of new words and gained word knowledge. The presenters will describe the literacy approach, demonstrate materials, and discuss implications for literacy instruction with deaf children.

IdeaTools: Rapid Development Tools for Creating Interactive Multimedia - Enabled Courses on the Web (M230B)

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National Technical Institute for the Deaf

Pitoniak, Jason - National Technical Institute for the Deaf

Clarke, Cathy - National Technical Institute for the Deaf

Monday, June 25, 2001 – 2:30 PM

Location: LBJ [060] 2590

Type: Formal

Audience: All

Strand: Online and Distance Education

The presenters will outline a methodology for developing interactive Web sites to deliver instruction to learners over the Web. They will describe IdeaTools, a Web-based instructional development application that they created to help non-technically inclined faculty and instructional developers to create their own interactive Web sites for instructional purposes. They will discuss their experiences in using IdeaTools to create Web sites that incorporates course readings, handouts, online quizzes, electronic homework assignments and labs, as well as group e-mail, online class forums and chat rooms to support classroom teaching and Web-based distance learning in a wide range of content areas, such as reading and writing, social studies, meteorology, astronomy, environmental studies, chemistry and biochemistry, Web design, and computer programming. They will discuss how instructors can take advantage of existing materials, in the form of Word documents, PDF files, PowerPoint presentations, graphics, Web animations, and videos, to cut down development time. The presenters will outline their plans to disseminate IdeaTools for general use. They will demonstrate the IdeaTools tutorial Web site where interested beta users can sign up for free accounts and receive online instruction so that they can learn to utilize IdeaTools to create their own Web-based classroom and Web-based distance learning solutions.

Using C-Print to Support Learning in Secondary and Postsecondary Settings (M230C)

Elliot, Ph.D., Lisa

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Stinson, Michael - National Technical Institute for the Deaf

McKee, Barbara - National Technical Institute for the Deaf

Francis, Pam - National Technical Institute for the Deaf

Monday, June 25, 2001 – 2:30 PM

Location: LBJ [060] 3237

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

C-Print is a real-time speech-to-text transcription system that was developed to meet the information access needs of students in mainstream classes while addressing constraints such as cost and availability of support services. Mainstreamed students often have diverse communication needs and may have difficulty fully comprehending information in class. Traditional support services of interpreting and note-taking serve many students adequately. However, alternative forms of support may provide the best access to communication for other students.

C-Print's development resulted from years of research to create a new real-time speech-to-text system. It is a system which addresses the need for real-time and notetaking supports with more complete information than can usually be provided by a student notetaker while providing such information in a cost efficient way. At present, over 250 people have been trained as C-Print captionists throughout the United States and the system is currently used as a support service in high schools and colleges across the nation. The proposed presentation will address the following topics related to C-Print: The development and evaluation of the C-Print system. Ways in which C-Print supports individual learners within the mainstream classroom setting. How schools across the country are implementing the C-Print's system.

Adequate Testing and Evaluation of On-Line Learners (M230A)

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National Technical Institute for the Deaf

Monday, June 25, 2001 – 2:30 PM

Location: LBJ [060] PANARA THEATRE

Type: Formal

Audience: All

Strand: Online and Distance Education

One logistical and pedagogical challenge with on-line or remote teaching is evaluating the learner's knowledge in a fair, secure and efficient manner. At NTID, we have been teaching Distance Learning courses to deaf and hearing students for the past six years and have implemented means for remotely evaluating students in C++ and Visual Basic computer programming classes. The three methods used were remote proctoring, on-line testing with multiple choice and fill in questions, and downloading and uploading answers using electronic conferencing software. When implementing a testing method, security, ease and timeliness for data collection, ease of use by the students, turn-around time, feedback to the students, flexibility of how the testing is done, and administration/implementation are but a few of the issues to consider. Each method has its strengths and weaknesses in these different areas. In this session we will present the findings of the three different testing methods as well as the advantages and disadvantages of each from an administrative, teacher and student perspective. This presentation will end with an interactive discussion with the audience regarding which testing systems are best for which content areas and learners.

Shared Texts, Negotiated Meanings: Perspectives on the Computer Mediated Communication of Postsecondary Students Who are Deaf (M330C)

Carlson, Beth
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Monday, June 25, 2001 – 3:30 PM

Location: LBJ [060] 3237

Type: Formal

Audience: College

Strand: Strategies for Assessing the Impact of Technology in Teaching/Learning Process

Because the last thirty years have brought about dramatic changes in the ways that languages are taught, providing comprehensible input is now a pedagogical imperative. Computer mediated communication and the use of the Internet to deliver instruction is quickly becoming the norm rather than the exception. This new literacy which is situated on the on the computer network, challenges students to use language in new ways. Traditional forums where classrooms consist of group-centered discussion, lectures, teacher-student conferences, and written assignments, are giving way to interaction patterns that disrupt the teacher-centered authority and reflect a polar shift from structural to communicative practices.

In computer-mediated communication, importing shared knowledge and scaffolding in the process of dialogic participation contributes to meaningful problem solving tasks in language. From a modeling view, interaction provides an opportunity for students to observe and take as their own, language, skills, and behaviors of teachers or more experienced peers. This is a particularly compelling aspect of networked based language for deaf students in the process of acquiring English. In the case of synchronous and asynchronous interaction tools, the concern is to evaluate whether and how this communication context affects the process of acquiring a second language and to determine the linguistic relevance of such communication. This presentation will focus on the theoretical aspects of second language acquisition in networked based language environments and apply these concepts to practice in English language classrooms with students who are deaf.

Integrating Your Social Studies Lesson Plans Using Technology in the Classroom (M330A)

DiGiovanni, Barbara
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DiVincenzo, Gene - Rochester School for the Deaf

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Monday, June 25, 2001 – 3:30 PM

Location: LBJ [060] PANARA THEATRE

Type: Formal

Audience: K-12

Strand: Using Technology to Support Learning

Various web sites with useful background information that relate to Social Studies abound in the World Wide Web. A sub goal of this topic is to develop lesson plans that allow Deaf students working independently or cooperative settings use of technical information tools. Tips on the development of teacher-made student activity sheets that the samples will be shared in the presentation. An additional goal is to have Deaf students examine primary sources using web sites, digital movie and CD-ROMs; to see history not just as names, dates, and events to be memorized, but as a fascinating web of connections. The students will take on the role of historians as they examine primary sources directly through a process of inquiry, observation, analysis, and synthesis. The presenters will discuss sets of practical tools for making the most of the Web in an educational environment. A common fear shared among the teachers for the deaf about incorporating of such technology in the classroom today is the limited amount of time available to make such applications. Ideas will be provided on

MONDAY

how to give teachers as well as students a quick and easy access for each activity to the Web so as not to detract from valuable instructional time.

Learning Geography via Virtual Travel (M14P)

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Monday, June 25, 2001 – 4:30 PM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: K-12**
Strand: Using Technology to Support Learning

Teach Geography through interactive technology and research with a purpose. Students utilize the Internet to take a "dream vacation". Students are given a "budget" of \$2,000 to spend on a two week vacation. They must select a place where they have never been. Students compare the costs and advantages of each mode of transportation; airplane, train, boat, bus or car. They must research special events, weather, natural disasters, agricultural products, manufactured products, tourist attractions, sports, historical events, and Deaf Community information for the city/location of their choice. Students create a "virtual travel journal" to record what they might do during their two week visit. They must find a place or places to stay, and go to one classy restaurant. They are required to include "visits" to six of the tourist attractions below: National Park, museum, zoo or aquarium, mall or downtown area, sports stadium, amusement park or other leisure activity location, hiking or natural resource activity, theatre or show, and Deaf Community event (required). Students compile this information into a notebook for presentation to the class. They must create a 3 to 5 minute presentation for the class, complete with graphics and/or Power Point presentation and a bibliography.

Web-Based Curriculum Development for Chemistry and Biochemistry Using IdeaTools (M12P)

Craig, Paul
Rochester Institute of Technology

Email: pacsch@rit.edu

Monday, June 25, 2001 – 4:30 PM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: All**
Strand: Online and Distance Education

IdeaTools is a combined Web authoring/course management system developed at NTID. It is being used by several NTID faculty to create interactive multimedia-enabled Web sites to support classroom teaching and Web-based distance learning. Simon Ting and coworkers developed IdeaTools' general Web authoring/course management functionality. Paul Craig and Simon have worked together to incorporate additional features that are specific for chemistry and biochemistry. Paul will demonstrate new IdeaTools functionality for authoring chemistry and biochemistry courses. Among the new tools demonstrated will be:

- Chime, for visualization of proteins
- Chems sketch, for chemical drawing
- WebEQ, for preparation and submission of chemical and mathematical equations on-line.

Existing features of IdeaTools have also been adapted for laboratory science course. This enables students to participate in discussions with each other and their instructor, and also to submit lab reports on-line. The on-line lab reports can contain text and attached files, such as spreadsheets and chemical drawings.

MONDAY

TCT are using their collective expertise in deaf education and technology to assist participating countries with faculty training; development of instructional products; and application of the worldwide web, information technology, and distance learning technologies to teaching and learning. NTID and TCT faculty will be teaching various information technologies and operating systems, as well as various multimedia and off-the-shelf software packages. In addition, student and faculty exchanges and joint ventures with information technology industries will be implemented. The long-term goals of the project are twofold: to equip deaf residents of participant countries with the skills needed to compete in a high technology workplace, and to prepare universities to share the knowledge and instructional products they develop with other colleges. PEN-International will enhance local capability and global networking at each participant institution. Participants will be moved from importers of 'know how' to self-sufficiency. As the project progresses, each institution will develop the capability to export what has been learned through the project to other programs serving people who are deaf. Over the five-year life of the project, PEN-International will work in as many as 10 different countries, with Tianjin College for the Deaf of Tianjin University of Technology (China) being the first, and the Center for the Deaf at Moscow State Technical University (Russia) to follow.

The Intellikeys Alternative Keyboard Solution (M6P)

Elliott, Lori

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Phoenix Day School for the Deaf

Monday, June 25, 2001 – 4:30 PM

Location: LBJ [060] LBJ STREET

Type: Poster

Audience: K-12

Strand: Using Technology to Support Learning

The Intellitools alternative keyboard called the Intellikeys provides the students at the Phoenix Day School for the Deaf (PDSD) a unique access to the computer. This flat alternative keyboard provides a variety of keyboard layouts, called overlays. The overlays can be programmed to meet the physical, visual, and cognitive needs for all of our students. The overlays that come with the board use a bar code to activate it so there is no need to install software at each computer station. With the software "Overlay Maker" we are able to create custom keyboard layouts that are designed to reflect the curriculum needs of each student. The software "Overlay Maker" comes with a picture library that is used to create the custom keyboards. Language, Math, Social Studies, Communication lessons can all be created using the combination of software and alternative keyboard. The player version of this software allows us to use the various custom overlays throughout the school without installing the main program. The boards which are dual platform can be used as a keyboard and a mouse. At PSDS we use the alternative keyboards from Kindergarten on up. These alternative keyboards are used extensively with our multiple handicapped students. This poster presentation would present a hands on use of this hardware and software.

A Web-Supported Course for Deaf College-Aged Students (M4P)

Gottermeier, Linda

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National Technical Institute for the Deaf

Monday, June 25, 2001 – 4:30 PM

Location: LBJ [060] LBJ STREET

Type: Poster

Audience: All

Strand: Strategies for Assessing the Impact of Technology in Teaching/Learning Process

Organizational Communication and the Deaf Employee was developed as an interactive course to allow students to learn from the experiences of alumni in the Rochester community. In order for deaf college-aged students to participate fully in lectures and discussion groups and still learn course content, they needed to be free of taking notes. Initially, Power Point presentations were developed for each lecture. At a later date, the Power Point presentations were linked to a web site. The web site also provided a link to articles on electronic reserve. Because the site was password protected, permission was given to access transcripts and discussions from sources such as the "National Public Radio Leadership Series" and the "Managing Your Career" articles in the Wall Street Journal. The goal of the web site was to provide a planned method delivering lecture notes, discussion summaries, and current business articles. During the first two quarters, when the web site was utilized, students were surveyed as to the usefulness of the site and if there were areas where it could be improved. The purpose of this poster session will be to: 1) Demonstrate the web site to conference attendees and 2) Summarize students' responses to the surveys.

Using Electronic Portfolio to Demonstrate Academic and Pedagogic Competencies (M11P)**Klein, Diane****Email: deeklein@grove.iup.edu****Indiana University of Pennsylvania**

Selmenda, Katharine - Converse College

Baker, Sharon - University of Tulsa

Monday, June 25, 2001 – 4:30 PM**Location: LBJ [060] LBJ STREET****Type: Poster****Audience: All****Strand: Transition to Workplace**

Today's technology requires that students be not only comfortable but also competent in the various multimedia components of computers. There is no better way for a student (at any stage of development or transition) to document the growth and competence in technology skills than through the compilation and construction of an electronic portfolio. In order to successfully create an electronic portfolio, students must be able to use word processing software, digital photography, scanning hardware/software, and multitudes of other applications that are relevant to that student's area(s) of expertise. When all is collected, the student must also be able to demonstrate the organizational skills necessary to successfully format the content and materials in an accessible and easy to navigate form, and then save the product in an appropriate medium; disk, zip disk, or CD-ROM. This presentation will review the types of portfolios that are used by students as well as the procedures and strategies that students can follow to put together an electronic portfolio that will clearly demonstrate competency in both knowledge and technology. Examples of electronic portfolios will be available and the many technologies that might be incorporated when constructing a personal portfolio.

Clearinghouse On Mathematics, Engineering, Technology, and Science (COMETS): A Web-based Resource for Inservice and Preservice Teacher Education (M9P)**Lang, Harry****Email: hgl9008@rit.edu****National Technical Institute for the Deaf**

Kovalik, Gail - National Technical Institute for the Deaf

Monday, June 25, 2001 – 4:30 PM**Location: LBJ [060] LBJ STREET****Type: Poster****Audience: All****Strand: Strategies for Assessing the Impact of Technology in Teaching/Learning Process**

Monday, June 25, 2001 – 4:30 PM
Location: LBJ [060] LBJ STREET

Type: Poster Audience: All
Strand: Using Technology to Support Learning

One important aspect of learning American Sign Language is drill and practice leading to mastery of vocabulary. The American Sign Language CD affords learners of ASL the opportunity to practice ASL vocabulary using three primary interactive strategies: (1) Look It Up, (2) Receptive Drill, and (3) Expressive Drill. Within these three interactive instructional strategies users can view and practice approximately 2000 ASL signs by (1) Alphabetical Listing of main glosses and synonyms, (2) Categories and (3) the user's Own List. This CD, therefore, provides a useful resource for learners as an adjunct to classroom instruction and can be used in conjunction with any ASL curriculum.

This poster session will present the American Sign Language Vocabulary CD and demonstrate the instructional strategies for drill and practice of ASL vocabulary. Information regarding design and programming considerations will be included. Data regarding evaluation of this learning tool will be presented.

Using HyperStudio to Enhance Language and Reading Instruction (M1P)

Pitt, Brent Email: brentp@usdb.k12.ut.us
Utah Schools for the Deaf and the Blind

Monday, June 25, 2001 – 4:30 PM
Location: LBJ [060] LBJ STREET

Type: Poster Audience: K-12
Strand: Using Technology to Support Learning

Several years ago I started experimenting with HyperStudio to create drill-and-practice stacks for "Reading Milestones". I noticed that the students were much more interested in reading and in completing the worksheets if they could use the computer. I ended up getting permission from the publisher and converting the first four books in the series to HyperStudio stacks. From there, I started teaching others how to do it. I have conducted training for teachers of the deaf at the Ohio School for the Deaf and in Michigan. I am working with a teacher here in Utah who will allow me to bring some of her materials to demonstrate as well. I would present each user with a CD that they could take with them to assist in adapting their own materials in their schools.

Microsoft Office ASL Project: An Interactive Resource for Teaching Deaf Students Technical Information (M2P)

Reeves, June Email: jbrncm@rit.edu
National Technical Institute for the Deaf

Monday, June 25, 2001 – 4:30 PM
Location: LBJ [060] LBJ STREET

Type: Poster Audience: All
Strand: Using Technology to Support Learning

Instructors of deaf and hard-of-hearing students often have the expertise and knowledge required to teach technical content, but lack the sign language skill needed to select and use signs for teaching highly specialized

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technical information. In order to provide effective instruction for their deaf and hard of hearing students, instructors therefore should have access to a variety of resources designed to support their development of sign language skills for communicating technical information. This poster session describes a project designed to provide a computerized interactive display of American Sign Language (ASL) signs and sentences appropriate for teaching technical concepts in the National Technical Institute for the Deaf course "Applications Software" offered in the Applied Computer Technology major. Terminology was collected from instructors in the major and signs selected for appropriateness in consultation with native signers in this technical field. A CD ROM that presents the target signs in isolation and in a variety of context appropriate sentences was produced. The ASL sentences explain concepts important to "Applications Software". Copies of the Applications Software CD were distributed to instructors of the course and put in a lab for use by students. This format allows students and their teachers to have easy and random access to sign language for technical terminology and the use of this terminology in teaching contexts. Use of this instructional CD can improve students and instructors skills in effectively communicating technical information via sign language, thus improving accessibility of technical information for deaf / HH students. The procedures used in this project are applicable to developing sign language instructional materials for technical information in all natural signed languages.

Captioned Media Program (M8P)

Updegraff, Melanie
St. Mary's School for the Deaf

Email: mjupdegraff@smsdk12.org

Monday, June 25, 2001 – 4:30 PM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: All**
Strand: Using Technology to Support Learning

The Captioned Media Program (CMP) is a government funded program providing open-captioned, free-loan educational and entertainment media (currently videos and CD-ROMs) to all D/HH persons, their families, and professionals working within deaf communities. The CMP collection contains materials appropriate for Ps-13+, with over 4,000 titles, and over 350 subjects. The mission of the CMP is to provide all persons who are deaf or hard of hearing with awareness of and access to communication and learning through the use of captioned educational media and supportive collateral materials. Entering the 21st century, the ultimate goal of the CMP is to permit media to be an integral part in the lifelong learning process for all stakeholders in the deaf and hard of hearing community; adults, students, parents, and educators.

A Web-Based Initiative to Infuse English Across the Curriculum for Deaf and Hard-of-Hearing Students (T4P)**Berent, Gerald****Email: gpbnci@rit.edu****National Institute for the Deaf**

Clymer, E. William - National Technical Institute for the Deaf

Tuesday, June 26, 2001 – 8:30 AM**Location: LBJ [060] LBJ STREET****Type: Poster****Audience: All****Strand: Online and Distance Education**

In this poster session the presenters will demonstrate their "Supporting English Acquisition" (SEA) web site and will outline a collaborative, web-based effort to infuse English teaching principles and methods into technical, math, science, and social science courses taken by students at the National Technical Institute for the Deaf (NTID). This broad-based effort involves faculty in NTID's Center for Research, Teaching and Learning, the Center for Arts and Sciences, and the Center for Technical Studies, as well as peer tutors in the NTID Learning Center. Because English remains a formidable challenge to most NTID Students, the goal of this effort is to provide teachers with on-line professional development which will enable and empower them to promote their students' English skill development within the naturalistic context of their specific course content. The presenters will provide an overview of the current expansion of the SEA site and demonstrate the site's modules, which contain grammatical summaries, interactive guided practice, and suggestions for supplementing course content with easy-to-implement English activities. The presenters will also summarize the stages of the broad-based "English across the curriculum" initiative that employs the SEA site and which includes a needs assessment for continued expansion of the site, the authoring of new site modules by English-teaching faculty, the implementation of site suggestions by NTID faculty, the monitoring of students' English progress in content classrooms, and a summative evaluation of the initiative.

Virtual Reality Education for Assisted Learning (VREAL) (T15P)**Edge, Robert****Email: bob.edge@veridian.com****VREAL Consortium****Tuesday, June 26, 2001 – 8:30 AM****Location: LBJ [060] LBJ STREET****Type: Poster****Audience: All****Strand: Using Technology to Support Learning**

This project is funded by the U.S. Department of Education under a Grant sponsored by the Office of Special Education and Rehabilitative Services (OSERS). The VREAL Consortium consists of the University of Central Florida (UCF), Orange County (FL) Public Schools (OCPS), The National Center for Simulation (NSC), Illinois, Western Pennsylvania, Ohio Schools for the Deaf, Florida School for the Deaf and Blind and Veridian Information Solutions. This project, utilizing virtual reality technologies combined with other educational methodologies, focuses on the early development of children with hearing impairment, and also has application to adults. It has the potential to facilitate living skills development and provide academic instruction such as Math and English to the very large base of those with this impairment. Using virtual reality in the school system to educate and train deaf and hard of hearing individuals can open new doors of opportunity for students, adults and teachers, giving them near-real-world scenarios they could never experience otherwise. The use of virtual reality can improve individual child safety. Virtually exposing students to hazardous and dangerous situations will decrease mishaps and instill confidence in the student to face difficult situations. Simple tasks, such as basic math concepts, or crossing the street safely, can be taught in virtual reality. There is a myriad of potential tasks that can be tailored to the individual's needs, resulting in greater confidence and competence for all disabilities.

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Video Communication System (T2P)

Elliott, Lori
Phoenix Day School for the Deaf

Email: lelliott@asdb.state.az.us

Tuesday, June 26, 2001 – 8:30 AM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: K-12**
Strand: Using Technology to Support Learning

Communication is the key to a well-run school. Sharing information, motivating students, recognizing achievement, and emergency warnings all need to be communicated on a daily basis to all student and faculty. In schools with hearing students intercom systems provide this type of communication. However, more and more schools are going to a visual means of communication which is necessary for deaf students.

At the Phoenix Day School for the Deaf we have been able to provide this type of information in a visual format using our in house television system. With limited funds we have been able to provide televised announcements and a universal clock through out our campus. Building this vast system ourselves allowed us to develop it with a great savings as compared to contracted vendors. Getting the equipment in place was only the beginning. Creation of daily slide shows and training on the use of the emergency system have increased the effectiveness of this mode of communication. This poster presentation would share lists of equipment needed to set up this type of system, demonstration of the slide show component, and explanation of the emergency system.

Demonstration of MAGpie 2.0 Software for Creating Captions and Audio Descriptions (T5P)

Freed, Geoff
CPB/WGBH National Center for Accessible Media

Email: geoff_freed@wgbh.org

Tuesday, June 26, 2001 – 8:30 AM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: All**
Strand: Using Technology to Support Learning

Developers of Web- and CD-ROM-based multimedia need an authoring application for making their materials accessible to persons with disabilities. The CPB/WGBH National Center for Accessible Media (NCAM) has developed such a tool, the Media Access Generator (MAGpie), for distribution in SDKs, on the Web, CD-ROM and other methods. Using MAGpie, authors can add captions to three multimedia formats: Apple's QuickTime, the World Wide Web Consortium's Synchronized Multimedia Integration Language and Microsoft's Synchronized Accessible Media Interchange (SAMI) MAGpie can also integrate audio descriptions into SMIL presentations. MAGpie is the ideal authoring environment for multimedia specialists, publishing companies or service providers who want to add captions, subtitles and audio descriptions to their work. This poster session will briefly demonstrate MAGpie's capabilities. Copies of the software will be available on CD-ROM, as well.

Bring Your Camera on the Road to New York State Standards (T8P)

Potanovic, George
New York School for the Deaf

Email: gpotanovic@nysd.k12.ny.us

Tuesday, June 26, 2001 – 8:30 AM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: K-12**
Strand: Using Technology to Support Learning

Whoever said, "One picture is worth one thousand words" must have realized that photography, once thought to be high-technology when it was first introduced over 150 years ago, continues to be a powerful medium for observation and analysis. This is especially true when teaching English Language Arts and descriptive or expressive writing skills to deaf students.

In the fast-moving world of video-enhanced, multimedia educational software, a simple pair of scissors and a newspaper or magazine can provide teachers with access to a wealth of dramatic still images. A photograph can engage student curiosity, unlike any other media, and facilitates the teacher's ability to elicit student response and experience. A photographic image can be studied without interruption - providing student and teacher time to think, ponder, discuss, analyze and compare ideas and observations. Photographs can be used to introduce or review new vocabulary, concepts and stimulate interest in subject content, which often cross over the traditional lines of science, social studies, geography, math, language and the arts.

At NYSD, photography workshops support our objectives for the New York State Learning Standards in English Language Arts and Social Studies. Photographs encourage our students to think about traditional subjects differently, discover relationships they might not have otherwise considered, develop an understanding of diverse social, historical and cultural dimensions in our society, challenge their thoughts and opinions and become inspired with a greater interest in both writing and reading.

Classroom projects, using a strong visual and thematic approach, seem to help students focus their thinking skills and organize ideas with a common emphasis on language and writing. For example, one class created photo-journals, which they exchanged with a deaf school in Kenya, Africa as part of a coordinated Social Studies and English lesson plan about "community." Another student used advertising photography to further develop her vocational interest and understanding of graphic art and design.

Our classes primarily use 35 mm film, processed for color prints and digitized onto Kodak Picture Disks and Photo CDs. Students use the Kodak Picture Disk software, Microsoft PowerPoint, Adobe Photoshop and QuarkXPress to present both the process and the results of their efforts to fellow students and teachers.

Social Studies and the Internet (T10P)

Rust, Mark
Maryland School for the Deaf (Frederick)

Email: rustma@msd.edu

Tuesday, June 26, 2001 – 8:30 AM
Location: LBJ [060] LBJ STREET

Type: Poster **Audience: K-12**
Strand: Using Technology to Support Learning

Social Studies School Service has put together a wonderful site for the classroom teacher that helps integrate technology and Social Studies skills for grades 5-12. In our day of performance assessments, www.socialstudies.com has compiled a multitude of lessons and Unit Plans that rely on the Web. Each unit has

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clearly defined goals and an assessment portion that is hands-on and ready to use. Each unit is designed for collaborative learning but can be done independently as well. The lessons are designed by classroom teachers from California and are very practical as well as innovative. Watch your students' motivation increase as they begin to develop computer literacy skills along with social studies skills.

The Write Technology (T1P)

Strassman, Barbara
The College of New Jersey

Email: strassma@tcnj.edu

Tuesday, June 26, 2001 – 8:30 AM

Location: LBJ [060] LBJ STREET

Type: Poster Audience: All
Strand: Online and Distance Education

The Individuals with Disabilities Education Act (IDEA) Amendments of 1997 (Public Law 105-17) expects that children classified with a disability will be included in the general education curriculum. By 2003, twenty-six states will have tied graduation from high school with passing the respective statewide assessments of the general education curriculum (Randall, McAnally, Rittenhouse, Russell, Sorensen, 2000). Furthermore, students classified with a disability are expected, unless specifically exempted by their IEPs, to be included in the statewide assessments. The nature of these assessments places a heavy emphasis on writing in all subject areas. Many states use a rubric for scoring these assessments. Specifically in the language arts assessment, writing is assessed primarily for higher-order writing skills: content, organization, and cohesion and only minimally for mechanics. Despite the controversy surrounding these tests, such rubrics do reflect the skills needed for effective writing (Pressley, McGoldrick, Cariglia -Bull & Symons, 1995). Through an on going Interactive Television (ITV) Writer's Workshop, deaf high school students and preservice teachers of the deaf have become writing partners. Through the use of video recordings within a PowerPoint show this presentation will demonstrate: 1. The effectiveness of ITV for individualizing the teaching/learning process of writing, 2. The importance of conferencing to improving the writing abilities of deaf high school students and the teaching skills of preservice teachers of the deaf and hard of hearing, 3. The capability of deaf students to participate in statewide assessments.

Deaf President Now Interactive (T13P)

Terry, Janet
Madison High School
Brody, Joyce - Madison High School

Email: jterry@mail.sandi.net

Tuesday, June 26, 2001 – 8:30 AM

Location: LBJ [060] LBJ STREET

Type: Poster Audience: All
Strand: Using Technology to Support Learning

In 2001, many Deaf students are unaware of the historic events that occurred in March of 1988. Students work in collaborative groups to create a presentation. This project explores the perspectives of the major participants in the Deaf President Now (DPN) movement. Students make a DPN timeline utilizing graphics, text and iMovies. They research answers to teacher questions utilizing web-sites provided by the teacher and add their own bookmarks. The students identify the rights and freedoms guaranteed by the Bill of Rights that were exercised by students in the DPN protests. They also identify DPN actions that could possibly have been illegal. They explain the kinds of decisions that each DPN participant had to make. They then create survey questions about

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CART in the Classroom: How to Make Realtime Captioning Work for You (T10B)

Smith, Duane

Email: dsmith@reporting.org

National Court Reporters Association

Graves, Pat - Caption First

Tuesday, June 26, 2001 – 10:00 AM

Location: LBJ [060] 2590

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

Communication Access Realtime Translation (CART) is a word-for-word speech-to-text interpreting service for people with a hearing loss or who would otherwise benefit from this accommodation. The Americans with Disabilities Act specifically recognizes CART as an assistive technology that affords effective communication access. And the demand for CART service in the classroom is growing at a rapid rate at all levels of the educational spectrum, from elementary school to college.

This paper focuses on how CART can help make deaf or hard-of-hearing students more successful in school. For example, CART allows students to be independent learners and participate fully in class discussions. CART can also benefit the instructor, giving him or her an additional tool for preparing tests or integrating information into a research study.

The success of this method, of course, rests on the skills of the CART provider. This paper touches on what can be expected of a competent CART provider (professionalism, ethics, training, etc.), the environments where the skills of a CART provider can best be applied, and how the CART provider and instructor, in collaboration with the coordinator of services, can work together to ensure this service meets the needs of the deaf or hard-of-hearing student.

Two Streams of Captions for Children's Television (T10C)

Loeterman, Mardi

Email: mardi_loeterman@wgbh.org

CPB/WGBH National Center for Accessible Media

Paul, Peter Ph.D. - Ohio State University, College of Ed.

Tuesday, June 26, 2001 – 10:00 AM

Location: LBJ [060] 3237

Type: Formal

Audience: K-12

Strand: Using Technology to Support Learning

The popular children's television program, Arthur, will soon be broadcast with two streams of captions-- the original, near-verbatim captions, and edited captions. The intended audience for edited captions-- which have a slower presentation rate and modified language-- are elementary-aged children who are not fluent readers and who cannot make use of the program audio. This presentation will discuss what is edited in edited captions and implications for children's enjoyment and understanding of television programs. The presenters will also describe a study, begun in January 2001, which is researching the following questions: 1) Is there a difference in children's comprehension scores between the near-verbatim and edited videos? 2) Is there an effect due to the type of assessment used? and 3) What are the children's preferences and attitudes with respect to the captioned programs in the study and to captioned media in general? The edited captioning and research project are funded by the U.S. Department of Education.

Type: Formal Audience: K-12
Strand: Using Technology to Support Learning

The importance of interaction both in terms of human communication and through the use of ICT to enhance communication skills and promote best practice in improving literacy levels will be explored at the Symposium. The Deafchild UK telecommunications and literacy programmes, including modules on a wide range of learning technologies which are part of 3 levels, will be reviewed. Literacy software and materials have been created in such a way that they are stimulating, challenging, fun and easy to use. The multi-media options include video pictures, computer graphics, English text, voice over and sign systems. The innovative work concerned with Teacher of the Deaf ICT training will be outlined to show how distance learning modules can be used for worldwide use. The Deafchild International Project (www.deafchild.org) aims to share with deaf children and their schools our experience in making communication challenging and highly educative. We see it as a catalyst for the creation of personal and educational opportunities for deaf and hearing children to communicate with each other throughout the world. There are 600 registered website users from 30 countries. The Research Programme, the first of its kind in the UK, has been established to evaluate the real impact of these developments in ICT on the achievement of deaf learners, both in educational and social terms.

Implementing Video Streamed Instruction for Deaf and Hard-of-Hearing Online Learners (T11C)

Mallory, James Email: jrmnet@rit.edu
National Technical Institute for the Deaf

Tuesday, June 26, 2001 – 11:00 AM
Location: LBJ [060] 3237

Type: Formal Audience: All
Strand: Online and Distance Education

Videotaped instruction has been an effective delivery tool for deaf online learners for many years, but it may soon be replaced by videostreaming. Videostreamed instruction delivered via the web is finally becoming a viable option today because more students are connected to the Web at higher access speeds at home, work or school. Videostreaming is not readily adapted and widely used for deaf learners in technical, online courses due to many factors, including: the speed at which some learners are connected; size of streamed video files vs. the clarity of the video which is to be streamed; readability of sign language if the video also includes a white board or projection from a computer monitor; cost and complexity of producing, digitizing, compressing and posting streamed video; size of the server where digitized streaming video files will be stored; captioning requirements of streamed video; and the necessity to interface with other software such as Flash™ for readable instructional modules. NTID has successfully implemented videostreamed modules in some of its online Visual Basic (VB) programming courses designed for remote deaf learners. This presentation will be followed by interactive discussions with the audience regarding this instructional delivery.

PEPNet Online Training for Students Who are Deaf or Hard of Hearing: Preparing for College Success (T11A)

Wilcox Hsu, Debra Email: debra.Wilcox@sptc.mnscu.edu
Midwest Center for Postsecondary Outreach
Buchkoski, David - Midwest Center for Postsecondary Outreach
Kovitz, Marcia - Postsecondary Consortium Network
Jursik, Kay - Postsecondary Consortium Network
Sanderson, Gary - Western Region Outreach and Consortia Center
Billies, Pat - Northeast Technical Center

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Tuesday, June 26, 2001 – 11:00 AM

Location: LBJ [060] PANARA THEATRE

Type: Formal

Audience: All

Strand: Online and Distance Education

The Postsecondary Education Programs Network presents one-hour of online training designed to provide students who are deaf and hard of hearing with information and skills they will need to be successful in college. PEPNet, is the national collaboration of the four Regional Postsecondary Education Centers for Individuals who are Deaf and Hard of Hearing. The Centers are supported by contracts with the U.S. Department of Education, Office of Special Education and Rehabilitative Services. The goal of PEPNet is to assist postsecondary institutions across the nation to attract and effectively serve individuals who are Deaf and Hard of Hearing. We recommend this training for students age 14-21 who are deaf or hard of hearing. The training is offered free of charge and is available at www.pepnet.org. The online training is entitled "Postsecondary Success Students Who are Deaf or Hard of Hearing". Students who complete the training may download and print an official certificate of completion issued by PEPNet. Upon completion of the course students will be able to: 1) describe accommodations available to college students who are deaf and hard of hearing, 2) explain the difference between high school and college expectations, 3) identify communication strategies that students who are deaf and hard of hearing may use in college 4) apply skills for communicating with students, faculty, administration, and staff 5) explain implications of ADA and 504 for college students who are deaf or hard of hearing 6) identify study skills. This presentation will include a demonstration of the online training, a discussion of training applications and an opportunity for hands-on participation in the training.

NTID's High Technology Center: A model of a centralized, industry funded, cross curricular, multipurpose graphic media and publishing facility (T130E)

Mineck, Edward

Email: ed@mail.rit.edu

National Technical Institute for the Deaf

Tuesday, June 26, 2001 – 1:30 PM

Location: 007 A321

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

NTID opened the High Technology Center for Electronic Publishing and Imaging (HTC) in October, 1992, to meet the continuing challenges of providing on-going access to state-of-the-art equipment and software in the area of graphic media and publishing technology. The HTC can serve as a model for addressing some of the special problems technology has imposed on curricular content and on the methods of delivery in education. The HTC offers centralized access to technology by faculty across multiple departments for: research and testing; hands-on technical experience; professional development; the publishing and production of state-of-the-art teaching support materials; and, curriculum development and delivery. The HTC is special in that it has no operating budget per se, nor is it the benefactor of a trust. Virtually all of the approximately four million dollars worth of software, hardware, equipment, supplies, service contracts, and technology it houses have been donated to the center by industry. The greater institute (college) provides the remainder of required support through: the host department, faculty release time, various travel budgets, the division of college advancement, and the host department's division office. This presentation will tour the HTC and describe its history: its original and its evolved purposes and mission, its structure and management; and, its successes and failures.

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Through a multimedia presentation, we will present a variety of lessons and activities developed for deaf high school students that incorporate the Internet and videoconferencing visits to Ancient Egypt and Colonial America. While these lessons were developed to meet the social studies standards, the suggestions can be applied across all disciplines and grade levels.

Using Technology to Deliver a Distance Education Program to Interpreters Working in K-12 Settings: A Model of Collaboration Between the Deaf Community, State Education Agencies, and a Post-Secondary Institution (T130A)

Johnson, Ed.D, Leilani
FRCC @ Lowry Campus

Email: lanijo@ix.netcom.com

Tuesday, June 26, 2001 – 1:30 PM
Location: LBJ [060] PANARA THEATRE

Type: Formal Audience: All
Strand: Using Technology to Support Learning

Results of a modified Educational Interpreter Performance Assessment (EIPA), used as a prescreening for entry into the Educational Interpreting Certificate Program (EICP), indicate that many educational interpreters do not possess the linguistic competence necessary to perform the tasks associated with interpreting in educational settings. Additionally, many educational interpreters who live in rural areas do not have access to an established, traditional program where formal training could be secured, and they typically work without the benefit of supervision by persons knowledgeable about the interpreting task. Additionally, the Deaf Community at large has expressed concerns about the quality of education received by deaf and hard-of-hearing children and youth in mainstream classrooms. This presentation will detail a creative and collaborative model of providing distance education to working educational interpreters with the goal of increasing their interpreting skills and the knowledge sets for application in the K-12 setting. The model demonstrates creative ways that technology can be used to connect working interpreters to deaf individuals serving as language mentors and provide guidance for how to effectively communicate with deaf and hard-of-hearing children.

Presentation Objectives:

1. Provide a description of the student population of the EICP by providing summary demographic data and the analysis of scores achieved on the modified EIPA assessment prescreening.
2. Describe a model of collaboration used to deliver distance coursework to working educational interpreters throughout ten states and BIA sponsored schools.
3. Describe the use of deaf individuals as language mentors during the first year of the program, as well as on-line and on-site instructors during other aspects of the three year program.
4. Describe the role of each stakeholder in the model of collaboration.
5. Describe the pre- and post- screening results of the student population in the Educational Interpreting Certificate Program (EICP) and the implication of the growth patterns for deaf and hard-of-hearing children and youth.

Strategies for Assessing the Impact of Technology in the Online and Distance Learning Teaching/Learning Process (T230D)

Ellsworth, Mary
Model Secondary School for the Deaf
Huckleberry, Teresa - Indiana School for the Deaf

Email: Mary.Ellsworth@Gallaudet.edu

Tuesday, June 26, 2001 – 2:30 PM

Location: LBJ [060] 1510

Type: Formal

Audience: K-12

Strand: Strategies for Assessing the Impact of Technology in Teaching/Learning Process

Project SOAR-High is a teacher produced online curriculum and collaborative environment for the instruction of a one-year course in Earth Systems Science (ESS). The four participating teachers come from 3 institutions: Model Secondary School for the Deaf, Indiana School for the Deaf, and University High School Deaf and Hard of Hearing Program. The teachers have explored the use of various student collaboration strategies, including the sharing of student projects on web pages, electronic portfolios of student work, TeamWave collaboration software, on-line discussions, email exchanges, and videoconferencing. Throughout the course all four teachers emphasize that students development and practice independent learning skills. Two documentation studies have been conducted on SOAR-High ESS. The first study looked at how the four teachers are using dynamic collaboration techniques to share strategies and curriculum development activities and generally engage in collegial inquiry. The study examined the electronic message stream between the teachers looking for exchange of ideas, shared decision making, and contributions of materials. A second study, in progress during the Spring of 2001, used four strategies to study the impact of the technologies used in SOAR-High on student learning. Two of the four strategies will be reported on in this presentation: the assessment of the online curriculum units for science process skills, and analysis of teacher logs for student development of independent learning skills.

New Accomplishments Using Voice Recognition for Captioning of Chemistry Videotapes Made During Regular F2F Courses (T230B)

Paine, Robert

Email: RHPSCH@rit.edu

Rochester Institute of Technology

Tuesday, June 26, 2001 – 2:30 PM

Location: LBJ [060] 2590

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

For the past nine years the Department of Chemistry, College of Science, Rochester Institute of Technology, Rochester, NY has offered distance learning (DL) courses in Chemistry as fundamental instruction for students in many college disciplines (engineering, information technology, environmental management, et.al). These courses use videotapes produced in a live class room situation (face-to-face: F2F). For hearing impaired students, it is imperative that these tapes be captioned. To post-caption tapes is tedious, time consuming and expensive. For the past five years the author and colleagues have been doing research in the use of existing voice-recognition technology and systems to provide instantaneous captioning of the aforementioned videotapes. Working under a grant from the Camille and Henry Dreyfus Foundation, Inc. (Dedicated to the advancement of the Chemical Sciences), and using Informational Technology students as members of the research groups, this project has reached a level of successful application, such that the proprietary work is now listed under "patent pending." This presentation will describe the successes accomplished and problems remaining, as well as future development plans.

The presenters will review the development, design, implementation and results of their individual school-based projects as part of this important, international program.

Project Access WWW Site: <http://www.rit.edu/~624www/access/>

NTID's Instructional Technology Consortium (W11D)

Clymer, E. William

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National Technical Institute for the Deaf

MacKenzie, Doug - National Technical Institute for the Deaf

Monikowski, Christine - National Technical Institute for the Deaf

Porter, Jeff - National Technical Institute for the Deaf

Wednesday, June 27, 2001 – 11:00 AM

Location: LBJ [060] 1510

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

The NTID Instructional Technology Consortium (ITC) is a collaborative, faculty-driven initiative for enhancing teaching and learning with deaf and hard of hearing students through the use of technology and related innovative teaching strategies. The ITC provides initial instruction and ongoing support for pedagogy and instructional technology at NTID. The primary goal of the ITC is to improve student learning and the practice of teaching by putting new instructional tools directly into the hands of instructional faculty for application in the teaching/learning process.

The ITC generally offers several different topic strands (WWW Development, Preparation of Visual Materials and Online Learning Technologies) during each week long Studio. Teachers select a strand and come to workshops with a project in mind and with necessary prerequisite skills. These Studios, facilitated by other NTID teachers, offered demonstrations and hands-on opportunities for teachers to refine their skills and work on their projects. By June 2000, 181 faculty completed 22 "Teacher Studios".

This presentation will review the structure of the ITC Studios; describe the nature of teacher projects, and the results of faculty evaluations of training sessions. More significantly will be a discussion of the results of a 2001 survey given to all faculty who participated in ITC Studios. This survey attempted to obtain faculty opinion regarding the significance of instructional technology and the teaching/learning process.

Instructional Technology Consortium WWW: <http://www.rit.edu/~ntiditc>

Assistive Technology and Learning: It Works AND It's the Law (W11B)

Sorkin, Donna

Email: dsorkin@agbell.org

Alexander Graham Bell Association

Youdelman, Karen - Cuyahoga County Board of Education/Mayfield City School District

Wednesday, June 27, 2001 – 11:00 AM

Location: LBJ [060] 2590

Type: Formal

Audience: All

Strand: Strategies for Assessing the Impact of Technology in Teaching/Learning Process

WEDNESDAY

As part of the Individuals with Disabilities Education Act (IDEA), school districts are required to consider the assistive technology (AT) needs of all students with individualized educational programs (IEPs). Further, AT evaluation, devices, and services must be provided as determined by the IEP team.

There are many technologies relevant to deaf and hard of hearing students, for example, captioners, computer programs, the Smart Board (interactive whiteboard), TTYs, Web sites, videotapes, interactive networks, and FM amplification systems. When used appropriately, the enhanced auditory and visual capabilities of these technologies have direct instructional value for students with hearing impairments. The key, however, is to avoid the "technology imperative," which is the inclusion of technology just because it exists. Technology is a tool. Its effectiveness in the teaching/learning process lies in the hands of the person using the technology. This presentation will address (a) the legal/rights issues (IDEA, Sec. 508 and ADA) surrounding technology use, and (b) the factors to consider when integrating technology into school programs for children with hearing impairments (e.g., types and reliability of hardware, choosing software, motivation versus entertainment, training, technical support, and limitations).

Realtime Remote Online Captioning: An Effective Accommodation for Rural Schools and Colleges
(W11C)

Fifield, Bryce

Email: fifield@farside.cc.misu.nodak.edu

North Dakota Center for Persons with Disabilities

Wednesday, June 27, 2001 – 11:00 AM

Location: LBJ [060] 3237

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

The Remote Realtime Online Captioning project of the North Dakota Center for Persons with Disabilities at Minot State University has developed a system that makes captioning services available via the Internet. This system is capable of delivering both verbatim and note taking captioning services on demand to a variety of settings including classrooms in secondary schools, colleges, and university campuses. It is a useful and cost-effective strategy for settings where full time sign interpreting or captioning is not available. The system encodes audio from the classroom, transmits it to a captionist who transcribes it, and returns the text to the classroom. Data suggest that students using the system have better retention and participation than when no accommodation is made. Students in some settings express a preference for the captioning over more conventional signed interpreting. The system has had successful implementations in middle school, high school, and college classrooms. We have also used it for consumer accommodations in workshops, conferences, board meetings, and individual advising situations.

Project Access: Use of Computer Technology at Hungarian Schools for the Deaf (W11A)

A continuation of presentation W10A

Nash, Kenneth

Email: krnnis@rit.edu

National Technical Institute for the Deaf

Biro, Szuzsa - Kaposvar School for the Deaf

Bolvai, Ferenc - Budapest School for the Hard of Hearing

Horvath, Erzebet - Sopron School for the Deaf

Tahy, Szuzsa - Hungarian Association of Teachers of Informatics

Wednesday, June 27, 2001 – 11:00 AM

Location: LBJ [060] PANARA THEATRE

Type: Formal

Audience: All

Strand: Using Technology to Support Learning

Project Access is an American-Hungarian strategy to bring Hungarian deaf pupils into the age of Information Technology and create the first-ever Information Technology curriculum for deaf students in Central and Eastern Europe. The project is fostering the development of information technology skills among deaf pupils - youngsters who have long been denied full access to the same information as their peers who hear.

Project Access provides Hungarian teachers and administrators with training regarding the application of Instructional Technology in deaf education. Hungarian educators, working with US colleagues, are creating an industry-oriented curriculum that is adapted to the learning style of deaf students. Each project-supported school has established and equipped a state-of-the-art computer laboratory that is being widely utilized by pupils. The eight Hungarian are linking to the Internet, creating their own web sites, and participate in ongoing workshops conducted by Hungarian and American specialists in IT and deaf education.

The presenters will review the development, design, implementation and results of their individual school-based projects as part of this important, international program.

Project Access WWW Site: <http://www.rit.edu/~624www/access/>

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