

# TCT Education of Disabilities

Vol. **3** (1)  
2004

## PEN-International and Tsukuba College of Technology/Tianjin Technical College for the Deaf Interactive Programs

Masahiko SUTO<sup>1)</sup>, Miyoko HOSOYA<sup>1)</sup>, Tsutomu ARAKI<sup>2)</sup>,  
Masaaki OKADA<sup>2)</sup>, Naoki OHNUMA<sup>3)</sup>, Shigeki MIYOSHI<sup>3)</sup>,  
Kazuhiko OTSUKA<sup>4)</sup> and Martin Edmond PAULY<sup>5)</sup>

<sup>1)</sup>Hearing Impaired Division, General Education, Tsukuba College of Technology

<sup>2)</sup>Hearing Impaired Division, Mechanical Engineering, Tsukuba College of Technology

<sup>3)</sup>Hearing Impaired Division, Research Center on Educational Media,  
Tsukuba College of Technology

<sup>4)</sup>Hearing Impaired Division, Electronics Engineering, Tsukuba College of Technology

<sup>5)</sup>Visually Impaired Division, General Education, Tsukuba College of Technology

**Abstract:** As part of an international exchange program through PEN International, faculty members and students of Tsukuba College of Technology visited Tianjin Technical College for the Deaf in March 2003 and strengthened ties. This report also summarizes the activities of PEN-International and our future needs.

**Key Words:** PEN International, international exchanges, Tianjin Technical College for the Deaf, Faculty development for the students with hearing and visually impairment.

### 1. Introduction

PEN (Postsecondary Education Network) International is an international network of institutions of higher education for hearing-impaired persons. It is funded by a subsidy from the Japan Foundation and was founded in 2001. The network has its head office at the National Technical Institute for the Deaf in the USA. Tsukuba College of Technology has been a member of PEN International since its foundation. Other member institutions include Tianjin Technical College for the Deaf in China and Moscow Technical Institute for the Deaf in Russia.

Tianjin Technical College for the Deaf was founded as a three-year institution of higher education for the hearing impaired on November 5, 1997. It originated in the Department of Special Education, founded in 1991, and is now in the process of changing from three-year to four-year program.

Tsukuba College of Technology has been promoting exchanges with Tianjin Technical College for the Deaf through the activities of PEN International. In the autumn of 2001, two faculty members and three students from the College visited Tianjin Technical College for the Deaf along with the members of the National Technical Institute for the Deaf. In the spring of 2002, the College received a visit from faculty members and students from Tianjin.

*Projects of PEN International for Hearing- Impaired People*

The main projects of PEN International Japan Secretariat for these years are: (1) Support for faculty development (FD) at the institutions of higher education for hearing-impaired people in China, (2) Promotion of international exchanges through mutual visits by Japanese and Chinese faculty members and students, and (3) Establishment of PEN International Japan Laboratory (international TV conference system and teaching system using computers).

*Major projects implemented so far are as follows:*

- (1) In June 2001, the PEN International Signing Ceremony was held at NTID in the United States. University presidents attended this from four countries (United States, Japan, China and Russia) and secretary-generals of the PEN International secretariats around the world.
- (2) The Workshop for Educational Method Development was held for seven faculty members from Tianjin Technical College for the Deaf of China in June 2001. Prof. Araki from Tsukuba College of Technology was dispatched to the workshop as a lecturer.
- (3) In August 2001, Tsukuba College of Technology received faculty members from Tianjin Technical College for the Deaf for training in its open "Hearing Aid Fitting" course.
- (4) The Educational Auditory Workshop was held at Tianjin Technical College for the Deaf in August 2001. This was attended by faculty members from Tianjin Technical College for the Deaf and Tianjin Technical College for the Deaf as well as principals and 40 faculty members from schools for deaf-mutes across China. Two lecturers (Prof. Ohnuma and Prof. Suto) were dispatched to the workshop from Tsukuba College of Technology.
- (5) The Japan PEN International Laboratory (TV conference and IT-based classroom) completed in October 2001. The Japan-U.S. Haiku Contest using the TV conference system was held between NTID and Tsukuba College of Technology in October 2001. Dr. Davila, president of NTID and Dr. DeCaro, secretary-general of PEN International visited Tsukuba College of Technology.
- (6) A ceremony was held at Tianjin Technical College for the Deaf in October 2001 to commemorate the completion of the Chinese PEN International Laboratory (IT-based classroom) and unveil the facility. Dr. Davira of NTID from the United States and Dr. DeCaro of PEN International Secretariat attended the ceremony.
- (7) The U.S-Japan-China International Goodwill Conference was held at Tianjin Technical College for the Deaf in November 2001. Six students and two faculty members and two interpreters from NTID and two faculty members and three goodwill student ambassadors from Tsukuba College of Technology were dispatched to China.
- (8) The China-Japan-U.S. International Goodwill Conference was held at NTID in May 2002. Four faculty members and six students from China were dispatched to the conference via Japan. Four faculty members and six goodwill student ambassadors from Tsukuba College of Technology were also sent together with the Chinese delegation.
- (9) In August 2002, the Workshop for Educational Method Development for Philippine

faculty members was held at Tsukuba College of Technology as a project to help start an institution of higher education for the hearing-impaired in the Philippines.

(10) In October 2002, Japan Deaf School Teachers Association held workshops in Hokkaido. Prof. Clymer, Prof. Ohnuma, Prof. Araki and Prof. Suto joined it and introduced the activities among PEN-International.

The visit to Tianjin Technical College for the Deaf in the spring of 2003 was the first one independently made by Tsukuba College of Technology. The group leader was Prof. Hosoya and Dr. Okada dedicated to the management in general.

## **2. Before visit**

In a TV conference with PEN International held on January 17, 2003, Director Bao of Tianjin Technical College for the Deaf offered to invite ten faculty members and students from Tsukuba College of Technology. Following our acceptance of that invitation, we prepared a program for the visit, to run from March 24 through 28, 2003. Prof. Suto played a key role in recruiting and selecting students who wished to join the delegation. In parallel with this, faculty members to accompany the students were selected.

Although the first preparatory meeting focused on the introduction of members from the Hearing Impaired Division, confirmation of documents for the overseas trip, and liaison and administrative arrangements, we estimated the amount of preparatory work, including what was to be done and how much time was needed prior to departure.

After the selection of the students to be dispatched, Prof. Suto kept in touch with PEN's head office and the Tianjin side for necessary coordination and arrangements.

## **3. TV conference and students' rehearsal**

March 19 (Wednesday): A 20-minute TV conference with the Chinese side was held to introduce one another. Prof. Araki coordinated this. The following members from the Japanese side attended the conference in addition to those to be dispatched: Dr. Nishijyo (the former President), Dr. Ohnuma (current President), Prof. Suto. Director Bao represented the Chinese side.

Although the six students rehearsed for a long time, it seemed that the time spent together on exchanging opinions and pointing out problems helped strengthen their ties. The occasion was particularly useful for identifying the remaining problems and reminded the members of their responsibility as goodwill ambassadors. Much time was spent guiding the students just before the actual presentation. Prof. Pauly attended to the meetings and directed the students.

A final preparatory meeting was held for the students to discuss with each other the details of action on the departure day and to ensure that everything would go well.

## **4. Visit and Students' presentations**

Although the presentation materials had been prepared for an estimated time of about 20 minutes per person, the presentation took longer because it was necessary to interpret Japanese sign language, spoken Japanese, and written Japanese into spoken Chinese and Chinese sign language. Despite more than two hours of presentations without a break, none of the students appeared to be tired, and the atmosphere in the

Table 1 Summary of Evaluation for Exchange Program to Tianjin, China.

Subject	Presenter
Contributions to the local community by Tsukuba College of Technology	Mr. Ito
Paper car race	Mr. Shinohara
System and equipment for the best communication at Tsukuba College of Technology	Mr. Sato
Disqualification clauses for the handicapped in Japan	Ms. Shigefuji
Organizational structure of Tsukuba College of Technology and other matters	Mr. Morita
Daily lives of students of the Visually Impaired Division	Mr. Kobayashi

hall was friendly. Students exchanged gifts and souvenirs after the presentations. We also received memorial shields from Director Bao.

### *Reception*

Skits and traditional dances were presented, and the Japanese and Chinese students enjoyed games. The students from Tsukuba College of Technology, despite their language problem, were quick to understand the rules of the games and were calm enough to smoothly handle a minor incident. Their attitude was as impressive as that of a goodwill ambassador.

### **5. Back home**

After we had sent a letter of thanks to Director Bao, we learned that the SARS epidemic was spreading to Tianjin, and so were relieved that none of our members fell ill after returning home. We began preparations for our briefing session—our final task—after awaiting the return of students to the campus at the start of a new school term.

#### *Briefing session:*

We had to immediately overcome deficiencies in our presentation and communication system, which did not take into account the participation of students from the Visually Impaired Division. These students had difficulty in understanding what the students from the Hearing Impaired Division were saying. Further, the presentation images were not visible or barely visible to the students from the Visually Impaired Division. Dr. Otsuka took the initiative in reading out the sign language and explaining the images to ensure that the information could be heard by the students from the Visually Impaired Division.

Dr. Miyoshi taught students how to use the equipment in the auditorium.

Most of the students who attended the briefing session expressed their surprise at the good communication between the Japanese and Chinese students, their wishes to visit China, and their request for this kind of international exchange activity to continue in the future.

May 14 (Wednesday) 17:20-18:50, auditorium of Tsukuba College of Technology

*TV conference*

June 17 (Tuesday): Prof. Araki set up the second TV conference. We used the gallery in front of the cafeteria in the Hearing Impaired Division to broadcast our latest news to Tianjin during 30 minutes of our lunch break. Since an exhibition to report on our China visit was being held in the gallery centering on photographs taken by Prof. Araki, we relayed the display scene to Tianjin, reporting that we had many students and faculty members at the briefing session after our return home and that there are many students who are interested in China.

## 6. Summary

The six students dispatched this time have learned a lot from their activities, from the preparatory work to the briefing session, and each student has developed remarkably. The students themselves are particularly aware of the importance of becoming student delegates who must assume responsibilities and duties and sacrifice much time for activities before and after their visit, especially in view of the fact that they could easily make overseas trips at low cost if they wished. We would like to give the students more such opportunities that will help them grow through experience, which is not always pleasant but is always extremely valuable.

The students need to be accompanied by full-time sign language interpreters. The faculty members are the only sign language interpreters at the moment; this prevents the students from making the most of the opportunity for cross-cultural exchange. It is necessary to devise a system through which the students can freely communicate without having to rely on the faculty members. In order for both students and faculty members to communicate without burden, full-time sign language interpreters are indispensable.

The questionnaire for evaluation of visit to Tianjin and exchange program was distributed to each delegate and their acceptable answers were summarized so that we can provide a better program for future. All the data were translated into English by prof. Suto and sent to PEN International.

## Acknowledgement

This project has been supported by Nippon Foundation and NTID, NY Rochester. We sincerely thank Dr. DeCaro, Prof. Clymer, Ms. Lamb, Ms. Hescheck and Mr. Yoshida.

- \* TUT means Tianjin University of Technology,
- \* TCD means Tianjin Technical College for the Deaf

## Reference

- 1) Masahiko Suto et al: Comparative Study of Educational Systems, Contents and Methods at the Higher Educational Institute for the Students with Hearing Impairment, Technoreport, 8, 2001, p205-p209.
- 2) Midori Matsufuji et al: The Exchange of the Students between China, America and Japan: The PEN-International Student Ambassadors visit to China, TCT Education of Disabilities, 2 (1), 2003, p87-p92.

**PEN-International  
Japanese Student Ambassadors of Goodwill  
Feedback Form**



**Summary of Evaluation of Student Exchange Trip to TCD, Tianjin, China**

**March 24-27, 2003**

**(n=5 students, 4=faculty)**

**Please recall your trip to TCD and answer the questions below. Thank you.**

*For each item below, please check the response that best describes your opinion.*

	Excellent	Good	Fair	Poor
A. Overall, the Ambassadors of Goodwill experience was:	44.4%	33.3%	22.2%	
B. Overall, the interpreting service and communication aspect was:	11.1%	55.6%	33.3%	
C. Overall, the accommodations and meals during the trip were:	33.3%	55.6%		11.1%

Overall:	SA	A	N	D	SD
1. The visits in and around Tianjin provided me with useful information regarding Chinese culture.	22.2%	55.6%	22.2%		
2. I had opportunities to interact/socialize with deaf students at the Tianjin Technical College for the Deaf (TCD).	33.3%	44.4%	22.2%		
3. The visit to the TCD provided me with useful information about higher education for deaf people in China.	22.2%	33.3%	22.2%	22.2%	
4. I had just the right amount of social and academic activities.	44.4%	11.1%	33.3%	11.1%	

5. The trip was well organized. *	38%	50%	12%		
<b>Academic aspects:</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
6. I enjoyed the tour to TCD.	55.6%	33.3%	11.1%		
7. I enjoyed sharing information with TCD faculty and students.	44.4%	22.2%	33.3%		
8. I enjoyed TCT/TCD student presentations.	55.6%	33.3%	11.1%		
<b>Social/cultural aspects:</b>	<b>SA</b>	<b>A</b>	<b>N</b>	<b>D</b>	<b>SD</b>
9. I enjoyed the tour to Tianjing Ancient Cultural Street.	44.4%	44.4%	11.1%		
10. I enjoyed the tour to the Great Wall.	66.7%	33.3%			
11. I enjoyed the party with TCD students and faculty.	44.4%	44.4%	11.1%		
12. I enjoyed the experiences of trying various kinds of food.	55.6%	22.2%	22.2%		

\*One person did not rate this item.

**Open-ended questions:**

13. What did you like most about this exchange program?

1. Visiting Great Wall.
2. Encountering with TUT students and interrelation
3. Nice encounter!
4. Great Wall tour!!
5. Interaction with TUT students; Great Wall
6. That our visits were well planned and that things ran pretty much on schedule. That much of the personal groundwork had already been laid, i.e., many of the TUT people already knew some of the TCT people. That people on all sides appeared to expect that there would be delays in procedures (e.g., immigration/customs, multimedia setup) and didn't get upset. That the student translators and guides were very helpful and did things beyond their appointed duties, e.g., one student and her friend loaned our group bicycles. That the food was good.
7. TUT faculty, students all of them are friendly.
8. The party with TCD students and faculty.
9. Observing lecture and classes.

14. What were the most important things you learned?

1. Many ways to communicate between TCT and TUT students
2. Through communication with TUT students, I could get much information about Chinese deaf people.
3. I was interested in different culture; Some TUT students have ability to talk in spite of deafness. 2. Positive ID as deaf and living, studying with hearing peers at TUT
4. Intercultural communication.
5. When communicating with deaf foreigners, language and gesture are communicative. Mastering JSL and gesture (international sign, I'd like to contact with them.
6. I was happy to learn some Chinese Sign language and to learn that people everywhere share similar frustrations with advanced technology and audiovisual equipment.
7. Chinese is next neighbor country, such a contact make a great peace relation between us and for Asia.
8. I was not informed that TUT faculty do signing! Because I heard that Chinese Deaf Ed. Don't keep sign in high esteem.
9. blank



15. What surprised you the most?

1. Bad traffic condition in China. Culture (e.g., deaf can't be teacher in China!)
2. Smooth communication between students and teachers at TUT
3. Blank.
4. Through Japanese hand language and Chinese hand language, we could communicate with each other.
5. That the students were outside playing basketball and other sports until late in the evening and that campus stores were open until quite late. That six different languages (Chinese, CSL, Japanese, JSL/NS, English, ASL) could be used to bring about effective communication. That there were few traffic signals but somehow the traffic still flowed and we saw few accidents.
6. TUT opens classroom so that TUT students study till night. Wonderful interpretation, even though she/he had never been to Japan.
7. Class size is big, such as 10 students of design & 30 students of computer class while we observed. Many students without hearing aids.
8. Chinese students were very energetic. Bad traffic (busy traffic in China).

16. What would you like to share with your fellow students at home about this experience?

1. Chinese deaf culture and atmosphere.
2. The experience of "paper are race" between TCT and TUT.
3. Chinese Sign language. I will share all my experiences with my friends and teachers!
4. And kind of communication is wonderful!!
5. Miss the page.
6. That it was definitely a worthwhile educational experience. And that you should be well rested and keep yourself in good condition because the pace of the activities can be hectic
7. TUT students were friendly and study hard!
8. TUT is moving to 4 year-programs
9. Chinese scenery in general.

17. Any suggestions for improvement?

1. It was a little too short program for us.
2. Other experiences are also expected with Russia and NTID.
3. We need professional interpreter. Participating TUT classes rather than sightseeing. 5 Days was too short, at least 1 week.
4. Visually handicapped students should join this program.
5. Miss the Page
6. Several times I requested brochures or pamphlets about TUT, CTD and the Dept of Foreign Languages or English Department from faculty members or administrators. I always received a positive answer but I never received the requested items. Our group did however receive some very nice bilingual brochures from the Sports Department regarding the team.
7. More time for us (faculty) to talk with each other between TCT & TUT.
8. From Tsukuba to Tianjing, Flight was not so convenient. I heard shuttle bus by ANA is available to Tianjin from Beijing.
9. 1. Interpretation between Japanese and Chinese was complicated. 2. Wanted more details on the schedule in TUT before going there. 3. If there was enough time, I wanted to know about Higher ed. In China, how to give the lecture at TUT, Chinese Sign Language and communication.