

P E N - I N T E R N A T I O N A L



PEN-INTERNATIONAL  
2004 CHINA ANNUAL MEETING ON  
SPECIAL HIGHER EDUCATION &  
INTERNATIONAL CONFERENCE ON  
SPECIAL EDUCATION  
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SUMMARY REPORT

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# PEN-International

## 2004 CHINA ANNUAL MEETING ON SPECIAL HIGHER EDUCATION & INTERNATIONAL CONFERENCE ON SPECIAL EDUCATION

### OVERVIEW

On 15-16 October 2004, Tianjin University of Technology (TUT) was the host institution for the China Annual Meeting on Special Higher Education & International Conference on Special Education. The conference was conducted as part of TUT's commitment to PEN-International to reach out and train other educators of the deaf within China. More than 60 educators and administrators representing eleven different colleges, universities, and deaf related organizations across China were in attendance. The following list identifies the institutions and organizations represented at the conference.

- Tianjin University of Technology
- Beijing Union University
- Changchun University
- Chongqing University
- Hebei University of Technology
- Education and Career Development Organization for the Disabled
- Liaoning University
- Anshun Teachers College
- Dengzhou Higher Education Teachers College
- Huaxia Vocational School
- Nanjing Vocational Special Education College

A total of 39 papers were presented, 34 papers were submitted from educators within China and 5 papers were submitted from educators representing countries outside of China (United States and Korea). A complete listing of the papers presented at the conference are included at the end of this summary report.



Opening Ceremonies

PEN-International Papers Presented at the Conference
PEN-International: Focusing on Deaf Education in the Pacific Rim
The ASSURE Model: Instructional Design
Tertiary Deaf Education in China: A Report of a Two-Year Research Study
Health Care and the Deaf Postsecondary Student

PEN-International representatives from the United States presented a total of four papers at the conference. The presentation topics included deaf education in the Pacific Rim, instructional design using the ASSURE model, the results of a two-year research study on tertiary deaf education in China, and the educational impact of health care on postsecondary students who are deaf.

Also in attendance at the conference were RIT Vice President for NTID, T. Alan Hurwitz, and Executive Director of the Nippon Foundation of Japan, Mr. Shuichi Ohno. Dr. Hurwitz and Mr. Ohno delivered welcoming remarks at the opening ceremonies. The conference chair from TUT described the conference as successful and a *"milestone in the development of higher special education in our country."*

The following report summarizes the four papers presented by PEN-International at the conference.

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## PAPER PRESENTATIONS BY PEN-INTERNATIONAL

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As stated earlier, PEN-International representatives from the United States presented four papers at the 2004 China Annual Meeting on Special Higher Education & International Conference. The information contained in the PEN-International papers were presented to conference participants through PowerPoint media software. Each of the slides in all four PowerPoint presentations included text in both English and Chinese. All of the participants in attendance at the conference were supplied with handouts in Chinese and a CD containing a copy of the PEN-International PowerPoint presentations as well as other related resource materials. To view the PEN-International PowerPoint presentations, visit <http://www.pen.ntid.rit.edu/ewc/tut04/>.

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### *PEN-International: Focusing on Deaf Education in the Pacific Rim*

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**James J. DeCaro Presents *PEN-International: Focusing on Deaf Education in the Pacific Rim***

The paper entitled *PEN-International: Focusing on Deaf Education in the Pacific Rim* was developed and presented by James J. DeCaro, director of PEN-International, and Guodong Bao, director of PEN-International at TUT. This paper describes the background of PEN-International, its goals, accomplishments, and future activities related to deaf education in the Pacific Rim.

The Postsecondary Education Network (PEN) International is funded by a grant to the National Technical Institute for the Deaf (NTID) from the Nippon Foundation of Japan. NTID, one of eight colleges of the Rochester Institute of Technology in

Rochester, New York, U.S.A., serves approximately 1,250 deaf and hard-of-hearing students who study, share residence halls, and enjoy social life together with more than 12,000 hearing students.

The PEN-International network is currently made up of nine colleges and universities in Japan, China, the Philippines, Thailand, Russia, the Czech Republic, and the United States. PEN-International shares its expertise with international partners that, like NTID, offer postsecondary educational programs to deaf and hard-of-hearing students. PEN-International's charge is to provide professional development to teachers of deaf students worldwide, facilitate the use of innovative instructional technologies in the teaching/learning environment, provide state-of-the-art equipment, and expand career opportunities for deaf and hard-of-hearing students. PEN-International's vision is to assist partner institutions in the "move from importers to self-sufficiency to exporters of knowledge and skills within their respective home countries."

PEN-International is achieving this goal through training and faculty development initiatives, establishing multimedia laboratories at partner institutions, disseminating network and program information through multiple methods of communication, and gauging and addressing the needs of its partner institutions through evaluation and research. In the future, PEN-International plans to expand its reach within each partner country, continue its training and development initiatives, increase the network of countries, and extend its evaluation processes.

## *The ASSURE Model: Instructional Design*

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E. William Clymer Presents *The ASSURE Model*

The paper entitled *The ASSURE Model: Instructional Design* was developed and presented by E. William Clymer, coordinator of PEN-International, and James J. DeCaro. This paper introduces participants to the ASSURE model, helps participants apply the model to their teaching environment, and provides participants with real life examples.

The ASSURE model is a guide that helps instructors “assure” learning through proper planning and selection of media and technology that best meets the needs of their students. The specific steps in making this determination are as follows.

- A - Analyze Learners:** The first step of the model is to analyze the learners through general characteristics, specific entry competencies, and learning styles.
- S - State Objectives:** The second step in the process is for the instructor to state the objectives. The instructor must take into consideration the audience, behavior, environmental conditions, and the degree of acceptable performance. The degree of acceptable performance determines the standards (e.g., time, accuracy, proportion, quality) in which program success can be evaluated.
- S - Select Methods, Media, & Materials:** In step three, the instructor chooses a method for teaching, selects a media format, and obtains the necessary materials. The instructor may need to modify and redesign depending upon available resources.
- U - Utilize Media & Materials:** The next step includes previewing and preparing the materials, preparing the environment, preparing the students for the new learning experience, and practicing.
- R - Require Learner Participation:** Step five entails implementing the new process, actively engaging the students in the learning process, and soliciting feedback to fine-tune the performance.
- E - Evaluate and Revise:** The final step of the model is to assess learner achievement, evaluate methods and media, and revise the process as needed.

The ASSURE model is a proven method of instruction when properly implemented. The guide helps instructors determine media and technology needs by not only assessing learning objectives, but also taking into consideration the individual characteristics of the students. “*Students with lower reading skills did as well on tests as students with higher reading skills, if they interacted with the material.*” (Dowaliby & Lang, 1999)

## *Tertiary Deaf Education in China: A Report of a Two-Year Research Study*

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Patricia A. Mudgett-DeCaro Presents Results of Two-Year Study on Deaf Education in China

The paper entitled *Tertiary Deaf Education in China: A Report of a Two-Year Research Study* was developed and presented by Patricia A. Mudgett-DeCaro and James J. DeCaro. This paper is the end result of a two-year research study on tertiary deaf education in China, and was presented to the People’s Republic of China for the first time at this conference.

The People’s Republic of China commissioned PEN-International to assess postsecondary deaf education in China and provide recommendations for use in the development of a five-year education improvement plan. A total of 38 personal interviews were conducted

with individuals affiliated with the deaf community including faculty and administrators of colleges and schools for the deaf, government officials, students, and alumni. The study participants were asked questions relating to the history of their respective institutions, the role of government in tertiary deaf education, the role of colleges in tertiary deaf education, faculty, available support services, student characteristics, and job opportunities. Participants were also given the opportunity to make suggestions on how to improve deaf education in their country.

The research findings reveal that while rapid progress is being made, changes should be considered within the historical, economic, and cultural context of China. Participants said they feel it is important to include deaf individuals in the change process and take into consideration faculty and administrator's ideas for improvement. The study identifies specific goals to improve tertiary deaf education in China and they are as follows.

- 1) **Improve Upper Secondary Education:** Increase teacher training, provide standard upper secondary school textbooks, and establish more upper secondary schools for the deaf.
- 2) **Improve College Entrance Exams:** Increase the level and the broaden the context of college entrance exams.
- 3) **Improve Faculty Training:** Better knowledge about deaf people and education, improve teaching methods by focusing on the individual, being more creative, and providing more visuals, train in sign language, train more deaf to become teachers, and employ more deaf teachers overall.
- 4) **Improve Resources & Access:** Obtain updated software and textbooks, increase computer access, and increase study space.
- 5) **Create New College Opportunities for Deaf People:** Offer a wider range of majors for deaf students, offer higher degrees for deaf students, establish programs in more regions, provide support services such as interpreters for access to mainstream classrooms, and create transition programs to Bachelor degree programs.
- 6) **Create Partnerships:** Establish partnerships with industry for work experience opportunities, create partnerships with the deaf community and deaf alumni.
- 7) **Increase Government Support:** Increase funding and resources, provide more college autonomy, and promote public awareness of deaf people's abilities.
- 8) **Establish National & International Contacts:** Offer exchange programs for teachers and faculty, connect with deaf community organizations, and research initiatives.

### *Health Care and the Deaf Postsecondary Student: Observations and Educational Impact*

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Carolyn R. Stern Presents *Health Care and the Deaf Postsecondary Student*

The paper entitled *Health Care and the Deaf Postsecondary Student: Observations and Educational Impact* was developed and presented by Carolyn R. Stern, MD, Family Physician. This paper explains how different educational philosophies, and cultural and societal issues affect health care for the deaf and how undetected health problems can impact postsecondary education.

It is understood that different educational philosophies exist concerning the deaf. These philosophies include mainstream/inclusion, cooperative program, self-contained classroom, residential school, private school, and home schooling. Cultural and societal issues exist as well. In many cultures there are designated male and female roles and these subtleties need to be recognized within the educational system. Communication barrier is a significant issue to consider. Only 30-40% of the deaf can lip-read. Written information is

often shortened, idioms and other nuances do not translate well, and there is often background noise and other distractions that can lead to miscommunication and a lack of understanding.

Physicians, for the most part, are not properly educated regarding the different educational philosophies and cultural and societal issues that affect the deaf on a daily basis. As a result, physicians are uncomfortable treating the deaf and the deaf do not feel physicians fully understand them. This disconnect leads to poor health care. Deaf students will enter college from different school backgrounds and with varying levels of knowledge regarding their personal health. It is not known whether teachers, parents, and health professionals communicated health information effectively during pre-college years. Health issues will undoubtedly affect their educational experience. Prevention is key to the future. Both deaf students and health care professionals need to be aware of the different health issues that exist. An easily accessible system needs to be put in place that addresses health care issues for the deaf. To ensure proper comprehension, the system needs to incorporate multiple methods of communication including interpreters, real time captioning, written brochures, videos with captioning and signs, computers and email, and telephone/fax/pagers. Ultimately, proper health care will lead to better education for the deaf.

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## COMPLETE LIST OF PAPERS

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### Domestic

1. *The initiation and development of higher special education for the disabled.* Pu, Yongxin; Beijing Normal University, College of Education.
2. *Research on the recent development of higher special education in our country.* Qu, Xueli; Lu, Suhui; Beijing Union University, College of Special Education.
3. *About the proposal of building research center for the blinds in normal university.* Wang, Aiguo; Changchun University, College of Special Education.
4. *The initiation of the international cooperation for higher special education.* Bao, Guodong; Tianjin Technical College for the Deaf.
5. *Comparative study of communication for the deaf.* Zhang, Ningshen; Wang, Ying; Liaoning Normal University, College of Special Education.
6. *The theory and practice of the development of higher special education for the disabled in our country.* Wu, Hongjun; Li, Qiang; Tianjin University of Technology.
7. *A glance on the internationalization of higher special education for the disabled in our country.* Yang, Sushang; Tianjin Technical College for the Deaf.
8. *Disabled students in higher education in Spain.* Zhao, Xiangdong; He, Chuanping; Beijing Union University Special Education Research Department.
9. *Working on the construction and development of the applied higher special education in the Capital (Beijing).* Qu, Xueli; Beijing Union University, College of Special Education.
10. *Protecting education rights for the disabled students.* Education and Career Development Organization for the Disabled, Hubei Province.
11. *Survey report about the higher special education demand in eastern China.* Xiang, Youyu; Zhang, Lian; Chongqing Normal University, College of Special Education.
12. *Setup of real time distance learning system for the deaf in the country.* Han, Mei; Bao, Guodong; Li, Qiang; Tianjin Technical College for the Deaf.
13. *Streaming Media Technology and its application in higher education distance learning for the deaf.* Kang, Shunli; Tianjin Technical College for the Deaf.
14. *Maximization of multi-media classroom functions under the limitations.* Dong, Liang; Huaxia Vocational School, Yunan Province.
15. *Deaf student education and "Developmental Teaching Theory".* Zhang, Shuzheng, Li, Kai; Tianjin Technical College for the Deaf.
16. *Research on teaching "Two Dimensional Composition" Class in higher special education.* Liu, Hongbo; Liu, Hong; Tianjin Technical College for the Deaf.
17. *A study in English teaching model in this information dynasty.* Zhang, Wenlian; Tianjin Technical College for the Deaf.
18. *Investigation and estimation of distance learning system for the deaf.* Li, Haitao; Hebei University of Technology.
19. *The study and analysis of the interpersonal relationships of deaf college students.* Li, Qiang; Tianjin Technical College for the Deaf, Li, Haitao; Hebei University of Technology.
20. *The structure and practice in psychology education model for the disabled college students.* Liu, Zhimin.
21. *Comparative study of information technology in physical teaching for deaf and normal students.* Liu, Hong; Shen, Lixing; Changchun Special Education Teachers College, Jilin Province.
22. *A Study in Sign language for Computer Technology.* Li, Kai; Bao, Guodong; Han, Mei; Zhang, Shuzhen; Tianjin Technical College for the Deaf.
23. *The analysis and study of the development of higher special vocational education.* Zhang, Wenjing; Chongqing Normal University.
24. *The Analysis and study of vocational education in special education schools in Henan province.* Li, Yuxiang; Dengzhou Higher Education Teachers College, Henan Province.
25. *A glance on higher vocational education for the deaf.* Wang, Xiaochuan; Huaxia Vocational School, Yunan Province.
26. *An investigation in direction of the higher vocational education for the deaf.* Yu, Guixia; Tianjin Technical College for the Deaf.
27. *A Proposal of setting up school consulting program in higher normal college.* Wang, Yan; Beijing Normal University, Special Education Research Center.
28. *An investigation in higher special education academic program in the normal teacher's college.* Yuan, Yin; Zhang, Ningsheng; Yu, Songmei; Huang, Lijiao; Liaoning Normal University, College of Special Education.
29. *A discussion of the psychological need and qualification to the special education teachers before the granting the position - a survey study of the concepts of students in special education teaching college.* Zhang, Lili; Nanjing Vocational Special Education College.
30. *An investigation in construction and training of the higher special education team of teachers.* Li, Chunyan; Changchun University, College of special education.
31. *A glance on the moral education model for higher special education students.* Li, Yanqiu; Changchun Special Education Teachers College.
32. *The direction of college management for higher special education teacher's college.* Jiang, Yuner; Nanjing Vocational Special Education College.
33. *A discussion in how to improve the teacher quality in special education.* Zhan, Mancang; Dengzhou Higher Education Teachers College, Education department, Henan Province.
34. *A report about the team of teachers in special education school in Guizhou province* Gou, Baiping; Anshun Teachers College, Special Education Department, Guizhou Province.

### International

1. *A Study on the relationship between the sign language used satisfaction and psychosocial functions of Korean deaf adolescents.* Ph.D. Lee, Jun-Woo; Translated by Fu, JILian.
2. *PEN-International: Focusing on Deaf Education in Pacific Rim.* James J. DeCaro and Guodan Bao.
3. *The ASSURE Model: Instruction Design.* E. William Clymer and James J. DeCaro
4. *Tertiary Deaf Education in China: A Report of a Two-Year Research Study with Recommendation.* Patricia A. Mudgett-DeCaro and James J. DeCaro.
5. *Health Care and the Deaf Postsecondary Student: Observation and Education Impact.* /Carolyn R. Stern, MD