

Trip to Bauman Moscow State Technical University

3 June – 6 June 2001

Center on Deafness

DeCaro and Shustorovich

Meet with Stanevsky yesterday to set the agenda for today, Monday and Tuesday.

1. Fedorov is the President of the Association of Technical Universities across all of Russia, further he is the chair of organization of Institutes (service, technology, etc.) for the city of Moscow, in addition he is a member of the Ministry of Education and Service committee on technology, finally he is the advisor to the Mayor of Moscow regarding science and technology.
2. I obtained a bio on Stanevsky and Fedorov that can be used at the signing ceremony on 29 June.
3. Bosoyev of the Moscow Federation: Breakfast on 4 June--I met him once before when he visited NTID when I was dean of the college. He took the presidency of the organization when Igor died as a result of assassination here in Moscow.
4. Bosoyev is president of the MOG (Moscow Federation of the Deaf). His spouse is the editor of the Moscow News for the Deaf. Their daughter is 12 years old and is studying English. The grandmother is a teacher of English who is retired and now 74. She is doing translations of texts in her retirement.
5. At breakfast with all the family, discussed the project after some conversation regarding circumstances in Russia in general.
 - 14 pre-schools for deaf children in Moscow
 - 9 schools at primary/secondary level in Moscow.
 - Conditions are better in Moscow than in other parts of the country.
 - 20 hours of free interpreting per year is provided in Moscow after that the consumer must pay.
 - Fax machines are now being provided to deaf in Moscow since TTYs are not used much in Russia.
 - Bosoyev's wife went to School #30 as did he. She was the first deaf person admitted to the school as it was only for the hard-of-hearing at the time. Her mother and other parents push the issue through the Ministry of Education.
6. Bosoyev invited Maria and I to go to the MOG headquarters but we declined because of the heavy schedule. I did promise that I would be sure to visit when visiting Moscow next.
7. Bosoyev said he would like to have Alan and Bob visit. He said he had intended to invite Bob three years ago but the MOG was having financial problems at the time. They found they could not afford to do so. I told him I would see if I can have Bob and Alan come next time.
8. I described to Bosoyev the project. He was very interested and encouraged us to bring some deaf teachers from the secondary level into the training. This may be a real possibility since School #30 is affiliated with Bauman. The relationship between school 30 and Bauman is supported by the Mayor of Moscow (Luzhkov).
9. I let Bosoyev know that we are at the early stages of the negotiations with Bauman as regards the MOU. I told him that we didn't expect to sign an MOU until sometime at the end of 2001 or in early 2002. I told him I would chat again with him before the MOU is finally signed. I left a copy of the briefing document with him.
10. We may be able to use the project to bring deaf teachers via VOG and MOG into training. Will see what develops in this regard as the project moves along.
11. Bosoyev came in the USA and NTID in 1996. He visited NTID at that time and his wife and daughter joined him for one week. At the time of his visit I met and talked to him. He and his family are a total delight.

12. Spoke to Stanevsky today at dinner. He stated that one of his goals is to have his graduates return from the workplace and take teaching posts in the program at Bauman teaching deaf students
 - he indicated that graduates of his program distance themselves from other hard-of-hearing and enter the hearing world. He said the same is true of deaf graduates of his program.
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4 June 2001

1. Dugene Youdin, First V.P. for Bauman (meet at 10:30)
2. Bauman applied for a grant from the government to create a special education system for the Russian republic for the deaf and won the competition.
3. Also won a grant for distance learning.
4. Stanevsky's department is developing a program for teachers at the post-secondary for the deaf
 - can prepare postsecondary teachers for the deaf from September.
 - have the official o.k. to do so from ministry.
5. Preparing Science and Technology is for deaf only (Ministry of Science and technology Grant I believe)
 - buy software, technology, techniques
 - info tech.
 - to set up the infrastructure for all Russia so the Bauman is the center that will spread tech/science ed for the deaf all over Russia
 - take the lead for technical education for all deaf in Russia at the post-secondary level.
6. V.P. very interested in the project. His wife is a contract employee in VT (visited Youdin's office)
 - he explained that the project he is running at the university now is focusing upon distance learning and he would like to bring deafness into the system.
 - now do distance teaching in materials and physics but it is specialized and there is currently no way to bring deafness into the project.
 - Bauman is the premiere program in engineering and technical education in Russia and they have the charge from the ministry to foster distance education in engineering across Russia education.
7. During the discussion the V.P. told us that in 4 years the university has its 175th anniversary and he hopes that PEN-International will be a success and can be highlighted as a part of the celebration.
8. As was the case in Hungary, there is some skepticism. In the course of the discussions, while Stanevsky was describing our potential collaborative effort, he said (paraphrase) "As with many relations with America our relationship with NTID has been up and down over the years but we have kept positive ties."
 - therefore we need to build confidence once again so that we can rebuild the relationship.
9. There are interpreters provided for students in years 1 and 2 of their studies at MSTU but these services are decreased as the students move through years 3-4-5. Notetakers are provided early on but here too students are expected to become more independent in this regard as they move through their program of study. If students miss a class they are expected to come to the office and copy the notes.
10. Students are not handed copies of the notes but are expected to actively process by coping in their own hand notes that are taken by a trained notetaker or a student who has completed the course previously. In the

course of discussion with students it become clear that deaf/hard-of-hearing students work rather independently and don't appear to function as a team.

11. There is considerable dependence upon assistive listening devices. Students carry them to cases for professors to use during lectures. The classrooms in the center on deafness have IR devices.
12. One of the classrooms at the center is very advanced in the application of technology (smart board, multi-media, etc.). They said this is the best classroom (as regards technology) at Bauman and possibly across all of Russia (for both deaf and hearing).
13. One of the faculty members we met is very much into multi-media and showed us a course he developed for delivery through distance technology. He is familiar with Bb but the drawback is available bandwidth for end users. He incorporates images, animation, gif files and the like in his materials. His product is as good as anything I've seen at RIT. It is clear however that he is an early adopter and is the point person. Stanevsky will assign to the technical component of the project.
14. Visited a self-contained class in linear algebra for first year students. The course is taught by a member of the Bauman math faculty with the assistance of an interpreter. Students had a notetaker in this class. The class contained about 30 students. Students were being briefed on the final exam. Not all students will qualify to take the final. Students must achieve a pre-specified level of achievement before being approved for the final exam for a course.
15. Visited a mainstream class in microelectronics. There were 13 students in the class. All sat in one central location in the class and used an interpreter. They took their own notes during the class. The faculty member was lecturing to a room of approximately 100+ and did not appear to be making any accommodation for the deaf students in the class. The approach by the faculty member was very didactic in nature. Little or no interaction between faculty member and student during the time I was in the class.
16. There is a computer lab in the center on deafness where a faculty member of the drafting faculty teaches a course in Auto CAD for first year students. The course was more theory based as the student will be engineers upon graduation and not work at the para-professional level. The faculty member is using good theoretical constructs in addressing teaching (right/left brain, etc). Students in the class went back and forth between construction of an image by hand and using the computer to put together an image.
17. Distance learning started at MSTU 2 years ago but the center on deafness only started on it 2 months ago. There is a need for technology and instructional theory and practice but the major impediment appears to be available bandwidth for consumers.
18. There is a new system in place for degrees in engineering. Previously there was available only a 6-year engineering specialist degree. Now they are moving to a different system.

2 years – general engineering study

2 years – specialized study

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received a baccalaureate degree

2 years - additional specialization that leads to a "specialist degree" (equivalent of our master's degree). This degree can be a research-oriented degree or a practitioner oriented degree.

Then a Ph.D. and after that a D.Sc. degree

19. Of the students to MSTU who are deaf

32% - mainstream schools
 63% - special schools
 5% - attended both

11% - mild loss
 48% - moderate loss
 41% - severe loss

2000 – 154 students
 1999 – 151 students
 1998 – 129 students
 1997 – 89 students
 1996 – 60 students
 1995 – 46 students
 1994 – 30 students
 1993 – 20 students
 1992 – 8 students

20. Currently there are 29 of the Russian states represented in the student body of MSTU's deaf students (about ½ of the states).
- the majors available to students are limited on the basis of resources to support students
 - also limited on basis of needs in the workplace
 - also seems to be some consideration of the ability of an exceptional student to succeed in a major.
21. Currently 8 majors are available at MSTU for deaf students (2000-2001)—up from 2 in 1995 and 4 in 1996.
22. Met with students at the end of the day following by discussions with the interpreters of MSTU.
23. Meeting with students—general observations:
- very oral group of students attended
 - expressed opinion that the better able they are to speak the better able to fit into classes and the like.
 - don't work together much as a team
 - support of faculty in mainstream classes seems to depend upon faculty members themselves
 - younger faculty seem to be more willing than older faculty member as a general rule to work with deaf students
24. Meeting with interpreters—general observations:
- all those present are CODA's
 - work 15-20 hours per week and are paid for service provided only
 - see selves as a major source of help for students in developing their Russian language skills
 - feel overworked and under appreciated
25. In course of discussion with interpreters, Stanevsky made it clear that his major focus is Russian and that he does not have a great appreciation of , or see the importance of, sign language.

26. At dinner Stanevsky related following about the center on deafness:

- he reports directly to the rector because his funds come directly from the state—whereas other departments have their money come through the university structure.
- the center on deafness does not need to depend on the university for funds, however, it does us 52 fte of university faculty and staff to educate deaf students.

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- materials for teaching English to deaf students
- 1 hour 15 minute per week for English to deaf students
- teaches translation of engineering text to English
- methods for teaching (what is needed)

[Russian → sign language]

- Russian language skills are poor for many of the students
- 90% known Russian well and 10% live major problems with Russian
- 50% equivalent to Russian hearing person

997-23-08 Samoylov Dima, a student of Bauman University

1. Spent most of the morning at school #30. This school is reputed to be one of the best in Russia. Clearly, the facilities are modern with 50% of the buildings having been constructed in the past 2 years. Luzhkov, the mayor of Moscow, provided the funds for the buildings (new) from Moscow funds. The school is one that Maria taught at in 1999 when she was in Moscow on a short-term leave for professional development.
2. School #30 has grades 1-12. It uses an oral approach to education but the older students with whom Maria and I met signed to each other.
3. We visited classrooms but classes were not in session as students were being examined. The examinations consisted of a written component that is graded by a faculty member and signed by a committee. This is followed by an oral examination with a jury that includes a teacher and a panel of 3 others. Students are examined individually and the teacher and panel ask questions after the student completes a previously prepared problem.
4. My general impression is that the faculty seems to care quite a bit about their students and is proud of their school.
5. The school is one where MSTU Center on Deafness has a formal tie. Bauman has worked with the school to help them develop and offer an advanced math, physics & IT curriculum for students. This school and 3 or 4 others in Moscow serve as major feeders to Bauman.
6. The IT teacher at the school is a graduate of the school and is hard-of-hearing. She has a nicely equipped lab that is networked at the school. She is doing interesting work with students using Microsoft Office 2000 (?).
7. Stanevsky wants to link the Center on Deafness to this school and possibly do distance education with them. This may be an excellent pilot for reaching into secondary schools for PEN-International.
8. Apparently, Castle had some form of ongoing correspondence with the former headmaster who died some 10 years ago. The school is now named for the former headmaster.
9. Had a brief time with students (about 16). These were the best and the brightest and about 8 intend to go to Bauman.

10. By and large, the students with whom Maria and I met appeared to be more hard-of-hearing than deaf. Although I could not tell for sure, they seemed to be able to understand Maria's translations quite well and asked questions in spoken Russian.
11. Visited the Bauman Museum upon arrival at the University. The Institute was established in 1830 when it received its charter. There have been many famous engineers and scientists trained at the college including cosmonauts, rocket scientists, nuclear scientists, and the like. They include the likes of 8 cosmonauts. I was invited to sign the guest book that had been signed in November by Putin. We took a photo of us (Maria & I) in front of a space suit that has been aloft 3 times (?).
12. The Center on Deafness at Bauman has both an educational and a rehabilitation function by law. The rehabilitation function includes responsibility for four components:
 - medical plan
 - psychological well being
 - finding employment
 - social/personal support
13. By law the center must provide for these four kinds of support and the money for these services are supposed to come from the region from which the student originates (home). However, Stanevsky indicated that the center does not get money from the regions but Luzhkov of Moscow has been funding these services for all the students. This could cause him some political problems at a future date.
14. The rehabilitation effort focuses upon the students:
 - medical needs
 - professional needs (technical skills)
 - life skills
15. The well being of students is assessed regularly because if it can be demonstrated that "harm" came to the student as a result of being at the college (physiological for example), Bauman could be liable to pay disability to the student.
16. 10% of students exit after or during the first year (prep. program) of study. These students go into a basic technical training program at another institutional in Moscow that has a relationship with the center.
17. Of the remaining students, 20% of them will leave at the end of the second or third year and those go into an intermediate technical training program outside of Bauman.
18. Those remaining (75%) will get the baccalaureate.
19. Of these, Stanevsky is hoping to have 25% more on for the specialist degree in research or practice. He indicated that this was his hope because of:
 - family needs (marriage and the like)
 - for "health considerations", that is, the pressure will be too great and they would not be able to succeed.
20. The center keeps very close tabs on the students, taking attendance and posting it for all students to see. The process seems quite intrusive in the first three years but then appears to lighten up on the intrusiveness in years 4 & 5. I got the impressions that there existed considerable paternalism in the way students are handled. For example, the "health" issue seems to be something that is determined by the faculty/staff.

21. The day concluded with a press conference that followed a briefing of Fedorov. In attendance at the briefing of Fedorov, and staying through the press conference, were:
 - Gannady Pavliklin (vice ector for international relations)
 - Victor Saprykin (father of a deaf son who now attends Bauman and a businessman. He made his fortune with water filter production and sales)
22. In briefing Fedorov I did five things:
 - complemented he and Stanevsky on the excellent work done in 10 years.
 - outlined the project
 - discussed the timeline
 - discussed the signing ceremony
 - talked about next steps.
23. Fedorov is very supportive of the project and of Bauman's deafness program. He made a very strong statement regarding what he learned at NTID in 1991 and how that positively influenced the direction of their program.
24. The newspaper people came at the request of Fedorov and of Alex S. Alex is now one of the biggest, if not the biggest, publisher in Russian (scientific books, journals and texts). His company is now 10 years old and on 6 June held a big celebration at the Russian Academy of Science.
25. Present at the press conference were reports from:
 - Moscow Pravda
 - Isvestia
 - And others
26. The reporters were interested in deafness, deaf people, the program at Bauman, The Nippon Grant and PEN-International. They also were interested in Maria, when she came to the USA; what reasons she entered the field of deaf education; her background; and, some information about Alex.
27. I fully briefed to press in the same way as Fedorov and responded to questions.

General Observations:

1. Having Maria on the ground (in advance) to make all the arrangements for the meetings was invaluable.
2. To negotiate the Russian system it is essential to have someone working on the project that knows the system—Maria is a natural and will be invaluable on this project.
3. Alex can be very helpful and will be getting us several articles on the project. He also expressed a willingness to help in other as yet unspecified ways. I believe he will do so from all indications.

Notes on Saprykin

1. Made fortune in water filters.
2. Will tie computer clubs into Russian Houses of Science and Culture in 40 different countries
3. Government will supply the real estate. He will provide the government with a high-speed networked info system about Russia (updated daily). The government will allow him to use the culture houses for:

- distance medical education and health monitoring
- computer center/games for youth

4. He is interested in possibly being a partner/supplier of services as PEN-International spreads to other countries.

Dinner on 6 June:

1. I hosted Alex Shustorovich, Igor Fedorov, Mrs. Fedorov, Alexander Stanevsky and Maria for dinner at a restaurant near the hotel.
2. Warm, friendly, and very ordinal conversations.
3. Over dinner I went through a blow-by-blow account for Fedorov and Stanevsky's visit to Rochester.

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