



Questions for TUT Instructors

Please complete the following questionnaire without giving us your name. The results of the questionnaire will be reported to you as grouped data only.

The questions below all refer to the Technical College for the Deaf at TianJin University of Technology.

Summary of the Background Questions

Teachers	# of years teaching	# of years teaching deaf students	Degree	content area teachers teach	Communication Method
1	8	8	master	Mechanics, mathematics, computer science	both voice and sign
2	8	8	master	Mechanical manufacture	both voice and sign
3	8	8	master	Mechanical manufacture, computer application, psychology	both voice and sign, use multimedia
4	3	3	bachelor	Garniture design, CAD and making clothing	both voice and sign, use multimedia
5	14	Just entered TUT	master	English	both voice and sign, use computer
6	1	1	master	Fashion design	both voice and sign, use multimedia

Teacher	Percent of time teacher lecture	Percent of time students discussion	# of students in class	Technology used in the classroom	# of hours per week students spend on-line	# of hours per week faculty spend on-line
1	60%	40%	36	Multimedia, projector	10	12
2	90%	10%	14	Multimedia	10	7
3	70%	30%	36	Multimedia	10	10
4	70%	30%	17	Multimedia	10	20
5	70%	30%	16	Multimedia	12	12
6	70%	30%	18	Multimedia	12	15

Communication between Faculty and Students

2. What are some of the communication-related challenges faculty who teach deaf students have in TUT classrooms?

(1) The difference of hearing. The different sign language in different district and the various meaning of one sign.

(2) Student's sign language disunity

(3) The losing degree of student's audition is different and their sign language are not very unitive.

(4) Our difficulties are that the student's degree differ from each other and their gesture language are not very unitive, because they came from different parts of China.

(5) In English teaching, gesture cannot accurately express the meaning in details. The deaf students who come from different area have different gesture so that they cannot understand me more.

(6) There are much difference in the sign language of students come from different areas. The surviving hearing of each student is different.

3. What would you like to learn about Classroom Communication and Management?

(1) I want to know how America faculty teach their deaf students and I also want to know something about the teaching of Mathematics in America.

(2) Regarding student as main teaching method

(3) I want to study a kind of teaching mode in which the students are principal part, audition compensate.

(4) I want to know how to overcome gesture language's lack in special expression.

(5) I want to learn how to increase the percentage of deaf students involving the teaching and learning in the classroom.

(6) Much more communication method and much effective communication model.

4. Is e-mail used to communicate with students? all checked YES

Teaching in the Classroom

5. How do you know when you are being successful in teaching students?
 - (1) The student's expression. Asking in class. The level of homework.
 - (2) Inquire the student and test
 - (3) I can know my teaching effect by inquiring student, questions tests, homework and their face in class.
 - (4) I can know my teaching effect by inquiring student, questions tests, homework and their face in class.
 - (5) By observing the deaf students' faces to my words, doing written exercises and exams
 - (6) Through the response of students, classroom practice, homework and test.
6. What are the challenges of teaching deaf students as compared to teaching hearing students?
 - (1) We have trouble in the communication with the deaf student.
When you teach;
 - (2) Student's comprehension ability is bad
 - (3) Have difficulty in communion deaf student's ideation is not very smart.
 - (4) Deaf students understand slowly and their spoken languages are more exact than gesture language, but they are usually very good in deliver themselves of expression when they use professional vocabulary.
 - (5) Deaf students need spend much more time on understanding teacher's words than hearing students, so teaching speed is more slowly.
 - (6) Communication

Outside of Class Preparation

1. Do TUT faculty members develop lesson plans for all of their classes?
All checked YES
2. Can your students get help outside of class? All checked YES
 - a. If Yes, Please describe:
 - (1) I often direct the student outside of class . I helped them to solve the problem of their Curriculum.
 - (3) Individual tutorship, group tutorship, and communicate by network(4)They can obtain assistance after school. They receive help by individual tutorship.
 - (5) I divide the deaf students into some groups according to their English levels in order to solve their problems on learning English. Such I can speak up my classroom teaching and students can make more progress
 - (6) Individual tutorship and group tutorship

Online Learning

1. Please briefly explain how students use the web to supplement their educational activities (e.g. research projects, homework assignments)

Sometimes the students use the web to visit the web station in china so that they can download some material of their course.

(2) Search professional data through the web

(3) Collect information by means of network, complete their scientific research, collect material of their homework and national standard

(4) They search professional information and fashion gallery by network

(5) No

(6) reading up the literature, doing assignment and research

2. Please briefly explain how faculty members use the web to support their classes (e.g. preparation of materials, research information for class lectures)

(1) We often visit some web station in order to find some material. We compared it with our lesson plans and revised our lesson plans.

(2) Search professional news and teaching material on the web

(3) Prepare material, research up to date scientific production.

(4) The teachers search information of rag trade and teaching materials in order to find out new dress trends in times.

(5) Faculty members often go to the web out of class for the usable materials to support the classes. e.g., make slide show with Power Point in Office 2000 to make the class lively and interesting.

(6) Preparation of materials, enriching the content for class lectures.

3. Do you have your own homepage? All checked No