



Program to Support Rochester Institute of Technology's Cross-Registered Students

Korea National College of Rehabilitation and Welfare

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Rochester Institute of Technology



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graph TD; RIT[Rochester Institute of Technology] --- CAST[CAST]; RIT --- COB[COB]; RIT --- CCIS[CCIS]; RIT --- COE[COE]; RIT --- CIAS[CIAS]; RIT --- CLA[CLA]; RIT --- COS[COS]; RIT --- NTID[NTID];
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The diagram is an organizational chart for the Rochester Institute of Technology. At the top is a brown box with a double border containing the text 'Rochester Institute of Technology'. A vertical line descends from this box to a horizontal line. From this horizontal line, eight vertical lines descend to eight separate orange boxes with double borders. Each orange box contains an acronym in white capital letters. Below each orange box, the full name of the college is written in blue text, arranged in three lines. The colleges are: CAST (College of Applied Science & Technology), COB (College of Business), CCIS (College of Computer & Information Sciences), COE (College of Engineering), CIAS (College of Imaging Arts & Sciences), CLA (College of Liberal Arts), COS (College of Science), and NTID (National Technical Institute for the Deaf).

CAST

College
of
Applied
Science
&
Technology

COB

College
of
Business

CCIS

College
of
Computer
&
Information
Sciences

COE

College
of
Engineering

CIAS

College
of
Imaging
Arts
&
Sciences

CLA

College
of
Liberal
Arts

COS

College
of
Science

NTID

National
Technical
Institute
for the
Deaf

The Eight Colleges of RIT

N·T·I·D

Rochester Institute of Technology



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graph TD; RIT[Rochester Institute of Technology] --- CAST[CAST]; RIT --- COB[COB]; RIT --- COE[COE]; RIT --- CIAS[CIAS]; RIT --- CLA[CLA]; RIT --- COE2[COE]; NTID[NTID Technical Studies];
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CAST

COB

COE

CIAS

CLA

COE

NTID
Technical Studies

N·T·I·D

Rochester Institute of Technology

Cross Registered Programs

CAST

COB

COE

CIA

NTID

Technical Studies

N·T·I·D

Rochester Institute of

Cross Registered Programs

**Pre-Baccalaureate
Studies**

CAS

CAS

**Bachelors & Masters
Degrees**

NTID

Technical Studies

N·T·I·D

Goals

◆ Student-focused:

- Facilitating the education of our diverse population of students
- Providing effective access and support services
- Meeting academic needs

◆ Institute-focused:

- Shaping an academic environment that is conducive to student learning
- Helping students reach their academic potential and career goals

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Current Status

- ◆ 514 Students now supported in Masters, Baccalaureate, and Pre-baccalaureate programs
- ◆ 200 AAS and AS degree students supported in completing the RIT Liberal Arts degree requirements
- ◆ Students matriculated in 77% of over 200 possible baccalaureate majors at RIT
- ◆ First year retention rate of 84-86%
- ◆ Program completion rate is over 64%

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Access Services

- ◆ Addresses the communication needs of students, faculty and staff in all aspects of the educational community.
- ◆ Focuses on providing a fully integrated learning environment for all.

Access Model (Cont.)

◆ Technological Solutions

- Audiology Department Services
- Captioned Media
- Web Distribution of Notes
- Myaccess.rit.edu
- C-Print™
- Automatic Speech Recognition

Academic Support Model

- ◆ An integrated system of multiple roles and strategies:
 - Direct instruction
 - Individual/Small group instruction
 - Advising/Counseling
 - Mentoring
 - Liaison – multiple relationships
 - “Multiple windows” to each student

Evolving Model

- ◆ Focusing faculty resources on areas of greatest student needs. (ex. 1st and 2nd year students in LA)
- ◆ Enhanced shared responsibility with RIT colleges
 - Greater integration of faculty
 - Financial support for improving access
 - Provost Deaf Access Committee
 - Enhancing Access through Professional Development Opportunities for Faculty and Staff.

Evolving Model (Cont.)

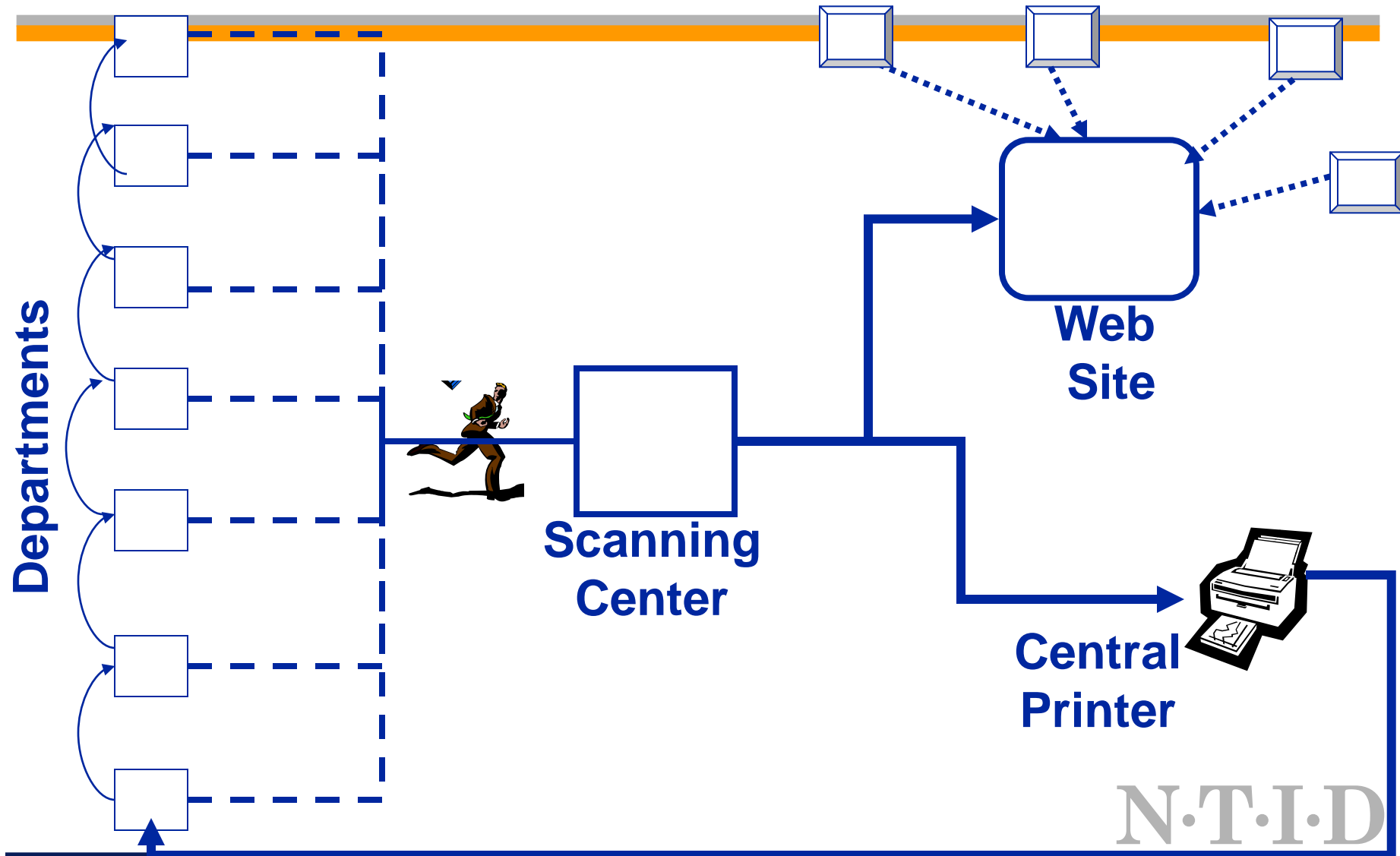
◆ Enhanced Use of Technology

- Web Distribution of Notes
- Online Service Requests
- C-print, Tablet PC, ASR

◆ Improving Transfer Opportunities

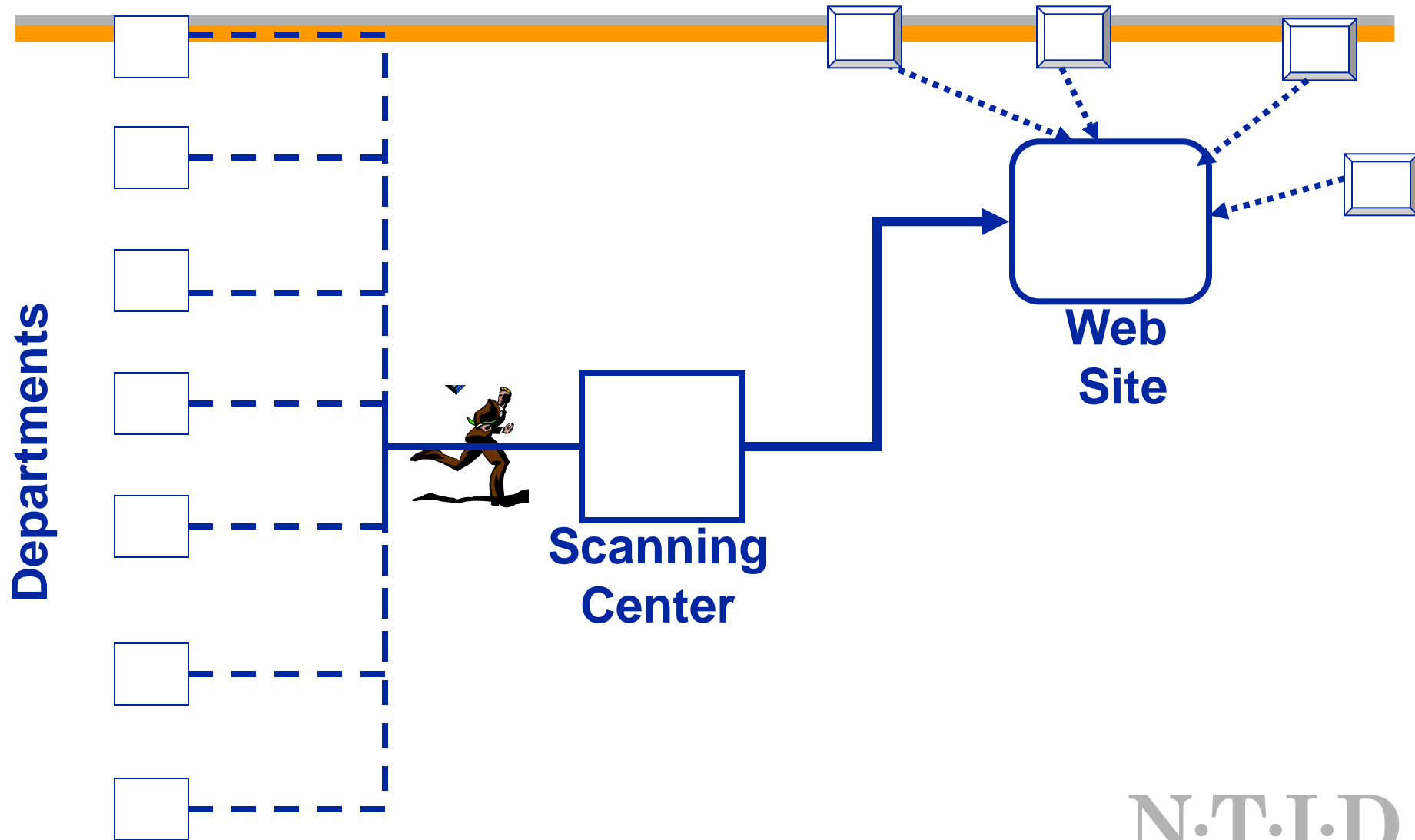
- Establishment of AS Degrees
- Articulation Agreements

Web Distribution of Notes



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Web Distribution of Notes



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Management Information System

- ◆ NTID in Cooperation with RIT provides an extensive amount of services to students, faculty, and staff
 - Provision and management is labor intensive
 - Requesting and receiving services is complex and time-consuming
 - Demand increases every year

Solution

A system that simplifies and automates the requesting, assigning, and managing the provision of support and access services across the Institute

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Present & Future Challenges

- ◆ Maintaining *quality* and *effectiveness* of services
- ◆ Increasing retention and graduation rates
- ◆ Expanding program offerings in RIT colleges
- ◆ Increasing diversity of student population
 - Primary mode of communication
 - Secondary disabilities
- ◆ Annual increases in demand for services
- ◆ Increasing demand for services in non-academic areas
- ◆ Meeting the challenges with declining resources

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Technological Advances

- ◆ Adopt and Adapt emerging technologies to improve student access in classrooms, labs, public places, work place
- ◆ Distance learning – learning independent of place and time with remote provision of services
- ◆ Participatory learning in Cyberspace
- ◆ Informal learning experiences

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Distance Learning

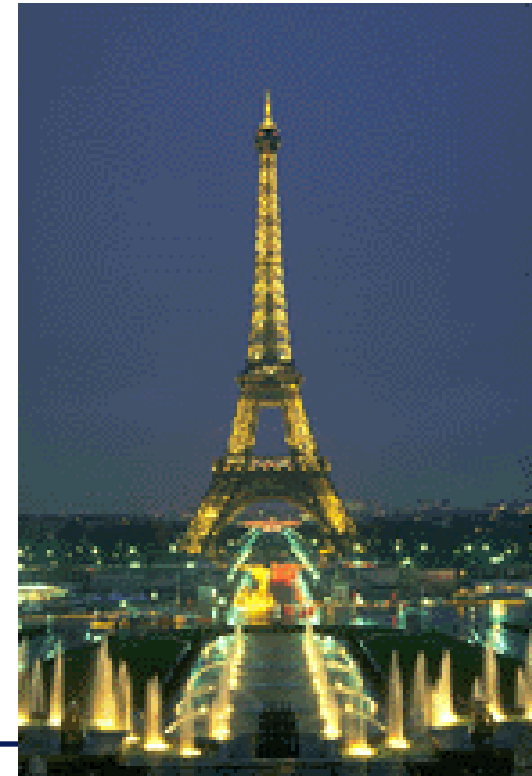
- ◆ Two Forms
 - ◆ Asynchronous
 - ◆ Synchronous – Videoconferencing
- ◆ Challenge: Accessibility for Deaf and Hard of Hearing Students

Videoconferencing



SPEOS

A French student attending RIT for a degree in fine arts connects with students and teachers in Paris at SPEOS for progress reports.



Shared Chatware

The screenshot shows a web browser window titled "Multichat - LSCWiki". The address bar shows the URL <http://social.it.rit.edu/mediawiki/index.php?title=Multichat>. The page has a navigation sidebar on the left with a sunflower icon and links to Main Page, Community portal, Current events, Recent changes, Random page, and Help. Below this is a search box and a toolbox with links to What links here, Related changes, and Special pages. The main content area is titled "Multichat" and contains a paragraph explaining it as a real-time variation on Tony Chang's Webnote. It includes a link to <http://www.aypwip.org/webnote/> and a note about the user's online status. Below the text is a screenshot of a chat window titled "mike1" showing a conversation between Mike and Jon. The chat window has three columns: a green column for Mike's messages, a yellow column for Jon's messages, and a red column for a "To Do's" list. The chat window also shows a "mike1" status bar and a "Go" button. The page footer contains a paragraph about the project's inspiration and a note about its evolution.

Multichat

Multichat is a real-time variation on Tony Chang's Webnote <http://www.aypwip.org/webnote/> (i.e., in our variant **you see what people are typing as they type**).

I'm running it on my personal computer, so if I'm online, please check it out. Chat me at [jonschullaim](#), and I'll give you a URL and show you around. If I'm not online, you can get a partial feel for it from this:

mike1

Back Forward Reload Stop Home <http://localhost/multichat/webnote/mike1> Go

News delicify Photostream Bookma... Kids BlogThis! new note myBlogger QuickPost macGoogle Planet Python Keepers

mike1

mike1

Mike:
Ok I read you load and clear
very good I believe we have done it.
ok

Yes, I've noticed

right
;-) go for it

ok, by the way I spoke to Dan about the
javascript event collision problems and he
says there may be a way to fix things up
using event listeners

"delicified"! I like that
;-)

Jon
by the way, have yo noticed that new
notes popping up cause your own note to
go out of edit mode?

I'll bet that was a feature that made sense
before we got real (time)

I have fantasies about being able to find
and fix things like that now.

well, this puts me in a good position to beta
test your documentation :->

cool

I think I saw a snippet on that just
yesterday. I might have delicified it. I'll let
you know.

To Do's
Jon: Capiello note to Mike, then talk to
Capiello about events

Mike: query Sonstein about java applet server

Jon?: follow up with Kevin

Jon set up wiki
Mike put dox in
Jon query Liz re Mike and LSC

(done?)
still there?

The project was initially inspired by the need for a cross platform, type-as-you-talk, multi-person chat program optimized to facilitate face to face conversations between deaf and hearing students in the classroom. (see [First in Class Deafness Project at RIT](#)).

But (thanks to the webnote foundation and to collaborator/coder [Mike Axelrod](#)) it turns out to be far more powerful than that. It will eventually work as a peer to peer system supporting conversations between any number of connected users (with or

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Team Learning

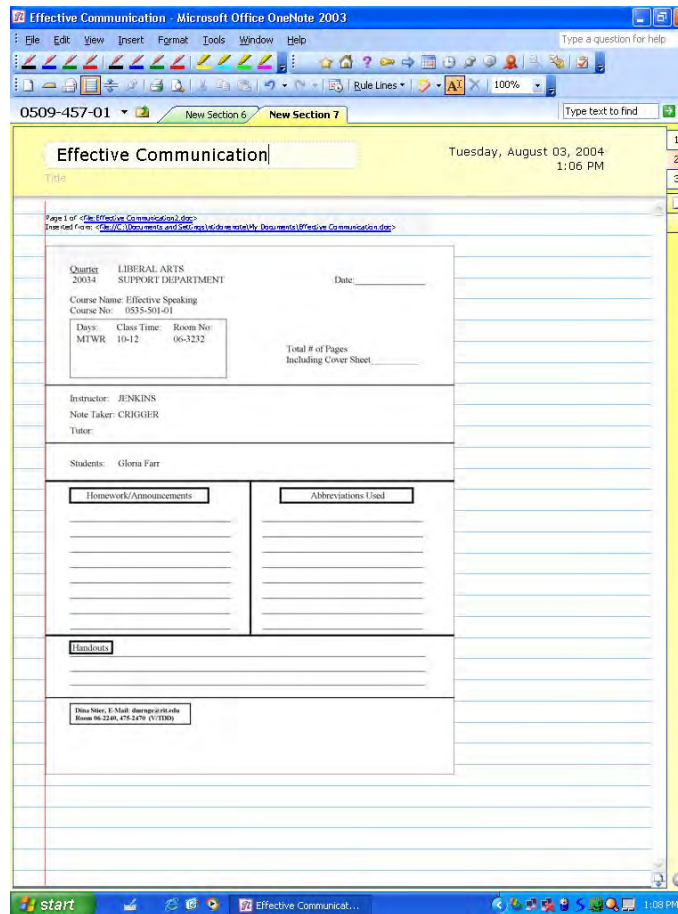
- ◆ Shared chatware enables students
 - Take notes together
 - Comment on the notes
- ◆ Notes can be saved and posted for class viewing
- ◆ Professors can edit notes

Tablet PC and OneNote



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Page view



View

- ! Exam Info. (Ctrl+1)
- ☆ Important (Ctrl+2)
- 🏠 Homework (Ctrl+3)
- ? Question (Ctrl+4)
- 🔑 Answer (Ctrl+5)
- ➡ Definition (Ctrl+6)
- 📅 Date Change (Ctrl+7)
- 🕒 Time Change (Ctrl+8)
- 👤 Refer To... (Ctrl+9)
- 💬 Guest Lecturer
- 👤 Good News

Hand in your Focus Group Paper...

Our usability Tests - one week from today!

- Start thinking about questions for the use. test!

4002-426-01
Interface Des.
04/20/04
p. 2 of 5

Introduce few ideas we got from our Focus group...

- ... Some ideas: trick testers into giving data when they don't know they are being tested.
- have people try to use the interface w/out helping them.
- if you have a "back" button, see how many times people need to use it.
- hardware is a major factor → may be the downfall of the product or may be its saving grace.

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Page View

Buyer Behavior - Microsoft Office OneNote 2003

File Edit View Insert Format Tools Window Help

0105-363-01 New Section 1

Type a question for help

Type text to find

0105-363-01 Wednesday, August 04, 2004 11:22 AM

Buyer Behavior

Involvement

	HIGH	LOW
Significant Difference	Complex	Variety Seeking
Few Differences	Dissonance-Reducing	Habitual

Cars (red arrow pointing to Complex)

Tooth brushes (green arrow pointing to Variety Seeking)

Bread (blue arrow pointing to Habitual)

Airplane Ticket (red arrow pointing to Dissonance-Reducing)

Differences Between Brands

★ WILL BE ON THE EXAM

N.T.I.D

Tablet PC and New Technologies in Notetaking Services

- ◆ 1993: Pen and paper, Notes reviewed copied and distributed to students, Aprox. 1,000,000 per year.
- ◆ 1997: Notes scanned and uploaded to a web site, Students access notes electronically. Save 1,000,000 pieces of paper, faster distribution, edit and correct notes online.
- ◆ 2002: Tablet PC with OneNote software, Notes can be typed or hand written on the Tablet, Diagrams, equations easier to include, add color, highlight important concepts, notes are searchable electronically, increased flexibility

Examples

- ◆ 05-03-482-01
- ◆ Thursday, September 09, 2004
- ◆ 8:49 AM
- ◆
- ◆ **Kanji**
- ◆ - turn to the kanji pages in the book and take out your workbook
- ◆ - write these 10 times each
- ◆
- ◆ - male 男 (おとこ) - combination of 田 "rice field" and kanji for "power"
- ◆ - female 女 (おんな)
- ◆ - child 子 (こ) as in 子供 (こども)
- ◆ - eye 目 (め) - looks like an eye

Is the NTID model portable?

- ◆ NTID/RIT is successful in educating students in postsecondary education
- ◆ Too expensive
- ◆ Can the model be made portable, cost effective, and implemented successfully in other educational environments?
- ◆ What are the most critical elements for success?

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