

SEEING THE WORLD THROUGH DEAF EYES: STUDY ABROAD EXPERIENCES OF DEAF STUDENTS



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NTID Scholarship Symposium

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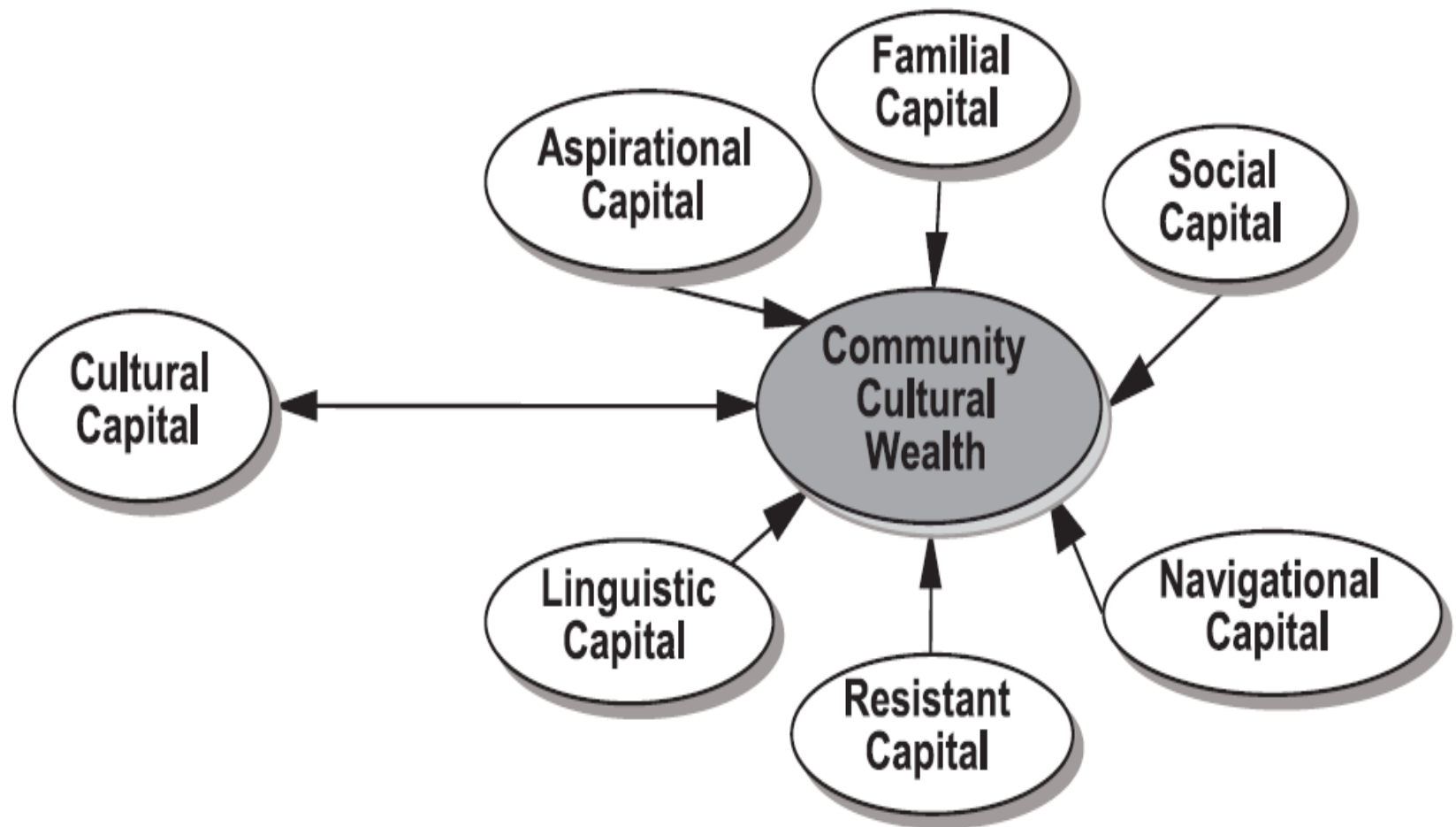
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Topic Outline

- Community Cultural Wealth Theory (Yosso, 2005; Listman, Rogers & Hauser, 2011)
- Deaf-centric programs at NTID
- Impact of study abroad experiences on career development of Deaf & hard-of-hearing postsecondary students
- Career Benefits & Aspirational Capital: 1500's-present
- Findings of Deaf Community Cultural Wealth Capitals



Community Cultural Wealth Theory Framework (Yosso, 2005; Listman, et.al, 2011)



Deaf-centric Study Abroad Programs at NTID

- Chile, Italy, Costa Rica, Japan, Israel
- Pre-departure class
 - Learn culture, written & sign languages of host country
 - Meet Deaf people and visit Deaf sites
- Study Abroad trip occurs during break
- Re-entry online class
 - Share and present projects related to the country under study



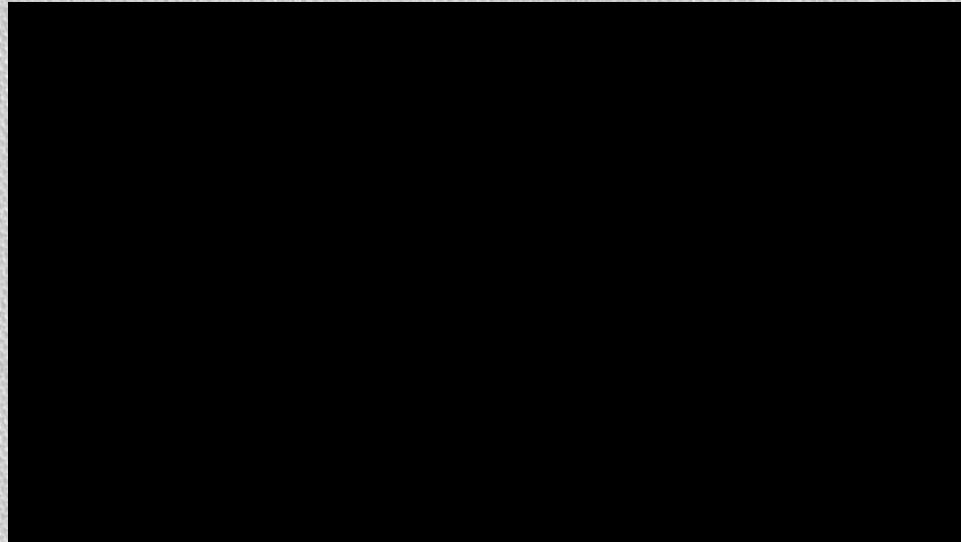
Career Benefits & Aspirational Capital

- Study abroad experiences appear to develop leadership skills, educational/ career goals, and maturity
- Examples:
 - Volunteering with DeafWorldTeach, teaching at the Majuro Deaf Education Center in the Marshall Islands, Western Pacific Region
 - Doing a summer internship teaching English at a school for the deaf in Santiago, Chile
 - Peers leading a group of students on a 5-week trip in Central America during RIT's intersession
 - Participating in a US-Indonesia Deaf Youth Exchange program
 - Opening a Deaf Art gallery
 - Pursuing graduate studies in Sign Language Education and Social Work

Deaf Community Cultural Wealth Capitals

- **Social Capital**
 - Strongest and predominant theme
 - Meet diverse Deaf people and build networks
- **Deaf Global Community Capital**
 - Make cross-cultural comparisons and find similarities with international Deaf people re: cultural values, experiences and feelings.
- **Aspirational Capital**
 - US students recognize and become more aware of their privileged status
 - Strengthen resolve and motivation to continue graduate school education and work with the international deaf community as they recognize inequities in the Deaf global society (social justice capital)
 - Exposed to influential Deaf role models

The Stars are the Map I Unfurl



References

- Listman, J., Rogers, K., & Hauser, P. (2011). Community cultural wealth and deaf adolescents' resilience. In D. H. Zand & J. J. Pierce (Eds.), *Resilience in deaf children: Adaptation through emerging childhood* (pp. 279-298). New York, NY: Springer.
- Naturale, J. M. (2014). [Seeing the world through Deaf eyes: Chile study abroad experiences of Deaf students](#) (Unpublished doctoral dissertation). St. John Fisher College, Pittsford, NY.
- Yosso, T. J. (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race, Ethnicity and Education*, 8(1), 69-91. <http://dx.doi.org/10.1080/1361332052000341006>