




Lisa B. Elliot, Ph.D.
NTID Center on Access Technology
NTID Scholarship Symposium
Rochester Institute of Technology, Rochester NY
January 21, 2016

ONLINE TUTORING: FACE-TO-FACE AND THROUGH A LENS



Acknowledgements

- Support for the Deaf STEM Community Alliance from NSF, HRD-1127955 
- Tutors
- Student Research Assistants: Jonathan MacDonald & Annette Tavernese



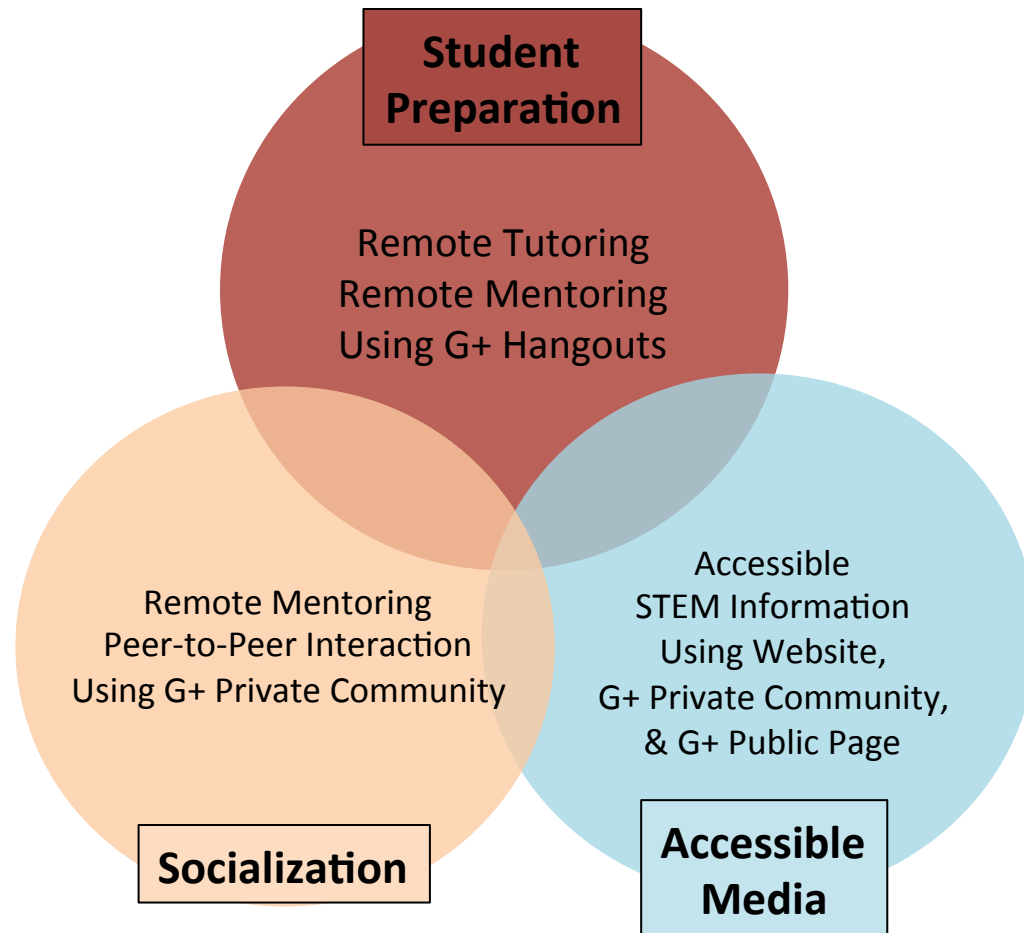
Objectives

- Define online tutoring
- Review previous online tutoring with D/HH students
- Examples from the Deaf and Hard of Hearing Virtual Academic Community (DHHVAC)
- Discuss findings from preliminary analysis of tutoring videos
- Q & A



DHHVAC Model

Barriers & Strategies





Online Tutoring Defined

- Synchronous or real-time
 - Still face-to-face (like traditional office hours or tutoring), but mediated by the computer
- Asynchronous (delayed time)
 - Email or other exchanges that do not occur at the same time



Synchronous Tutoring Functions

- Instruction
- Collaboration
- Support
- Socialization and informal exchange
- Extended outreach

(Finkelstein, 2006)

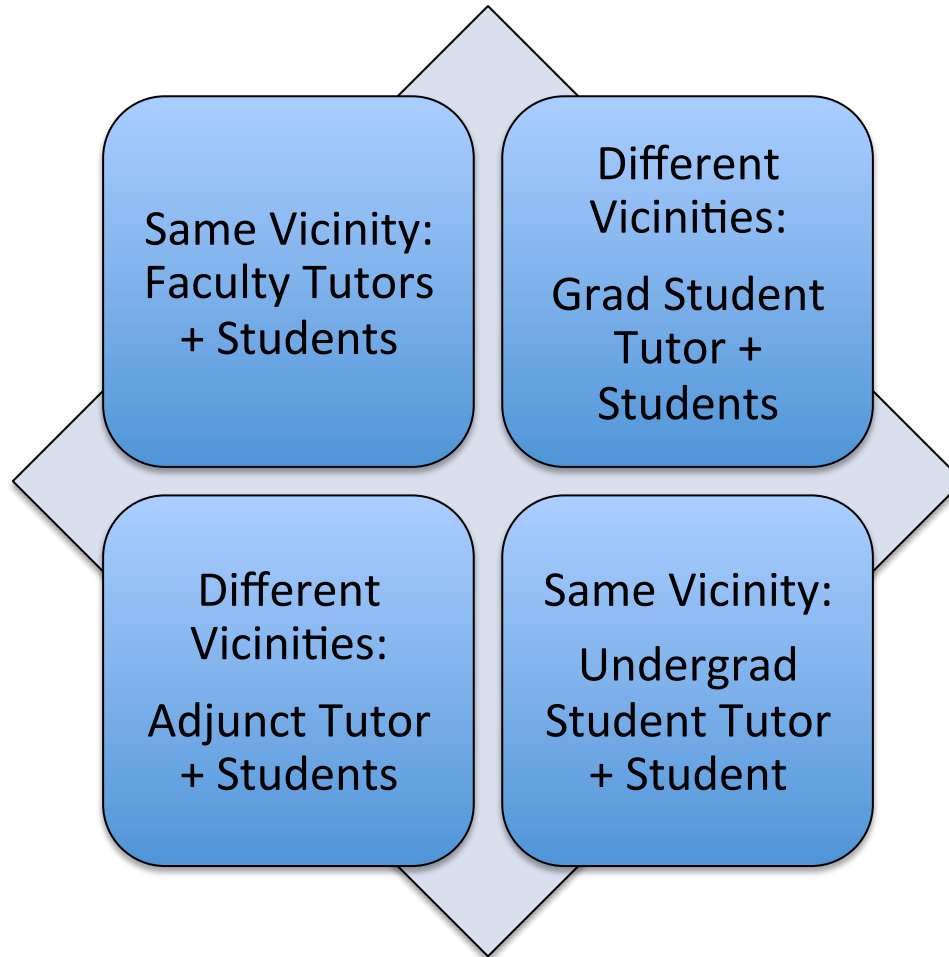


Prior Online Tutoring Projects for D/HH Students

- Brown (2010)
 - High school students
 - Science classes
- Bryant (2011)
 - NTID
 - Writing course



DHHVAC Tutoring Models





DHHVAC Tutoring Experience

- At least 140 synchronous tutoring sessions between February 2012-present:
 - 15 different tutors
 - 34 different students
 - 8 different topics



Online Tutoring Examples from the Deaf STEM Community Alliance



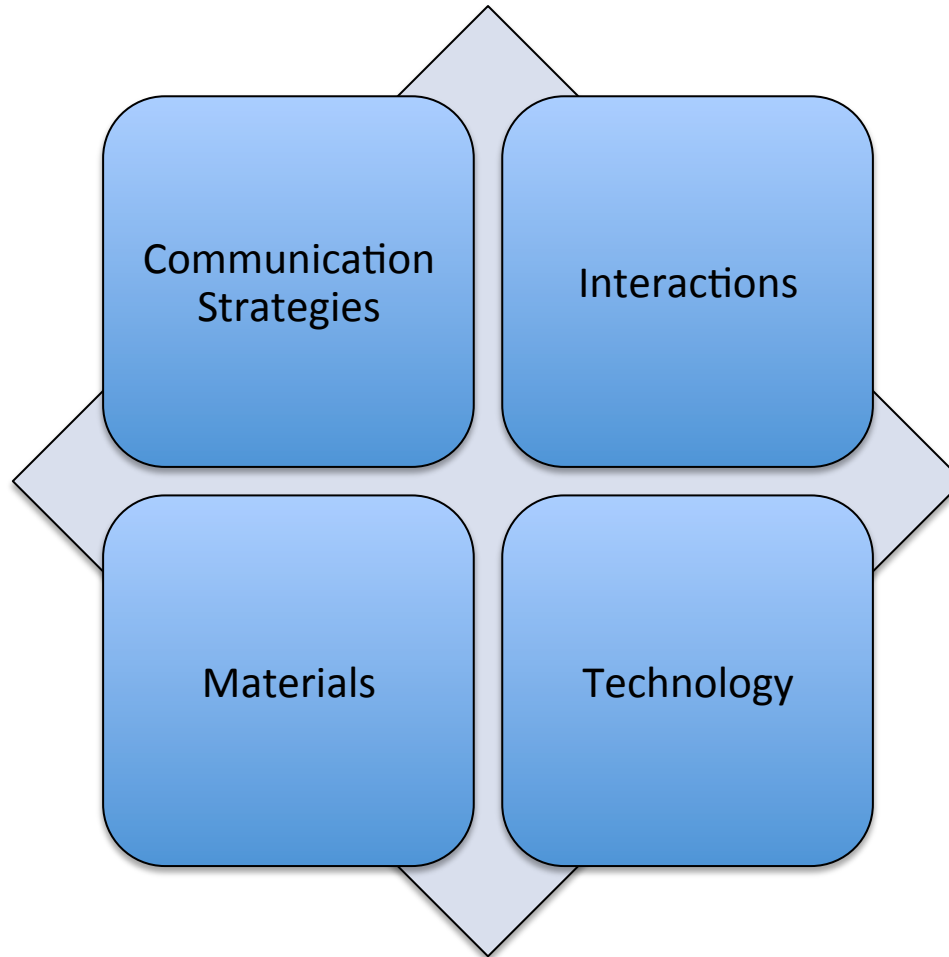


Preliminary Findings from Video Analysis

- Sample: 21 videos (February 2012-April 2014)
- 3 tutors
- 5 students
- Courses:
 - Biochemistry (8)
 - Chemistry (2)
 - Math (1)
 - Physics (10)



Preliminary Findings from Video Analysis





Preliminary Findings from Video Analysis

- Communication Strategies
(Simultaneous Communication, ASL only, Spoken English only)
 - Primarily Simultaneous Communication
 - More tutor-initiated than learner-initiated
 - Very few instances of grabbing attention
- Interactions
 - Asking questions, giving feedback or information, expressing understanding – similar initiation tutor/learner
 - Initiating feedback for approval of opinion or response to a problem – more often tutor-initiated



Preliminary Findings from Video Analysis

- Materials
 - On-line course documents
 - Homework modules
 - Reference materials—dictionaries, journal articles
 - Hard-copy materials
 - Drawings, photos
 - Homework sheets
 - Text chat + ASL
 - Text chat only
- Technology
 - Very few tech problems
 - Very few instances of needing to instruct each other on how to use the technology



Discussion

- First step
 - Continue refining coding scheme
 - Adding more videos
- Tutoring is complex, not one-size-fits all
- Provides flexibility for both learner and tutor
- Good way to incorporate increasing online resources used in teaching classes
- With appropriate training, minimal technology problems