

PEN - INTERNATIONAL



PEN-INTERNATIONAL WORKSHOPS AT PEPNET

A REPORT ON THE PROGRAM AND EVALUATION OF SESSIONS

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PEN-INTERNATIONAL WORKSHOPS AT PEPNET

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EXECUTIVE SUMMARY

PEN-International designed a unique training and professional development opportunity for faculty from PEN partner colleges by combining PEN workshops and presentations, along with attendance at the 2004 “Planning for Success: Initiatives for Positive Outcomes” conference of the Postsecondary Education Program Network (PEPNet) held in Pittsburgh PA, April 2004. A total of 21 PEN-International partners from Japan, China, Russia, and the Philippines attended both the PEN-International pre-conference training and PEPNet conference events.

“The mission of PEPNet is to promote opportunities for the four regional postsecondary centers for individuals who are deaf and hard of hearing to coordinate and collaborate in creating effective and efficient technical assistance to postsecondary educational institutions, thereby providing access and accommodation to individuals who are deaf or hard of hearing.”¹ One of PEPNet’s stated goals is “to expand the knowledge and skill of postsecondary institutions related to the provision of educational support services for deaf and hard of hearing students.”² The mission and goals of PEPNet focuses directly on many of the issues confronting PEN partners in their home countries.

By offering five specially designed PEN-International workshops prior to the actual PEPNet conference, the PEN-International partners in attendance had a unique opportunity to learn from the NTID model and the collective expertise of American educators who were a part of the PEPNet conference program.

The PEPNet conference, held on April 21-24, 2004, consisted of 4 plenary addresses, 48 concurrent sessions, 26 poster sessions, and 20 commercial exhibits. A total of 443 participants attended the conference.

The five pre-conference workshops presented by PEN-International on April 19-21, 2004 provided PEN partners with intense training on specific topic areas. The PEPNet conference provided PEN-International partners an excellent opportunity to further their professional

PEN-International Pre-Conference Workshops

- Personal & Career Counseling Theory and Strategies with Deaf College-Age Students
- Using an Interpreter in the Classroom
- Strategies for Increasing Student Interaction in the Classroom
- Overview of RIT and NTID Cooperative Education Experience
- Demystifying Assistive Listening Devices

¹ The Postsecondary Education Programs Network. (n.d.) *PEPNet Mission*. Retrieved May 26, 2004, from <http://www.pepnet.org/mission.asp>

² The Postsecondary Education Programs Network. (n.d.) *PEPNet Mission*. Retrieved May 26, 2004, from <http://www.pepnet.org/mission.asp>

development and meet other individuals committed to supporting deaf students at the post secondary level.

PEN-International additionally participated in the PEPNet program by presenting a paper and poster session on Thursday, April 21, 2004. Complete PEPNet conference information and PEN-International pre-conference program details can be found at www.pen.ntid.rit.edu/ewc/pepnet/schedule.htm.

In an effort to continuously improve and provide workshops that best meet the needs of PEN-International partners, PEN-International conducted various evaluations to assess participants' experiences. Participants were asked to complete an evaluation for each of the PEN-International pre-conference workshops as well as an overall PEN-International pre-conference workshop series evaluation. An overall PEPNet conference evaluation form was also distributed to the PEN partners at the conclusion of the conference. The following report summarizes these evaluation results. Separate detailed evaluation summaries have been generated for each of the individual PEN-International pre-conference workshop sessions. The individual workshop summary reports are available upon request by contacting E. William Clymer, PEN-International Coordinator, at 585-475-6894 (V/TTY).

Twenty-one PEN-International partners had the opportunity to attend professional development and training sessions at both the PEN-International pre-conference workshop series and the 2004 PEPNet conference. This experience proved to be very beneficial. Fifty-eight percent (58%) of these participants rated the PEN-International pre-conference workshop series excellent, and almost all (95%) of these participants rated the overall PEPNet conference either excellent (37%) or good (58%).

Satisfaction levels were consistently high among all of the attributes relating to both the PEN-International pre-conference workshops and the PEPNet conference overall. Almost all of the attributes were rated 90% or higher.

Participants were most satisfied with the PEN-International pre-conference session "Using an Interpreter in the Classroom." Almost all (89%) of the participants felt this presentation was excellent, and it was rated extremely high across all related attributes.

In addition to the workshop information being interesting and beneficial, participants enjoyed the sharing of experiences and networking opportunities most. Other participants said they liked learning new teaching strategies and participating in interactive workshop activities.

Many participants said they plan to share and/or apply what they learned from the sessions at their worksites and expressed the desire and need for these types of workshops to be available in their home countries.





Members of the PEN-International Delegation at the PEPNet Conference in Pittsburgh

DeCaro, Jim	PEN-International	Wang, Hongjun	TUT
Clymer, Bill	PEN-International	Jiang, Chunmei	BUU
Lamb, Mary	PEN-International	Li, Qilong	BUU
Darroch, Kathy	NTID	Wang, Tong	CU
Basile, Mary Lou	NTID	Zhao, Lijun	CU
Macko, John	NTID	Oizumi, Hiroshi	Japanese Delegation
Adams, Robb	NTID	Shirasawa, Mayumi	Japanese Delegation
Cristal, Joy	CSB	Jo, Matsuzaki	Japanese Delegation
Punsalan, Florisa	CSB	Kawano, Sumihiro	TCT
Clemen, Rose	CSB	Araki, Tsutomu	TCT
Oreshkina, Olga	BMSTU	Suto, Masahiko	TCT
Virichanakova, Sofia	BMSTU	Tsutsui, Tomoko	The Nippon Foundation
Li, Zigang	TUT	Ishii, Yasunobu	The Nippon Foundation
Yang, Shushan	TUT	Tsuchiya, Yoko	Interpreter

NTID= National Technical Institute for the Deaf
 CSB = De La Salle University, College of St. Benilde, Philippines
 BMSTU= Bauman Moscow State Technical University, Russia

TUT= Tianjin University of Technology, China
 CU= Changchun University, China
 TCT= Tsukuba College of Technology, Japan

PEN-INTERNATIONAL PRE-CONFERENCE TRAINING

On April 19, 20 and 21, 2004, prior to attending the PEPNet Conference in Pittsburgh (USA), 18 faculty members from PEN partner institutions participated in three days of pre-conference training. Workshops were offered from PEN-International by six members of the NTID faculty (Dr. Adams, Professor Basile, Ms. Darroch, Mr. Macko, Ms. Dollinger-Meyer and Ms. Downs) and a faculty member of Western Oregon University (Dr. Davis). The workshops covered a wide range of topics, including career counseling, use of interpreters in the mainstream, increasing student classroom interaction, cooperative education, and assistive listening devices. In addition, each partner reported on their annual outcomes at a business meeting that was chaired by PEN Director DeCaro.

GENERAL SCHEDULE OF PEN-INTERNATIONAL ACTIVITIES

	19-Apr-04	20-Apr-04	21-Apr-04
10:00 AM	PEN-International: Business Mtg PEN Partners; DeCaro & Clymer	Using an Interpreter in the Classroom Presented by: Kathy Darroch	Overview of RIT and NTID Cooperative Education Experience Presented by: John Macko
10:30 AM			
11:00 AM			
11:30 AM			
12:00 to 1:30 PM	Lunch Break	Lunch Break	Lunch Break
1:30 PM	Personal & Career Counseling Theory and Strategies with Deaf College-Age Students Presented by: Robb Adams	Strategies for Increasing Student Interaction in the Classroom Presented by: Mary Lou Basile	PEPNet Workshop: Demystifying Assistive Listening Devices Presented by: Cheryl Davis
2:00 PM			
2:30 PM			
3:00 PM			
3:30 PM			



PEN-INTERNATIONAL BUSINESS MEETING AGENDA

BUSINESS MEETING AGENDA, APRIL 19, 2004

1. Welcome (10 Minutes-DeCaro)
2. Review of Year Three Program Outcomes (25 Minutes – DeCaro/Clymer)
 - a. PEN-International project year three report: Making a difference in deaf education worldwide. (April 15, 2004). Retrieved April 1, 2004, from the PEN-International, NTID/RIT Web site:
http://www.pen.ntid.rit.edu/pdf/database/pen_year3_rpt.pdf
 - b. Report on the 2003 NTID Technology Symposium. (January 20, 2004). Retrieved from the PEN-International, NTID/RIT web site.
http://www.rit.edu/~techsym/2003/SymposiumReport_2003.pdf
3. [PEN-International Partner Reports](#) (15 Minutes Each)
 - a. Presentations by Tsukuba College of Technology, Japan; Tianjin University of Technology, China; Bauman Moscow State Technical University, Russia; De La Salle University, College of St. Benilde, Philippines; Beijing Union University, China; Changchun University, China



Mr. Ishii, Leader, Disability & Health Team, The Nippon Foundation of Japan, addresses workshop participants.



Professor Olga Oreshkina, Ph.D., Bauman Moscow State Technical University, reviews recent work at BMSTU.



Dr. Rose Marie Salazar-Clemen, Executive VP, De La Salle University, College of St. Benilde presents on recent work in the Philippines.



Professor Li, Tianjin University of Technology, China, describes recent progress in expanding the PEN network in China.

PEN-INTERNATIONAL WORKSHOPS OFFERED BEFORE THE PEPNET CONFERENCE

PERSONAL AND CAREER COUNSELING THEORY AND STRATEGIES WITH DEAF COLLEGE-AGE STUDENTS

<http://www.pen.ntid.rit.edu/ewc/pepnet/CounselingLP.pdf>

Workshop Developer: Robb Adams Ph.D., Associate Professor and Department Chairperson
Department: NTID Counseling Services Department

Description: A three-hour workshop that will introduce participants to theoretical paradigms and practical applications for counseling deaf college-age students

- Goals:**
- Participants will understand the differences between a “medical model” vs. a developmental and a systemic model for understanding diversity among deaf people.
 - Participants will develop a basic lesson plan utilizing at least one of the strategies presented in the workshop.
 - Participants will delineate that knowledge and those skills they consider important as workshop follow-up.

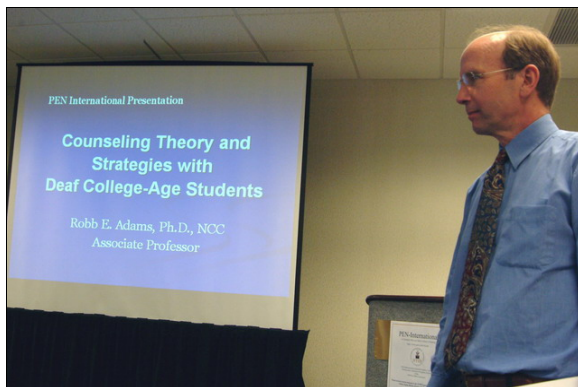
USING AN INTERPRETERS IN THE CLASSROOM

<http://www.pen.ntid.rit.edu/ewc/pepnet/InterpreterLP.pdf>

Workshop Developer: Kathleen G. Darroch, NTID Department of Interpreting Services

Description: This workshop is designed to provide college-level instructors with a brief history of the development of sign language interpreting as a profession in the United States. The role and function of an interpreter in a college-level educational setting will be introduced, and strategies will be discussed that instructors can incorporate to effectively integrate instructional techniques and interpreting.

- Goals:**
- Learn about the establishment of sign language interpreting as a profession and basic ethical principles that guide professional interpreters in their work.
 - Learn about the role of an interpreter in the classroom and models of effective communication.
 - Learn strategies for adapting instructional methods to complement interpreting services and create an accessible communication environment.



Dr. Robb Adams



Ms. Kathleen Durroch

STRATEGIES FOR INCREASING STUDENT INTERACTION IN THE CLASSROOM

<http://www.pen.ntid.rit.edu/ewc/pepnet/InteractionLP.pdf>

Workshop Developer: Mary Lou Basile, Professor, NTID Business Careers Department

Description: This three-hour workshop will introduce faculty from PEN-International partner universities to specific strategies that foster student interaction in the classroom.

- Goals:**
- Participants will develop an understanding of research showing that classroom interaction enhances learning.
 - Participants will be exposed to a variety of classroom strategies that foster interaction.
 - Participants will develop several strategies for student interaction that they can use in their own classrooms.

OVERVIEW OF RIT & NTID COOPERATIVE EDUCATION EXPERIENCE

<http://www.pen.ntid.rit.edu/ewc/pepnet/CoopLLP.pdf>

Workshop Developer: John Macko, Senior Employment Advisor, NTID Center on Employment

Description: This workshop is designed to provide an overview of the NTID cooperative program. RIT and NTID are world leaders in cooperative education. With 2,500 students and 1,300 employers participating annually, RIT's cooperative education program continues to rank as one of the largest in the world. Cooperative Education gives students the opportunity to gain meaningful work experience before they graduate.

- Goals:**
- Learn about the organization and support that is necessary to implement a successful cooperative education program.
 - Learn about benefits to students from participating in a cooperative education program.
 - Learn about the benefits to employers from participating in a cooperative education



Professor Mary Lou Basile



Mr. John Macko

DEMYSTIFYING ASSISTIVE LISTENING DEVICES

http://www.wou.edu/education/sped/nwoc/demyst_files/frame.htm

Workshop Developer: Cheryl D. Davis, Ph.D., WROCC Outreach site at Western Oregon University

Description: This workshop will provide participants with the benefits, components, a description of wireless systems, troubleshooting strategies and “keys to success” when using assistive listening devices within a postsecondary setting.



Dr. Cheryl D. Davis



Japanese Sign Language Interpreter



Japanese Delegation with
NTID Director and RIT VP Hurwitz and
Gary Malkowski, VP of the Canadian Hearing Society

METHODOLOGY

Evaluation Design

The individual PEN-International pre-conference workshop evaluation consisted of 13 questions in total. The types of questions included rating scale and open-ended formats. Rating scale questions were based on a 5-point scale ranging from “strongly agree” to “strongly disagree” or a 4-point scale ranging from “excellent” to “poor.” Respondents were asked, in open-ended format, what they liked most about the session, suggestions for improving the session, and what changes they intend to make at their worksite as a result of their experiences.

The PEN-International pre-conference workshop series evaluation and overall PEPNet Conference evaluation were similar and consisted of 28 and 23 questions, respectively. In addition to the rating scale and open-ended type questions mentioned above, participants were asked to rate, on a scale of 1 to 6, specific workshops according to how well the session was organized and presented, the degree to which the session contributed to their own personal knowledge, and the relevance each session was to their own program and teaching needs. These evaluations also included an open-ended question that solicited topics for a future, follow-up workshop.

A copy of the evaluation forms can be viewed at www.pen.ntid.rit.edu/ewc/pepnet/schedule.htm.

Sampling

The evaluations were conducted using a self-administered methodology. Although the evaluations were available online, participants were encouraged to complete the evaluations on-site.

All 21 PEN partners had the opportunity to complete an evaluation for each of PEN-International pre-conference workshops as well as an overall PEN-International pre-conference workshop series evaluation. An overall PEPNet Conference evaluation form was also distributed to the PEN partners at the conclusion of the conference.

A total of 132 evaluation forms were returned for the 7 evaluation segments (5 pre-conference workshop evaluations, 1 overall PEN-International pre-conference workshop series evaluation, and 1 overall PEPNet Conference evaluation). The number of completed evaluation forms varied between 17 and 20 for each of the segments analyzed. The segments averaged a 90% response rate and a margin of error equal to $\pm 7\%$ in estimated values of the participant population (based on the finite population correction factor at the 95% confidence level).

Analysis

Data obtained from the evaluation forms were tabulated for each individual evaluation segment. Differences in responses are considered statistically significant when p-values (or attained-significance levels) are equal to or less than 0.05. Any statistically significant differences among the pre-conference workshops or between the PEN-International pre-conference workshop series evaluation and the overall PEPNet Conference evaluation are appropriately noted throughout the summary report. SPSS software was used to compile the data.

Most of the findings are presented using percentages. For all rating scale questions, the total responding to the question was used as the percentage base. For most other types of questions, the total sample was used to compute percentages. The percentages for individual response categories do not always add up to 100%. This results from either rounding factors, a small percentage of no answers, or multiple responses provided by respondents.

In addition, all open-ended questions were coded in an effort to quantify responses. The actual verbatim responses are available upon request.



Dr. DeCaro Introduces Professor Basile



“Sending and Receiving Information”



Dr. Oreshkina Presenting a Souvenir



Conclusion of PEN-International Workshops

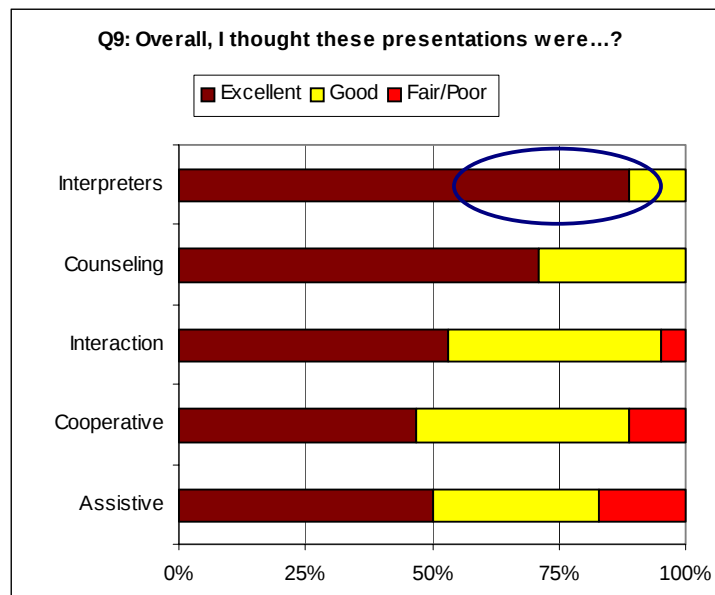
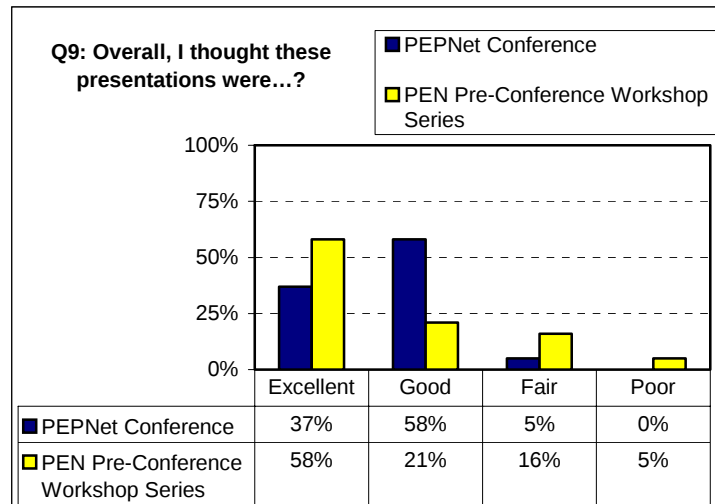
OVERALL ASSESSMENT

Participants were asked to rate their overall assessment of the PEPNet Conference, the PEN-International pre-conference workshop series, and each of the individual PEN-International pre-conference sessions.

Ninety-five percent (95%) of participants rated the overall PEPNet Conference as either excellent (37%) or good (58%). More than half (58%) of the participants said they thought the PEN-International pre-conference workshop series was excellent, and 21% rated it as good.

The individual PEN-International pre-conference sessions were all rated very favorable as well. Over 80% of all participants rated each of the individual pre-conference workshops as either excellent or good.

Participants were most satisfied with the “Using an Interpreter in the Classroom” session. Almost all (89%) of the participants felt this overall presentation was excellent. This finding represents a statistically significant difference from the other PEN-International pre-conference evaluation results.



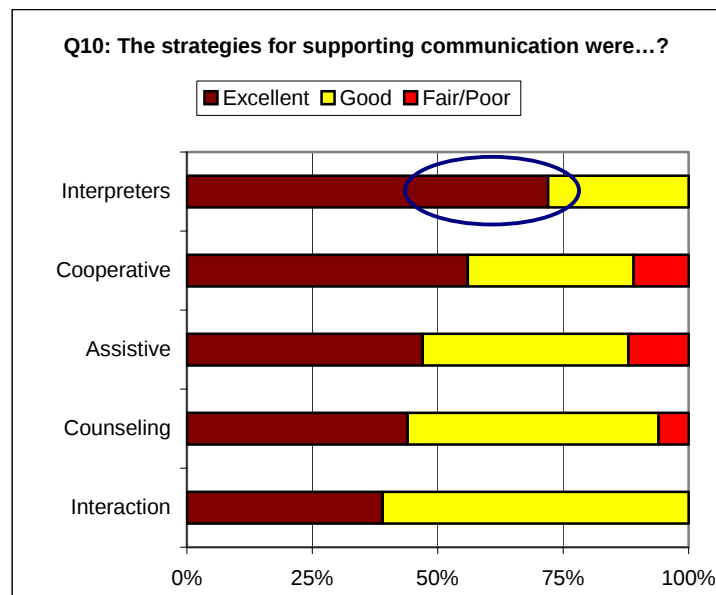
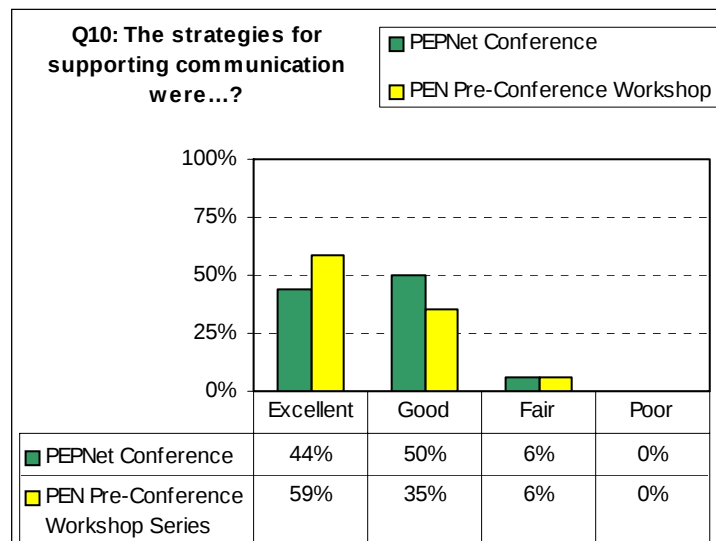
PEN-International Workshop Codes

Counseling: Personal & Career Counseling Theory and Strategies with Deaf College-Age Students
 Interpreters: Using an Interpreter in the Classroom
 Interaction: Strategies for Increasing Student Interaction in the Classroom
 Cooperative: Overview of RIT and NTID Cooperative Education Experience
 Assistive: Demystifying Assistive Listening Devices

Participants were asked to rate the strategies for supporting communication (interpreting, translation) for the PEPNet Conference, the PEN-International pre-conference workshop series, and each of the individual PEN-International pre-conference sessions.

Ninety-four (94%) of all participants agreed the strategies for supporting communication (interpreting, translation) during the PEPNet Conference and the PEN-International pre-conference workshop series were either excellent or good.

The strategies for supporting communication were also rated extremely favorable for each of the individual PEN-International pre-conference sessions, averaging a 95% satisfaction rating (excellent/good net score). Similar to the overall assessment results, participants were most satisfied with the strategies for supporting communication during the “Using an Interpreter in the Classroom” session. Participants were more likely to rate the communication strategies during this session as excellent than the other PEN-International pre-conference sessions.



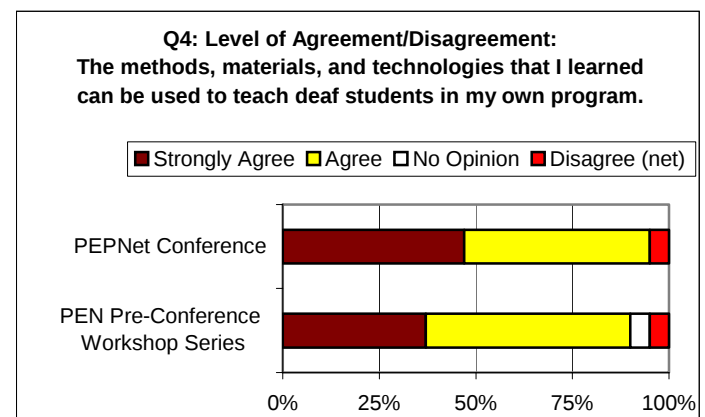
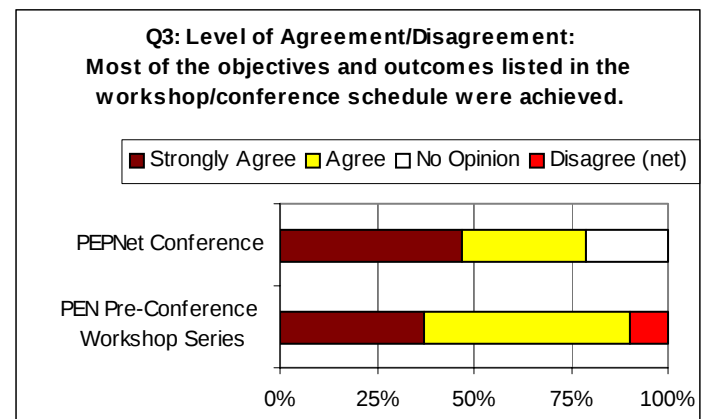
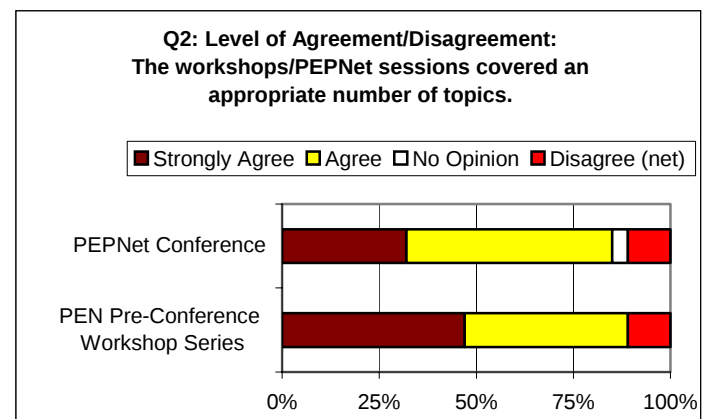
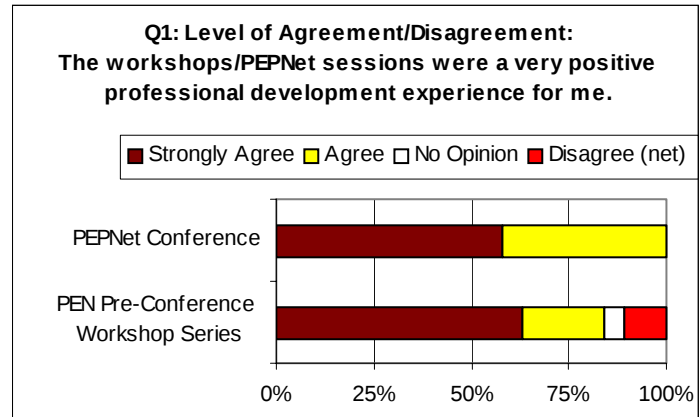
Relative to the PEPNet Conference and the PEN-International pre-conference workshop series, participants were asked to rate their level of agreement/disagreement to a sequence of statements. The ratings were very favorable for both segments. More than 75% of all participants agreed (strongly agree/agree net score) with each of the statements.

Almost all participants agreed that both the PEPNet Conference (100% strongly agree/agree net score) and the PEN-International pre-conference workshop series (84% strongly agree/agree net score) were a very positive professional development experience. This was one of the highest rated attributes for the PEN-International pre-conference workshop series. Almost two-thirds (63%) of participants strongly agreed that the PEN-International workshop series was a very positive professional development experience.

Most participants felt the PEPNet Conference and the PEN-International pre-conference workshop series covered an appropriate number of topics (84% and 89% strongly agree/agree net score, respectively).

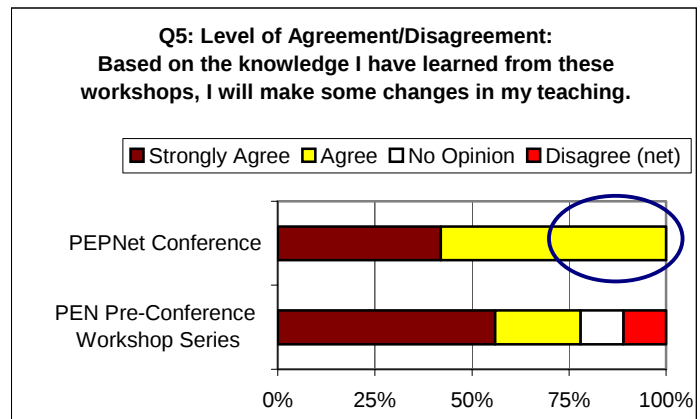
Although rated favorably overall, achieving program objectives and outcomes was one of the lowest rated attributes for both the PEPNet Conference and PEN-International pre-conference workshop series (79% and 89% strongly agree/agree net score, respectively).

Ninety-five percent (95%) of participants either strongly agreed (47%) or agreed (47%) that the information learned at the PEPNet Conference can be used to teach deaf students in their own program. Eighty-nine percent (89%) of participants agreed (strongly agree/agree net score) with this statement relative to the PEN-



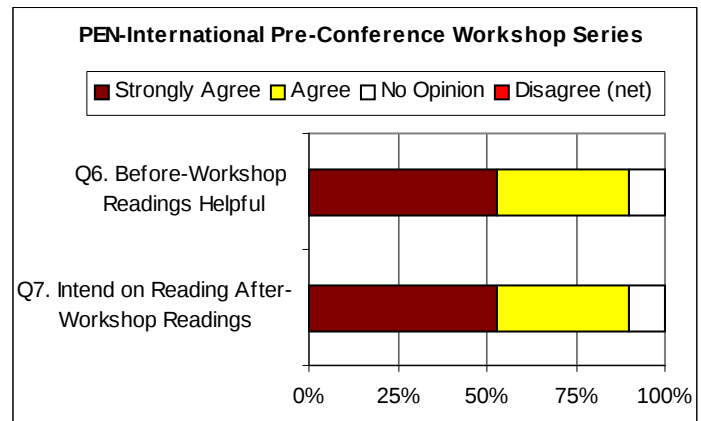
International pre-conference workshop series.

All (100%) of the participants agreed (strongly agree/agree net score) that they will make changes in their teaching based on the knowledge they gained from the PEPNet Conference workshops. Over three-quarters (78%) of participants agreed (strongly agree/agree net score) that they will make changes in their teaching as a result of the information learned from the PEN-International pre-conference workshop series. This finding represents a statistically significant difference in responses between the two segments.



In the PEN-International pre-conference workshop series evaluation, participants were asked to rate the helpfulness of before-workshop information posted on the PEN-International Web site and intent on reading after-workshop information on the PEN-International Web site.

Almost all (89%) of the participants agreed (strongly agree/agree net score) that the before-workshop information posted on the PEN-International Web site provided helpful background information. Similarly, 89% of participants said they intend to review the workshop materials and after-workshop information that PEN-International will provide on its Web site.



Ramon Rodriguez, PEPNet Project Officer,
Opens the Conference

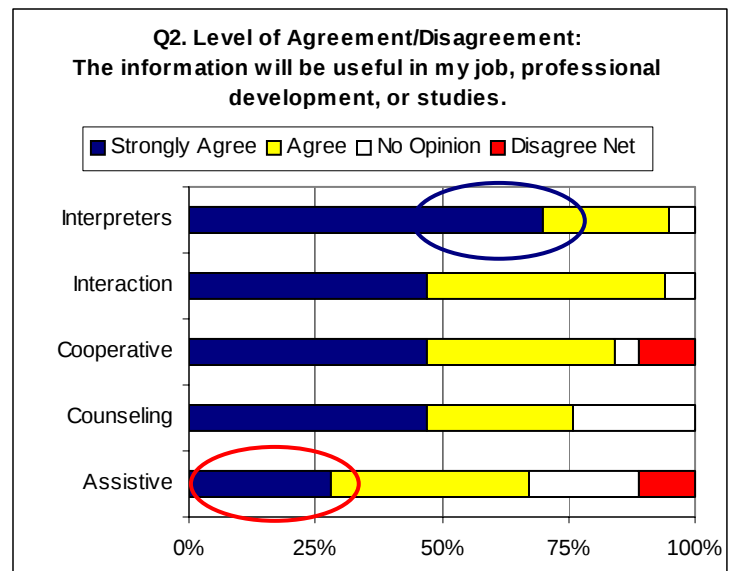
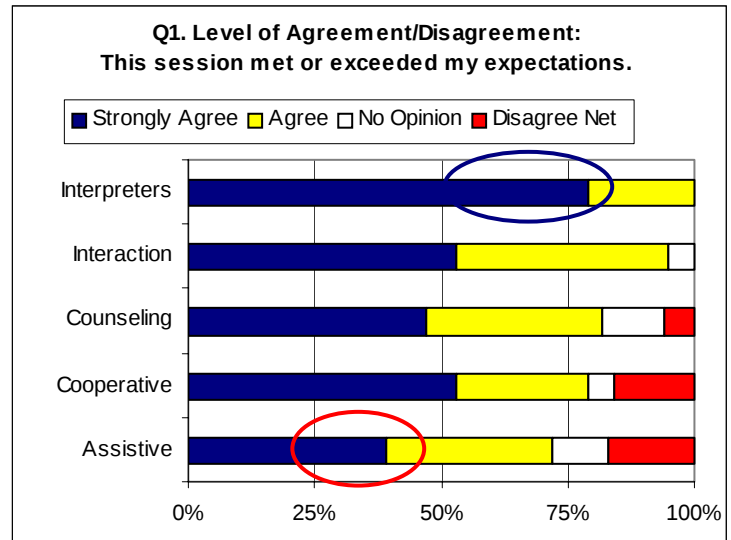


PEN-International Display at the Conference

Participants were asked to rate their level of agreement/disagreement to a different sequence of statements pertaining to each of the individual PEN-International pre-conference workshops. The “Using an Interpreter in the Classroom” session was rated extremely favorable. Participants were more likely to strongly agree with five out of the eight statements relating to this session. Although rated favorably overall, the “Demystifying Assistive Listening Devices” session was the lowest rated PEN-International pre-conference workshop.

Almost three-quarters of all participants felt each of the PEN-International pre-conference workshops met or exceeded their expectations (strongly agree/agree net score). Participants were more likely to strongly agree with this statement pertaining to the “Using an Interpreter in the Classroom” session and less likely to strongly agree with this statement relative to the “Demystifying Assistive Listening Devices” session.

Seventy percent (70%) of participants strongly agreed that the information presented from the “Using an Interpreter in the Classroom” session will be useful in their job, professional development, or studies. Similar to the previous findings, participants were more likely to strongly agree with this statement pertaining to the “Using an Interpreter in the Classroom” session and less likely to strongly agree with this statement relative to the “Demystifying Assistive Listening Devices” session.

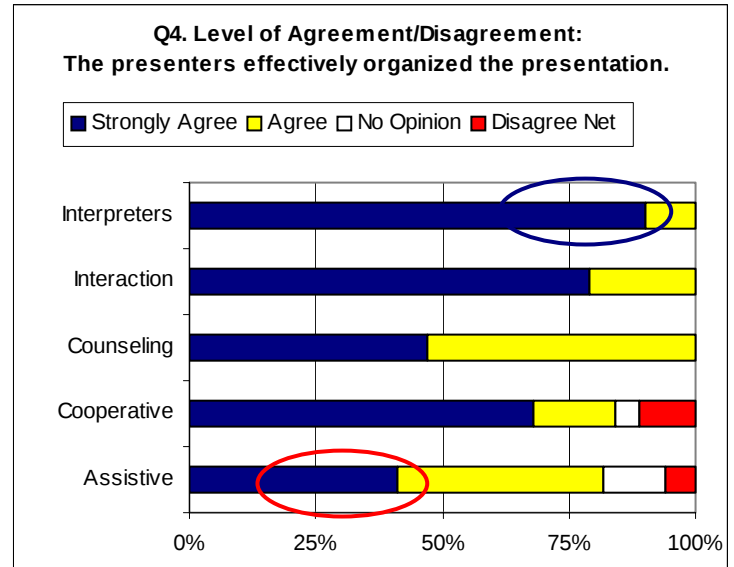
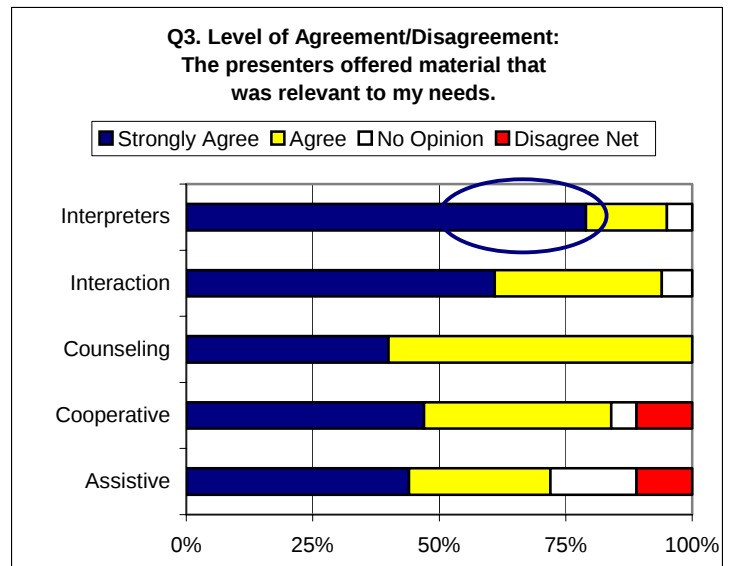


Over three-quarters (79%) of participants strongly agreed that the presenters from the “Using an Interpreter in the Classroom” session offered material that was relevant to their needs. This finding represents a statistically significant difference from the other PEN-International pre-conference workshops analyzed.

All (100%) of the participants either strongly agreed (40%) or agreed (60%) the presenters from the “Personal & Career Counseling Theory and Strategies with Deaf College-Age Students” session offered material that was relevant to their needs.

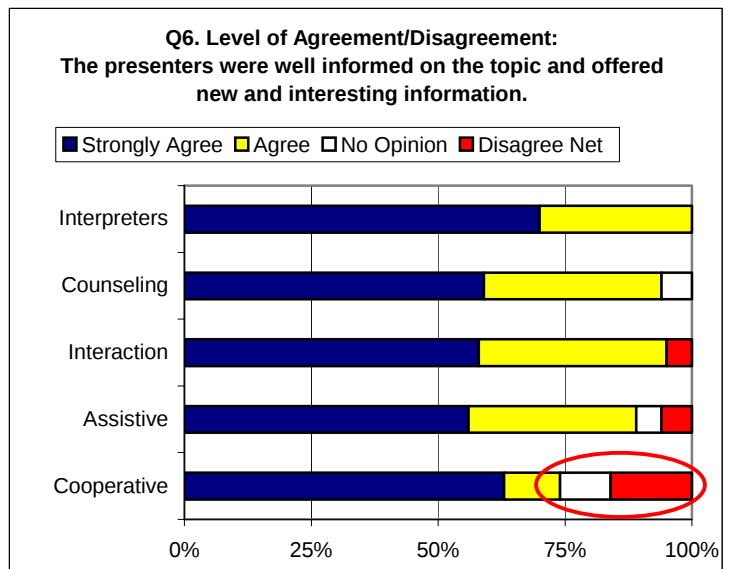
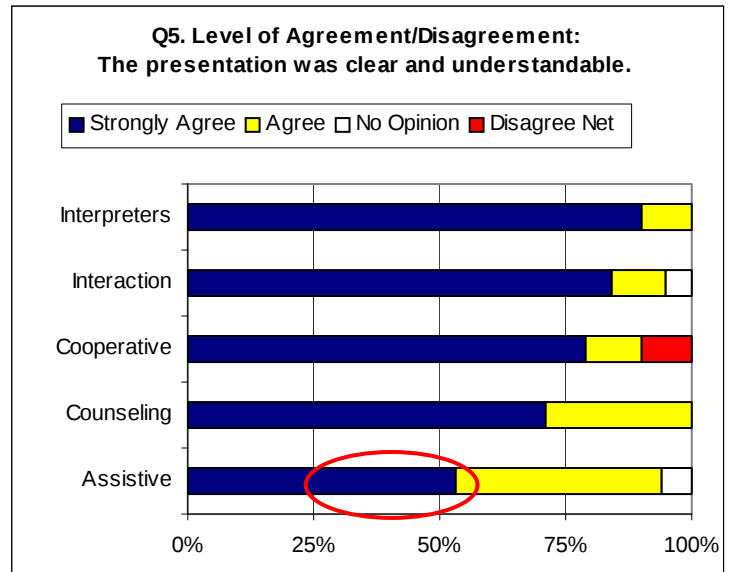
All (100%) of the participants agreed (strongly agree/agree net score) that the presenters effectively organized three out of the five presentations.

Similar to previous findings, participants were more likely to strongly agree that the presenters from the “Using an Interpreter in the Classroom” session effectively organized the presentation. Participants were less likely to strongly agree that the “Demystifying Assistive Listening Devices” session was effectively organized.



Clarity and understandability of the presentations was the highest rated attribute overall. Almost ninety percent of all participants agreed (strongly agree/agree net score) that all of the PEN-International pre-conference workshops were clear and understandable. However, participants were less likely to strongly agree that the “Demystifying Assistive Listening Devices” session was clear and understandable.

At least three-quarters of all participants agreed (strongly agree/agree net score) that the presenters were well informed on the topic and offered new and interesting information in each of the PEN-International pre-conference workshops. Just a few participants disagreed with this statement. Participants were less likely to agree (strongly agree/agree net score) that the presenters in the “Overview of RIT and NTID Cooperative Education Experience” session were well informed on the topic and offered new and interesting information.



Dr. DeCaro Accepts a Gift from the Beijing Union University Delegation.

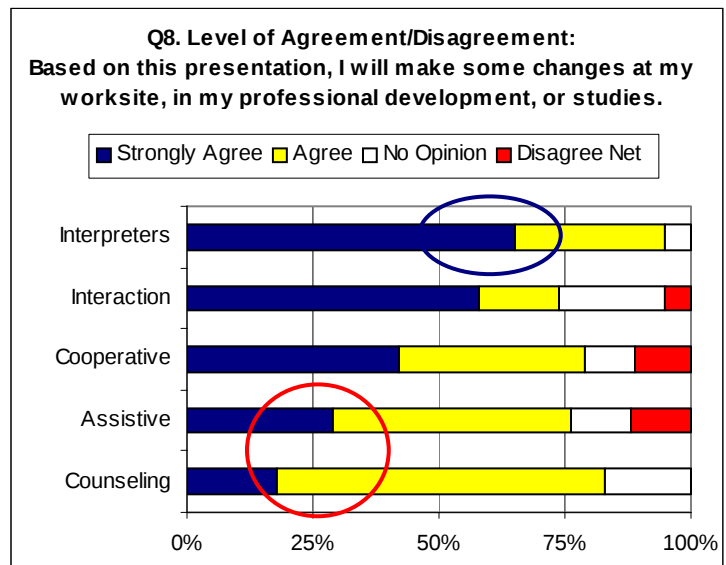
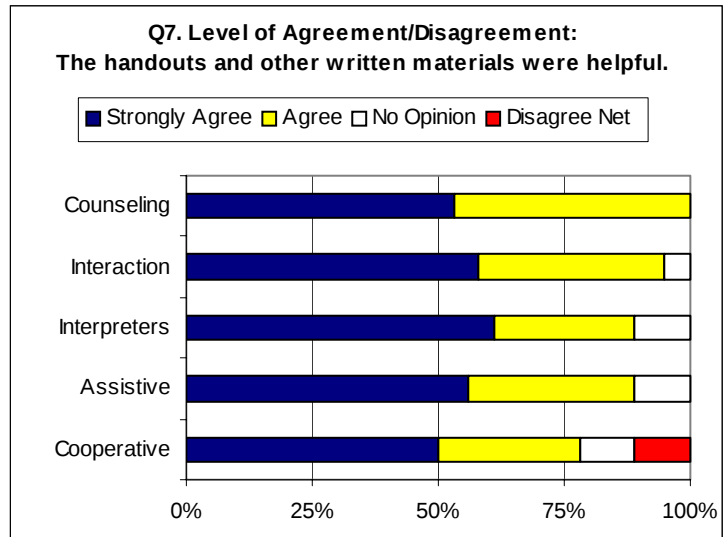


“Lines of Communication”

Over half of all participants strongly agreed that the handouts and written materials were helpful for each of the PEN-International pre-conference workshops.

Three-quarters of all participants agreed (strongly agree/agree net score) that they will make some changes at their worksite, in their professional development or in their studies as a result of attending the PEN-International pre-conference workshops. Participants were more likely to strongly agree with this statement relative to the “Using an Interpreter in the Classroom” session and less likely to strongly agree with this statement with regards to the “Demystifying Assistive Listening Devices” and “Personal & Career Counseling Theory and Strategies with Deaf College-Age Students” sessions.

On the overall PEN-International pre-conference workshop series evaluation, participants were asked to rank, on a scale of 1 to 6, each of the five individual PEN-International pre-conference workshops according to how well each of the sessions were organized and presented, degree to which the sessions contributed to their own personal knowledge, and relevance the sessions were to their own program and teaching needs. The results supported the individual pre-conference workshop evaluation results.

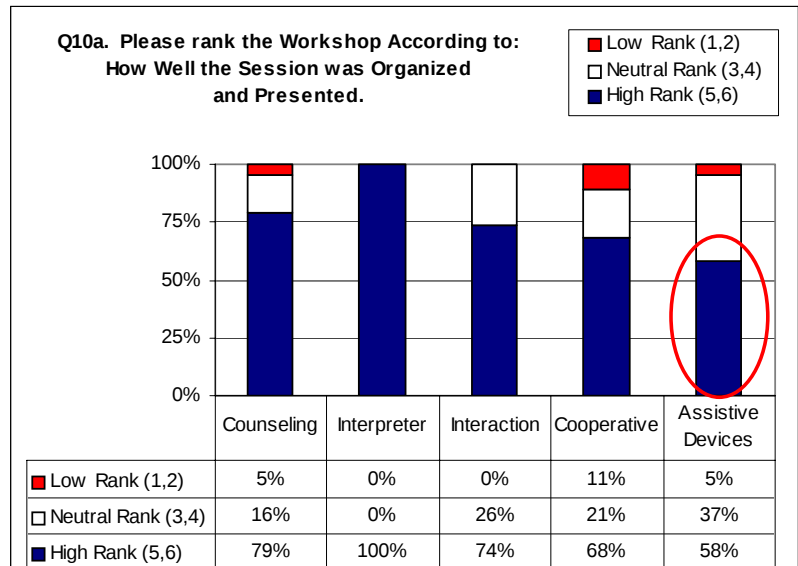


Professors Oreshkina and Virichanakova with Marilyn Smith, the founder of ADWAS, agency serving Deaf victims of sexual assault and domestic violence.

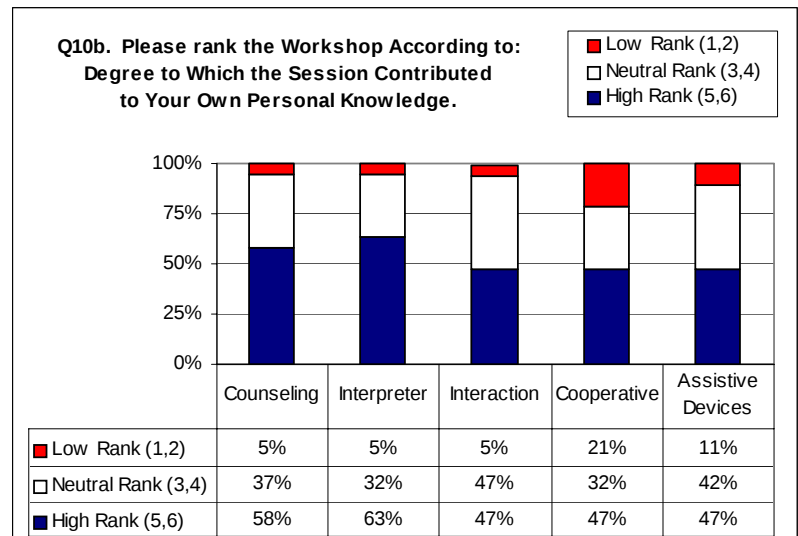


Professors Punsalan, Cristal and Celmena with Marilyn Smith

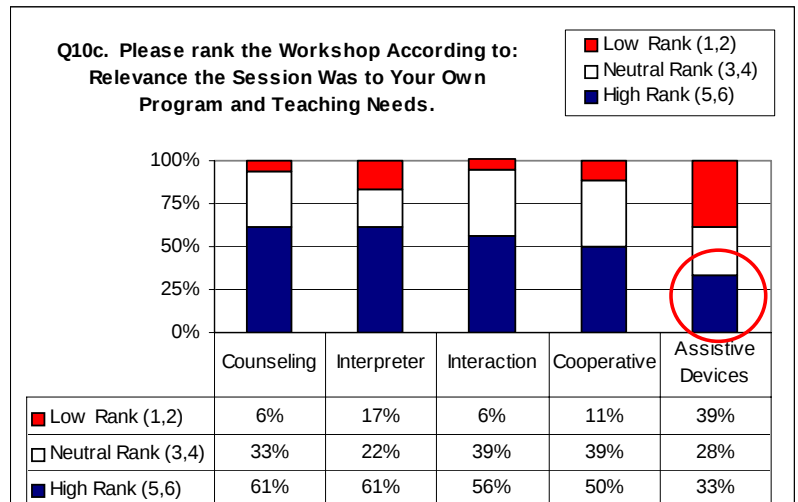
All (100%) of the participants ranked the session “Using an Interpreter in the Classroom” high (5 or 6 rating) relative to how well the workshop was organized and presented. Three-quarters of participants rated the “Personal & Career Counseling Theory and Strategies with Deaf College-Age Students” (79%) and “Strategies of Increasing Student Interaction in the Classroom” (74%) high (5 or 6 rating) in this area as well. Participants were less likely to rate the “Demystifying Assistive Listening Devices” session high (5 or 6 rating) relative to workshop organization and presentation.



All five sessions were ranked fairly consistent relative to the degree to which the session contributed to their own personal knowledge. Again, participants ranked “Using an Interpreter in the Classroom” higher than the other sessions (63% ranked 5 or 6), but the differences in responses between the sessions were not statistically significant.



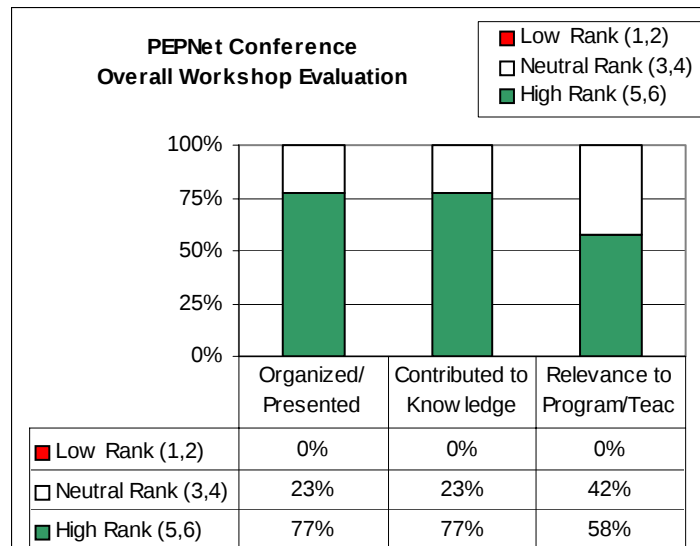
Sixty-one percent (61%) of all participants ranked “Personal and Career Counseling Theory and Strategies with Deaf College-Age Students” and “Using an Interpreter in the Classroom” sessions high (5 or 6 rating) regarding the relevance the workshops were to their own program and teaching needs. Participants were less likely to rate the “Demystifying Assistive Listening Devices” session high (5 or 6 rating) in this area as well.



PEN PARTICIPANT SATISFACTION WITH THE PEPNET CONFERENCE

On the overall PEPNet conference evaluation, participants were asked to rate the first three PEPNet workshops that came to mind according to how well each of the sessions were organized and presented, degree to which the sessions contributed to their own personal knowledge, and the relevance the sessions had on their own program and teaching needs.

The specific PEPNet workshops mentioned by participants varied considerably. Twenty-four different PEPNet workshops were listed by participants and the ratings were very favorable. Over three-quarters (77%) of all participants felt the PEPNet workshops that they mentioned were well organized and presented (5 or 6 rating). Similarly, 77% of participants felt the PEPNet workshops that they mentioned contributed a great deal to their own personal knowledge (5 or 6 rating). Over half (58%) agreed that the listed PEPNet workshops were relevant to their own program and teaching needs. These findings are consistent with the PEN-International pre-conference workshop series evaluation results.



Ms. Tsutsui and Professor Oizumi
Compare Their Worksheets



Professors Oreshkina, Virichanakova and Clymer at the
PEN-International Poster Display

Participants were asked, in open-ended format, what they liked most about the overall PEPNet conference, the PEN-International pre-conference workshop series, and each of the individual PEN-International pre-conference sessions.

One-third (33%) of all participants mentioned specific workshops when asked what they liked most about the PEPNet/PEN-International workshops. Similarly, 33% said they found the information presented during the sessions to be interesting and beneficial. Nineteen percent (19%) of participants said they liked the sharing and/or networking opportunities most. Eighteen percent (18%) said they enjoyed learning about new teaching strategies. Other participants mentioned interactive workshop activities/visual aids/models (12%), positive comments about the instructors (9%), and quality interpreters (8%).

Thirty-one percent (31%) of all participants suggested improving the workshops by providing more specific and detailed information as opposed to just principle and theory. These participants felt presenters should have taken into consideration participants' advanced knowledge base and adjusted the curriculum accordingly. Ten percent (10%) of participants suggested allotting more time for sharing, questions, and in-depth discussions. Modifying the content of the workshops based on individual countries' needs, and not just issues pertinent to NTID or the U.S., was mentioned by 9% of the participants. Similarly, 9% of participants suggested linking workshop content to real life practices. Some specific examples included observing an actual class in session, providing subject methods, applicable references, and demonstrations. Other participants suggested improving the workshops by decreasing translation wait time (9%) and providing handouts (8%).

Participants were asked, in open-ended format, what changes they plan to make at

Question 11

What did you like most about the workshops?

- Specific Workshops – 33%
- Information Interesting/Beneficial – 33%
- Sharing/Networking Opportunities – 19%
- Learning New Teaching Strategies – 18%
- Interactive Activities/Visual Aids/Models – 12%
- Positive Comments about Instructor – 9%
- Quality Interpreters – 8%

Question 12

How could the workshops have been improved?

- More Detailed Information – 31%
- More Time for Questions/Discussion – 10%
- Modify Content by Country Needs – 9%
- Link Content with Practices – 9%
- Decrease Translator Wait Time – 9%
- Provide Handouts – 8%

Question 13

What topics should be presented in a future, follow-up workshop?

- Cognitive Differences Between Deaf and Hearing Students – 15%
- Counseling and Employment Advisory Strategies – 15%
- Understanding the Deaf (Day in the Life) – 10%
- Teaching English in the Classroom – 10%
- Software Programs for Deaf/Incorporating Technology in the Classroom – 10%
- Teaching Practices from Different Countries – 5%

their worksite based on the pre-conference workshops that they attended. Twenty-nine percent (29%) of all participants said they plan to share and/or apply what they have learned. These participants specifically mentioned paying closer attention to students' thoughts, examining current counseling strategies, and instituting a faculty learning community.

The responses varied when participants were asked what topics they feel should be presented in a future, follow-up workshop. Fifteen percent (15%) of participants suggested incorporating a workshop addressing cognitive differences between deaf and hearing students. Similarly, 15% of participants suggested providing more information on counseling and employment advisory strategies for the deaf. Other suggested topic areas included understanding the day in the life of a deaf student (10%), strategies for teaching English in the classroom (10%), software programs for the deaf/incorporating technology in the classroom (10%), and teaching/practice strategies used in different countries (5%).

In addition, 20% of participants commented that they would like to see more of these types of workshops available in their own countries, particularly China.



Chinese Delegation with
NTID Director and RIT VP Hurwitz and
Gary Malkowski, VP of the Canadian Hearing Society



Professor Oizumi with English-Japanese Translator.



The Philippine Delegation



Professor Oreshkina Discussing the PEN-International
Poster with Participants