

9TH ASIA-PACIFIC CONGRESS ON DEAFNESS
AND
40TH ANNUAL CONFERENCE OF THE JAPANESE
DEAF EDUCATION ASSOCIATION

Tsukuba University of Technology

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Keynote Address

PEN-International: A Report on Progress in Postsecondary Deaf Education in Asia



E. William Clymer : Coordinator, PEN-International

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PEN-International**

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Organization : PEN-International, NTID/RIT

Countries or Area : Japan, China, Philippines,

Korea, Thailand, Vietnam, Hong Kong, USA

The Postsecondary Education Network-International (PEN-International) is funded by a grant from the Nippon Foundation of Japan to the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology in Rochester, New York. The PEN-International network is currently made up of colleges and universities in Japan, China, the Philippines, Thailand, Russia, the Czech Republic, and the United States. PEN-International shares its expertise with international partners that, like NTID, offer postsecondary educational programs to deaf and hard-of-hearing students. PEN-International is dedicated to providing professional development to teachers of international deaf and hard-of-hearing students, facilitating the use of innovative instructional technologies in the teaching/learning environment, and furnishing its international partner institutions with state-of-the-art equipment. The presentation will describe PEN-International's background, structure, goals, accomplishments, and future activities, with an emphasis on accomplishments in Asia.

Speaker Biography

E. William Clymer

E. William Clymer, MBA, MS in Ed., is an Associate Professor at the National Technical Institute for the Deaf at Rochester Institute of Technology, serving as the Coordinator of the Postsecondary Educational Network - International. He also serves as the Associate Director of the newly formed Center on Access Technology at NTID. His primary professional focus is on the application of instructional technology and deaf education. He has served as the chair of the NTID International Symposium on Technology and Education of the Deaf in 1994, 2001, 2003 and 2005.

講演

聴覚障害者のための国際大学連合（PEN） アジア地域における聴覚障害者高等教育の発展



ウィリアム・クライマー：PENコーディネータ

デニス・ケビン：PENプロジェクト主任

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所属：PEN、RIT（ロチェスター工科大学）／NTID（国立聾工科大学）

構成国・地域：日本、中国、フィリピン、韓国、タイ、ベトナム、香港、米国

聴覚障害者のための国際大学連合（ペン・インターナショナル）は、ニューヨーク州ロチェスター市にあるロチェスター工科大学（RIT）・国立聾工科大学（NTID）に対して日本財団から提供された資金によって運営されている。ペン・インターナショナルのネットワークは、現在、日本、中国、フィリピン、タイ、ロシア、チェコ共和国、及び米国にある大学や短期大学によって構成されている。ペン・インターナショナルは、NTIDのように聴覚障害学生に高等教育を行っている国際的なパートナーとの間で専門技術を共有している。ペン・インターナショナルは、聴覚障害学生を指導する教職員の専門性を向上させ、教示 / 学習環境における革新的な教育技術の活用を促進し、最先端の機器を世界各国のパートナー機関に供給する活動を展開している。本講演では、アジア地域におけるペン・インターナショナルの活動の背景、構成、目標、成果、将来の活動について、特に成果の部分に重点をおいて論じることとしたい。

講演者略歴

ウィリアム・クライマー

経営学修士・教育学修士 RIT（ロチェスター工科大学）／NTID（国立聾工科大学）準教授

PENコーディネータ

最近設立されたNTID情報保障工学センター副所長を勤めている。専門は教育工学、聴覚障害教育学

1994年、2001年、2003年、2005年に「聴覚障害教育とテクノロジーに関するNTID国際シンポジウム」を主宰した。

Schedule

period	contents	place
9:30 ~ 10:00	Reception	
10:00 ~ 10:20	Welcome address	auditorium
10:20 ~ 11:20	Campus tour : Faculty of industrial technology Research and support center on higher education for the hearing impaired Open classes : Product design 2 (sophomore of Department of design) Programming exercise 1 (sophomore of Department of mechanical engineering) Exercises on information processing in management (junior of Information science course)	room 201 room 316 room 507
11:20 ~ 12:00	Keynote address : PEN-International: A Report on Progress in Postsecondary Deaf Education in Asia Prof. E. William Clymer Rochester Institute of Technology	auditorium
12:00 ~ 13:30	Poster presentation • Lunch	communication hall • cafeteria
13:30 ~ 16:30	Oral session “ College and continuing education “	auditorium
16:30	Closing address	

Oral Session “College and Continuing Education” Program

1. Opening University Education to Deaf People in Viet Nam Through Sign Language Analysis, Teaching, and Interpretation

James Woodward
Nguyen Thi Hoa
Nguyen Tran Thuy Tien
Dong Nai Provincial Department of Education and Training, Viet NAM

2. College and Continuing Education for the Deaf in Thailand

Maliwan Tammasaeng
Suan Dusit Rajabhat University, Thailand

3. A Tendency of Higher Education for the Disabled at Korea Nazarene University, Focus on Students with Hearing Impairment

Abraham Seungan Im
Korea Nazarene University, Korea

4. Higher Education for the Students with Disabilities in Daegu University, Korea

Byung Ha Kim
Hae Gyun Lee
Daegu University, Korea

5. Employment of Graduates from the 3-Years Tsukuba College of Technology

Yoshinori Murakami
Tsukuba University of Technology, Japan

6. Stenography Support System for the Students with Hearing Impairments in Korea National College of Rehabilitation and Welfare

Chang, Suk-Min
Korea National College of Rehabilitation and Welfare, Korea

7. Construction and Challenges of Postsecondary Education Programs Network

Mayumi Shirasawa
Tsukuba University of Technology, Japan

8. Developing Sign Linguistics in Adult Deaf Education in the Asia Pacific Region

Gladys Tang
James Woodward
Centre for Sign Linguistics and Deaf Studies, Hong Kong, China

「高等教育・生涯教育」分科会 口頭発表 プログラム

1. 手話言語の分析、指導、通訳とベトナムにおける聴覚障害者への大学教育の開始

ジェームズ・ウッドワード

グエン・サイ・ホア

グエン・トラン・トゥイ・テエン

ドンナイ県教育・訓練省，ベトナム

2. タイにおける聴覚障害者のための高等教育と継続教育

マリワン・タマセン

スワンドゥシット・ラジャハット大学，タイ

3. 韓国ナザレ大学における障害者のための教育の動向－聴覚障害学生を中心に－

エイブラハム・スンガン・イム

韓国ナザレ大学，韓国

4. 韓国大邱大学における障害を持つ学生達のための高等教育

ビュン・ハ・キム

ハ・ギュン・イ

大邱大学，韓国

5. 3年制筑波技術短期大学卒業生の就職状況

村上芳則

筑波技術大学，日本

6. 韓国国立再活福祉大学における聴覚障害学生のための速記タイプ支援システム

チャン・スークミン

韓国国立再活福祉大学，韓国

7. 聴覚障害学生高等教育支援ネットワークの構築と今後の課題

白澤麻弓

筑波技術大学，日本

8. アジア太平洋地域の聴覚障害者を対象とした成人教育における手話言語の開発

グラディス・タン

ジェームズ・ウッドワード

手話言語・聴覚障害研究センター，香港，中国

Welcome address

Chairperson of the Executive Committee for the Session of the APCD 2006

President, Tsukuba University of Technology

Naoki Ohnuma, Ph.D.



In Japan, the university enrollment ratio exceeds 50%. Including other schools such as advanced vocational schools, the percentage of high school students going on to higher education is about 70%. Meanwhile, more than 200 of the 800-1000 severe-to-profound hearing-impaired 18-year-old persons go to university every year. Therefore, the percentage of severely hearing-impaired students pursuing higher education is estimated to be around 25%. In view of the fact that only a few percent of severely

hearing-impaired students sought higher education when the Tsukuba College of Technology was being planned twenty years ago, things have dramatically changed.

The dramatic increase in the proportion of hearing-impaired students going on to higher education in Japan is due to: (1) the opening of the Tsukuba College of Technology as the first national university for hearing-impaired students in Japan 19 years ago, and (2) the tendency of normal universities, of which there are about 700, to increasingly accept handicapped students, driven by a sense of crisis about university operations in response to the decrease in the number of 18-year-olds.

The addition of the Tsukuba University of Technology as the only national university for handicapped students among 87 national universities in Japan confirms the significance of national universities again and is leading to well-rounded higher education as a whole.

The time when hearing-impaired students asked universities to accept them was 20 years ago. Rather, hearing-impaired students now ask the universities to provide barrier-free access to information and ensure a high level of professional education. Moreover, hearing-impaired students are now asking for support for employment and career development after graduation so as to utilize their abilities acquired in universities.

Countries in the Asia-Pacific region will sooner or later experience such changes in higher education of hearing-impaired students. In total, more than seven universities have been established for hearing-impaired students in the past 20 years in China, South Korea, Indonesia and Thailand. It is most important for us, experts on the education of the hearing-impaired in the Asia-Pacific region, to properly "share" the educational assets inherited and innovated in each nation with mutual understanding of the differences in conditions and culture. For example, the sign languages used in South Korea and Japan have much in common, while Chinese characters used in both China and Japan can be commonly used as a communication tool. In particular, there are many ways for Japan to empathize with Asian people.

The Tsukuba University of Technology, where the APCD Section Meeting on College and Continuing Education will be held, is located in Tsukuba city. This science city is home to 33 world-leading research institutes that support national research, and is also an international city in which more than 7000 foreign researchers and students live.

Two hundred staff members and 300 hearing and visually impaired students in the Tsukuba University of Technology heartily welcome your visit and look forward to the results of interaction with you.