Online Resources Available From the 2005 NTID Instructional Technology Symposium

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Program Abstract

The International Symposium on Instructional Technology and Education of the Deaf was held at NTID June 27- 30, 2005. The symposium offerings included presentations by 44 speakers, two plenary addresses, 24 poster sessions, and 10 exhibits. A major goal of the Symposium was to make information presented available on the Symposium Web Site (http://www.rit.edu/~techsym) for worldwide dissemination. Each presentation and poster summary, as well as abstract is available on the WWW, as are complete papers. Presentation media can also be viewed, along with the captions generated during each presentation. A captioned video presentation of each plenary and concurrent session also are available. This presentation will review the highlights of the 2005 Symposium, with emphasis on accessing resources from the WWW.

Contents

1) Two Page Summary of Symposium
   http://www.rit.edu/~techsym/2005rpt.pdf
2) Overall Symposium Evaluation Report
   http://www.rit.edu/~techsym/Overall_Symposium_Eval_05.pdf
3) How to Access Resources From Symposium Web Site
   http://www.rit.edu/~techsym/2003/howtouse.pdf
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   http://www.pen.ntid.rit.edu/ewc/pepnet06/2005symhnd.pdf

Instructional Technology and Education of the Deaf:

Supporting Learners, K-College
An International Symposium – June 25 – July 1, 2005
http://www.rit.edu/~techsym

The National Technical Institute for the Deaf (NTID) co-hosted, with The Nippon Foundation of Japan and PEN-International, an international symposium entitled, "Instructional Technology and Education of the Deaf: Supporting Learners, K-College" June 27 – July 1, 2005, on the campus of Rochester Institute of Technology (RIT) in Rochester, New York. The primary goal of the Symposium was to provide a forum, for educators supporting deaf and hard-of-hearing students, to disseminate information relative to current and future innovations and developments in the use of educational media and technology within the teaching and learning process.

A total of 230 teachers, administrators, and technologists representing 17 countries attended the Symposium. The Symposium consisted of two plenary addresses, 44 concurrent presentations, 24 poster sessions, and eight commercial exhibits. In addition, 10 post-symposium workshops were offered to provide participants with a hands-on opportunity to develop skills in the application of instructional technologies.

On Monday, June 27, 2005, Judith E. Heumann, Advisor, Disability and Development at The World Bank opened the Symposium as the first plenary speaker. On Wednesday morning, June 29, 2005, Markku Jokinen, President of the World Federation of the Deaf, addressed the Symposium as the concluding plenary speaker.

The presentations that were rated most favorably included:

- "Technology Integration in the K-12 Classroom" (T11A)

- "BSL Tuition in the Hands of Deaf People – a BSL Academy" (T10C)

- "Creating a Book-on-Demand: Publishing a Workshop Planner's Guide for Promoting Classroom Access" (T9A)

- "Technology in the ASL/English Bilingual Classroom" (T10A)

- "Achieving Goals! Career Stories of Individuals Who are Deaf or Hard of Hearing" (W10C)

- "I Can SEE What You HEAR!" (T10D)

"It's been my new inspiration and motivation."

2005 Symposium Participant

"I thought the selection of topics matched my interests and needs best of all."

2005 Symposium Participant

"The presenter provided me with a wealth of information that I am excited about using in my classroom! This presentation was wonderful!"

2005 Symposium Participant

"Congratulations for the excellent symposium. It was excellent in every aspect (organization, content, speakers, exhibitions, hospitality). I'm so glad I participated. I learned a lot and I had the opportunity to meet and talk to many good people."

2005 Symposium Participant

1/4/2006

Photographs of Symposium

Any of these photographs can be made available in high resolution for use in publications.

    a. Monday
        http://www.pen.ntid.rit.edu/images/techsym05/M/index.htm
    b. Tuesday
        http://www.pen.ntid.rit.edu/images/techsym05/T/index.htm
    c. Wednesday
        http://www.pen.ntid.rit.edu/images/techsym05/W/index.htm
    d. Workshops (and Lunch)
        http://www.pen.ntid.rit.edu/images/techsym05/WS/index.htm

For Additional Information

An *Overall Symposium Evaluation Summary* (http://www.rit.edu/~techsym/Overall_Symposium_Eval_05.pdf) provides a brief background of the Symposium goals, participant backgrounds and analysis of responses to the Overall Symposium Evaluation submitted by attendees. A separate *Exhibitor Evaluation Summary* is available at http://www.rit.edu/~techsym/exhibeval05.pdf.

The complete Symposium schedule of two Plenary Addresses, 44 Formal Presentations and 24 Poster sessions is available at: http://www.rit.edu/~techsym/schedule.html. From this site, it is possible to link to full descriptions, presentation materials, handouts, video and caption displays of every session at the Symposium.

  Program Book (http://www.rit.edu/~techsym/pb05.pdf)

  Abstracts of Presentations and Posters (http://www.rit.edu/~techsym/abs05.pdf)

To learn how to access the 2005 and 2003 schedules and online resources, read "How to Access Symposium Presentation Resources on the WWW" (http://www.rit.edu/~techsym/2003/howtouse.pdf) . This document describes how to view, online, all presentation summaries, abstracts, media files, captions and video files.

The "Program at a Glance" which includes a list of presentation titles, first authors, date/time of presentation or poster, along with a schedule of events for the Symposium, can be downloaded at: (http://www.rit.edu/~techsym/pag_05.pdf)

At the conclusion of the symposium, a "culminating luncheon" was held among symposium participants. The goals of this session were to foster reflection regarding symposium proceedings, and stimulate collective speculation regarding future potential for instructional technology in deaf education and what barriers are likely to hinder the realization of the optimal implementation of technology.   The following notes attempt to capture the rich discussions that ensued. (http://www.rit.edu/~techsym/CulLunchSum.pdf)

Contact

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Technology Symposium: http://www.rit.edu/~techsym

Instructional Technology and Education of the Deaf
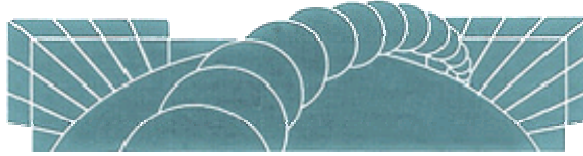
Supporting Learners, K – College
An International Symposium
Sponsored by National Technical Institute for the Deaf at Rochester Institute of Technology
The Nippon Foundation of Japan and PEN-International
June 27 – July 1, 2005
http://www.rit.edu/~techsym

Overall Symposium Evaluation Summary

Executive Summary

The National Technical Institute for the Deaf (NTID) co-hosted, with The Nippon Foundation of Japan and PEN-International, an international symposium entitled "Instructional Technology and Education of the Deaf: Supporting Learners, K-College" June 27 – July 1, 2005, on the campus of Rochester Institute of Technology (RIT) in Rochester, New York. The primary goal of the Symposium was to provide a forum, for educators supporting deaf and hard-of-hearing students, to disseminate information relative to current and future innovations and developments in the use of educational media and technology within the teaching and learning process.

A total of 230 teachers, administrators, technologists, and researchers representing 17 countries attended the Symposium. The Symposium consisted of two plenary addresses, 44 formal concurrent presentations, 24 poster sessions, and eight commercial exhibits. Of the formal concurrent presentations, most (32 out of 44) of the topics related to all audiences, eight specifically targeted participants affiliated with K-12, and four targeted participants affiliated with deaf and hard-of-hearing stu-

Judith E. Heumann
Advisor, Disability and Development at The World Bank, Opened Symposium as First Plenary Speaker

dents at the college level only. In addition, 10 post-symposium workshops were offered to provide a hands-on opportunity for participants to develop skills in the application of instructional technologies.

On Monday, June 27, 2005, Judith E. Heumann, Advisor, Disability and Development at The World Bank, opened the Symposium as the first plenary speaker. Ms. Heumann spoke to Symposium participants about the technological advances benefiting individuals with disabilities. On Wednesday, June 29, 2005, Markku Jokinen, President of the World Federation of the Deaf, addressed the Symposium as the concluding plenary speaker. Mr. Jokinen's speech focused on the current impact of instructional technology and how to position oneself appropriately for the future.

Markku Jokinen
President of the World Federation of the Deaf,
Addressed Symposium as Concluding Plenary Speaker

Rosemary Stifter of Laurent Clerc NDEC Presents "Technology in the ASL/English Bilingual Classroom," One of the Highest Rated Sessions at the Symposium

An additional goal of the Symposium was to make the information presented available on its wWeb site for worldwide dissemination. Each presentation, poster summary, and abstract was posted on the Web site as well as entire papers, PowerPoint slide shows, and captioned video presentations. Complete symWposium information and program details can be found at http://www.rit.edu/~techsym.

In an effort to continuously improve the Symposium, the sponsors, -- the National Technical Institute for the Deaf at Rochester Institute of Technology, The Nippon Foundation of Japan and PEN-International, -- conducted various evaluations to assess participants' experiences. This report summarizes the Overall Symposium Evaluation results only. Separate evaluation summaries have been generated for the Formal Concurrent Presentations and the Post-Symposium Workshops. The evaluation results are extremely favorable within all areas. These additional summary reports are available upon request by contacting E. William Clymer, Chairperson Technology Symposium, techsym@rit.edu, 585-475-6894 (V/TTY).

The Symposium was extremely successful. Almost all (97%) participants rated the Symposium either excellent (70%) or good (27%). Similarly, 97% of participants rated the strategies for supporting communication (interpreting, captions) very favorably (84% excellent, 13% good).

Satisfaction levels were consistently high among all of the attributes relating to the Symposium. Eight out of the 10 attributes were rated 90% or higher. Participants were most satisfied with the attributes relating to NTID facilities, distribution of information prior to the Symposium, food service, variety and quality of formal concurrent presentations, and the Symposium being a valuable resource and offering information and strategies that met overall needs.

Networking with colleagues from different nations played a very important role in the success of the Symposium. Many participants mentioned the variety of people from different countries when asked what they liked most about their overall Symposium experience. Many other participants felt the whole Symposium was very well organized and enjoyable, the selection of topics ideal, and the introduction to practical technological information that can be implemented immediately to be invaluable.

Most participants said they plan to share, recommend, or integrate the new information/technology learned at the Symposium at their worksite. Many others said they will further investigate ideas and strategies for possible implementation. Several participants mentioned having a renewed sense of inspiration and motivation to teach as a result of attending the Symposium.

James Mallory of NTID/RIT, Presents "SnagIt" Post-Symposium Workshop

Zhong Zhanguo of Changchun University Presents "Doing Math with PEN-International" Poster Session

The formal concurrent presentations that were rated most favorably include:

- *"Technology Integration in the K-12 Classroom"* (T11A)

- *"BSL Tuition in the Hands of Deaf People – a BSL Academy"* (T10C)

- *"Creating a Book-on-Demand: Publishing a Workshop Planner's Guide for Promoting Classroom Access"* (T9A)

- *"Technology in the ASL/English Bilingual Classroom"* (T10A)

- *"Achieving Goals! Career Stories of Individuals Who are Deaf or Hard of Hearing"* (W10C)

- *"I Can SEE What You HEAR"* (T10D)

More than 80% of all participants attending these sessions rated them as excellent. An overview of each of these highly rated presentations are provided below.

Technology Integration in the K-12 Classroom (T11A)

Mari Liles
Texas School for the Deaf
Email: mari.liles@tsd.state.tx.us

Date: Tuesday, 6/28/05 – 11:00 AM
Location: LBJ (060) Panara Theatre
Strand: Using Technology to Support Learning
Audience: All

Summary: Students and teachers at Texas School for the Deaf are integrating technology into every aspect of the curriculum. Come see how our students and teachers are using electronic whiteboards (ACTIVBoards), document cameras (Elmos), laptops, digital cameras, various software applications and more to enhance and inspire learning.

(http://www.rit.edu/~techsym/detail.html#T11A)

BSL Tuition in the Hands of Deaf People – a BSL Academy (T10C)

A. Clark Denmark
University of Bristol
Email: a.c.denmark@bristol.ac.uk
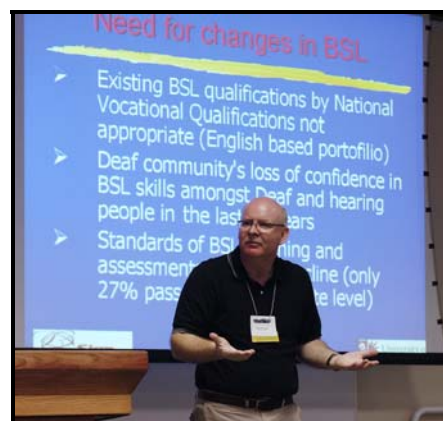**Co-presenter:** Tim Rarus

Date: Tuesday, 6/28/05 – 10:00 AM
Location: LBJ (060) 2590
Strand: Online and Distance Education
Audience: All

Summary: A Proposal from the British Deaf Association for training to establish a United Kingdom wide framework to support the Recruitment, Training and Deployment of British Sign Language Tutors, which will enhance their numbers, status and levels of Qualification through Distance Learning.

(http://www.rit.edu/~techsym/detail.html#T10C)

Creating a Book-on-Demand: Publishing a Workshop Planner's Guide for Promoting Classroom Access (T9A)

Donald Beil
NTID/RIT
Email: don.beil@rit.edu
Co-presenters: Alan Cutcliffe, Susan Foster,
Gary L. Long, Marsha Young

Date: Tuesday, 6/28/05 – 9:00 AM
Location: LBJ (060) Panara Theatre
Strand: Using Technology to Support Learning
Audience: All

Summary: This session describes the experiences of Project Access, which promotes access for deaf/hard-of-hearing students, in creating a book-on-demand on leading workshops that promote access. The processes of creating source material, designing pages, and working with an on-line publisher to catalog and print books one at a time as needed will be described.

(http://www.rit.edu/~techsym/detail.html#T9A)

Technology in the ASL/English Bilingual Classroom (T10A)

Rosemary Stifter
Laurent Clerc National Deaf Education Center
Email: rosemary.stifter@gallaudet.edu

Date: Tuesday, 6/28/05 – 10:00 AM
Location: LBJ (060) Panara Theatre
Strand: Using Technology to Support Learning
Audience: K-12

Summary: Our goal is to create an ASL/English bilingual classroom using technology to enhance social and academic proficiency in both languages. Examples of technology use will be provided to reflect the interactions between two languages and how students benefit from hands on experiences and visual learning in a linguistically rich environment.

(http://www.rit.edu/~techsym/detail.html#T10A)

Achieving Goals! Career Stories of Individuals Who are Deaf or Hard of Hearing (W10C)

Pat Billies
NTID/RIT
Email: pabnca@rit.edu
Co-presenter: Regina Kiperman-Kiselgof

Date: Wednesday, 6/29/05 – 10:00 AM
Location: LBJ (060) 2590
Strand: Online and Distance Education
Audience: All

Summary: Come and view the multi- award winning video and Web site project, providing strong role models that influence the aspirations of young students who are deaf or hard of hearing! Newly released video features individuals working with computers!

(http://www.rit.edu/~techsym/detail.html#W10C)

I CAN See What You HEAR! (T10D)

Pat Billies
NTID/RIT
Email: pabnca@rit.edu
Co-presenter: Marcia Kolvitz

Date: Tuesday, 6/28/05 – 10:00 AM
Location: LBJ (060) 3237
Strand: Using Technology to Support Learning
Audience: All

Summary: Exciting new technologies make it easier for deaf and hard-of-hearing students to access classroom as well as co-curricular activities! This presentation will look beyond traditional interpreting and notetaking. We'll introduce you to various systems of speech-to-print technologies for classroom access, both live and remote: Realtime Captioning and C-Print. Video remote interpreting will also be discussed as an option to traditional "live' interpreting. Innovative wireless technologies such as video relay interpreting and Internet-based systems will also be discussed.

(http://www.rit.edu/~techsym/detail.html#T10D)

Methodology

Evaluation Design

The evaluation instrument consisted of 19 questions. The types of questions included rating scale, open-ended, and classification questions. 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 like most about the Symposium, suggestions for improving the Symposium, and what changes they intend to make at their worksite as a result of their experiences.

A copy of the evaluation form can be viewed at http://www.rit.edu/~techsym.

Sampling

The evaluation was conducted using a self-administered methodology. The Overall Symposium Evaluation form was included in the set of materials distributed to all participants at registration and also available online. Participants were reminded during the closing luncheon to complete the Overall Symposium Evaluation and return the completed survey to the registration desk. A handful of evaluations were submitted electronically. Evaluations were accepted through August 7, 2005.

All 230 participants had the opportunity to complete an Overall Symposium Evaluation. Of the 230 participants, a total of 31 evaluations were completed resulting in a 14% response rate and a

Registration Desk

±16% margin of error in estimated values in the participant population (based on the finite population correction factor at the 95% confidence level). Although the return rate is low, it is fairly consistent with the response rate from the 2001 Technology Symposium (18%). Decisions that were made based on the 2001 data were proven to be accurate and extremely beneficial.

Analysis

Data obtained from the evaluation forms were tabulated for the entire sample, as well as broken down by curriculum level affiliation (K-12, Postsecondary, Other) and job function (Teacher, Administrator, Technologist, Researcher). Differences between demographic categories were considered statistically significant when p-values (or attained-significance levels) are equal to or less than 0.05. 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 participants.

In addition, all open-ended questions were coded in an effort to quantify responses. The actual verbatim responses are included at the end of the summary report.

Symposium participants visiting exhibits at their leisure.

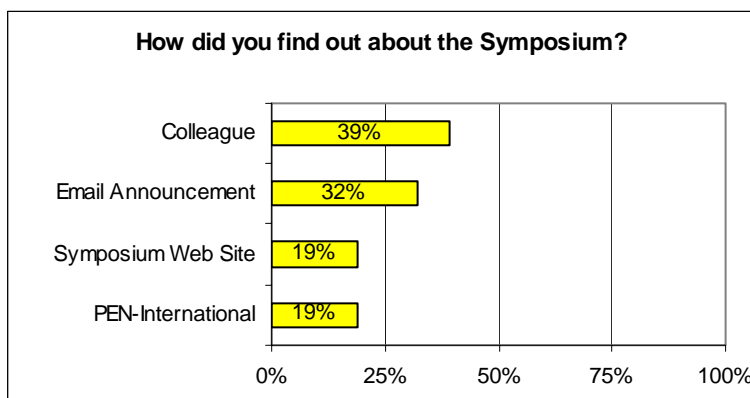# Demographic Profile of Participants

The demographic profiles of participants are provided below. The demographic variables captured from participants that completed the Overall Symposium Evaluation were comparable to the demographic variables of all Symposium registrants provided by PEN-International. One-third (33%) of all Symposium participants met the early registration deadline. Fourteen individuals took advantage of a 10% discount in registration fees by participating in two conferences: the Technology Symposium and the Literacy in the English Classroom and Beyond Conference that was held at NTID a few days prior to the Technology Symposium. Thirty-eight percent (38%) of the participants presented material at the Symposium, and 14% of participants requested a sign language interpreter.

NTID/RIT faculty and staff conducted 15 out of the 44 concurrent sessions (34%) and 7 out of the 24 poster sessions (29%). PEN-International partners and associates conducted 1 concurrent session (2%) and 9 poster sessions (38%).

Participants represented 93 different organizations from 17 countries, including Russia, China, Japan, Thailand, Philippines, Canada, Finland, Greece, Italy, Korea, United Kingdom, Czech Republic, Denmark, Hong Kong, Norway, Viet Nam, and the United States.

Demographic Profile of Participants Symposium Registrant Population vs. Overall Symposium Evaluation Sample		
	Symposium Registrant Population	Overall Symposium Evaluation Sample
Curriculum Level Affiliation		
Postsecondary	33%	68%
K-12	14%	16%
Other	53%	24%
Job Function		
Teaching Faculty	32%	52%
Administrator	15%	35%
Technologist	10%	12%
Researcher	N/A	16%
Not Specified / No Answer	43%	10%

Thirty-nine percent (39%) of respondents said they learned about the Symposium through a colleague. Similarly, one-third (32%) said they received an email announcement informing them about the Symposium. Other respondents said they found out about the Symposium through the Web Site (19%) or directly through a PEN-International representative (19%).

How did you find out about the Symposium?

| Category	Percentage
Colleague	39%
Email Announcement	32%
Symposium Web Site	19%
PEN-International	19%

Respondents were asked to rate their overall assessment of the Symposium. Seventy percent (70%) of respondents said they thought the Symposium was excellent. Twenty-seven percent (27%) rated the Symposium as good, and the remaining 3% rated the Symposium as fair.

> *"Congratulations for the excellent Symposium. It was excellent in every aspect (organization, content, speakers, exhibitions, hospitality). I'm so glad I participated. I learned a lot and I had the opportunity to meet and talk to many good people."*

> *"What a wonderful conference you and your incredible colleagues hosted at NTID! As always, my expectations were thoroughly exceeded. The feeling of welcome embrace is unmatched at other conferences."*

> *"The overall impact of this Symposium for one is the encouragement it has given me in trying out technology in delivering instruction. I am not a tech-savvy person and I consider myself to be a techno-phobe and this Symposium has got me thinking that learning new technology may not be as difficult as I think it is and the rewards in my classroom may well be worth it."*

Eighty-four percent (84%) of respondents felt the strategies for supporting communication at the Symposium (interpreting, captions) were excellent. Thirteen percent (13%) of participants rated the strategies for supporting communication as good and 3% rated it as fair.

Overall, I thought the Symposium was…?

- Excellent: 70%
- Good: 27%
- Fair: 3%
- Poor: 0%

The strategies for supporting communications at the Symposium (interpreting, captions) were…?

- Excellent: 84%
- Good: 13%
- Fair: 3%
- Poor: 0%
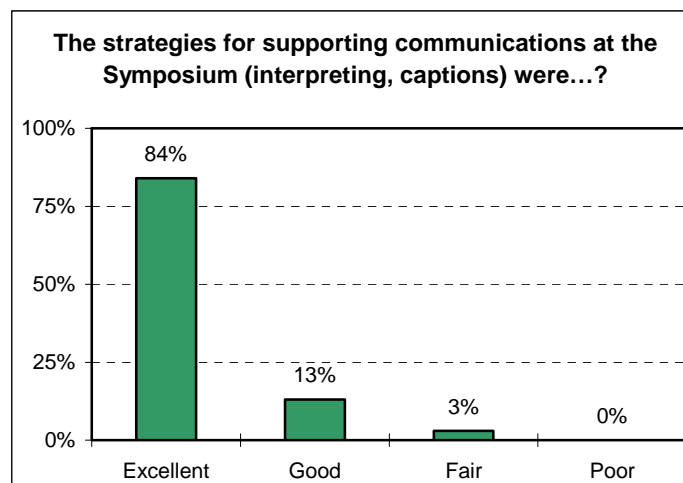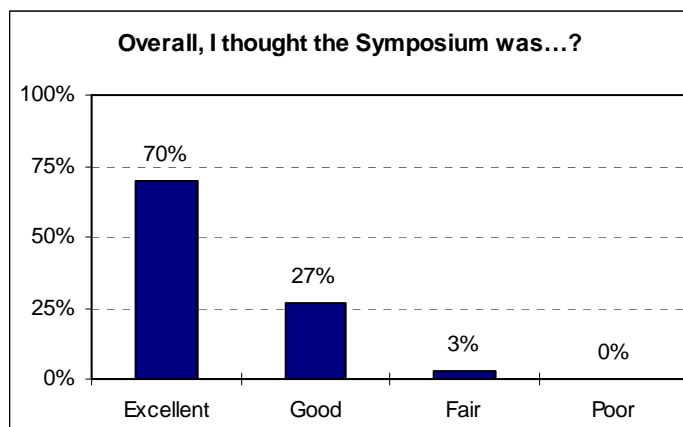
Symposium participants socializing during a reception near the commercial exhibits

Respondents were asked to rate their level of agreement/disagreement to a series of statements related to the Symposium. Respondents were most satisfied with NTID facilities, distribution of information prior to the Symposium, food service, variety and quality of formal concurrent presentations, and the Symposium being a valuable resource and offering information and strategies that met overall needs. The following graph outlines the findings by question in descending order.

Over two-thirds (68%) of respondents strongly agreed that the NTID facilities (meeting rooms, audiovisual equipment, etc.) effectively supported Symposium sessions. The remaining one-third (32%) agreed with this statement.

"Excellent technical support."

Similarly, 67% of respondents strongly agreed that the information distributed prior to the Symposium was helpful in making plans to attend. Again, the remaining one-third (33%) agreed with this statement.

"The information distributed prior to the Symposium was excellent."

Level of Agreement/Disagreement with Various Attributes Related to the Symposium

Legend: ■ Strongly Agree □ Agree □ No Opinion ■ Disagree (Net)

- Q6. NTID Facilities Effectively Supported
- Q5. Information Distribution Prior Helpful
- Q10. Food Service Appropriate Quality
- Q3. Variety, Quality Concurrent Sessions
- Q8. Symposium Valuable Resource
- Q1. Information and Strategies Met Needs
- Q2. Variety, Quality Plenary Addresses
- Q9. Web Site Useful Info, Easy to Use
- Q7. Good Mix K-12, Postsecondary Offerings
- Q4. Variety, Quality Poster Sessions

Axis: 0% 25% 50% 75% 100%

Harold Johnson of Kent State University Presents "Classrooms as Learning Portals: Teachers & Students as Learners" Formal Concurrent Presentation
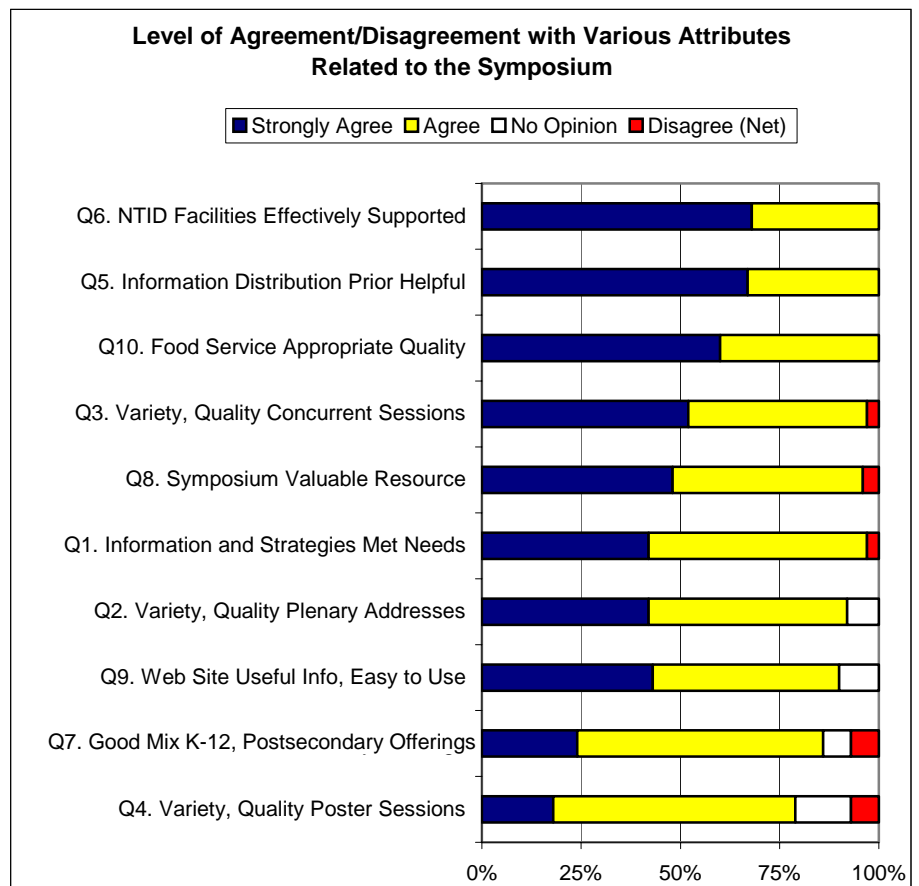
All (100%) of the respondents either strongly agreed (60%) or agreed (40%) that the food service for lunch and receptions was adequate and of appropriate quality for the Symposium. Ninety-seven percent (97%) of respondents agreed (strongly agree/agree net score) that the concurrent sessions offered the variety and quality that they look for in conference programs. Teaching faculty respondents were more likely, than respondents in other job functions, to strongly agree with this statement (statistically significant difference).

"I liked the variety of the presentations from the many countries. This gave us a clearer picture of what is being taught around the world for the deaf and hard-of-hearing people."

Similarly, 97% agreed (strongly agree/agree net score) that the Symposium was a valuable resource of ideas and insights regarding applications of instructional technologies to support deaf and hard-of-hearing students, and that overall, the Symposium offered information and strategies that met needs. Respondents in administrator positions were less likely, than respondents in other job functions, to strongly agree that the Symposium offered information and strategies that met their needs (statistically significant difference).

"I thought the selection of topics matched my interests and needs the best of all."

Other attributes that were rated 90% or higher included the variety and quality of the plenary sessions (42% strongly agreed, 50% agreed), and the usefulness of the Symposium Web Site (43% strongly agreed, 47% agreed).

The lowest rated attribute was the variety and quality of the poster sessions. Seventy-nine percent (79%) either strongly agreed (18%) or agreed (61%) that the poster sessions offered the variety and quality that they look for in conference programs. A few respondents commented, in open-ended format, that the poster sessions seemed the same as the last the Symposium. Similarly, 86% of respondents agreed (strongly agree/agree net score) that there was a good mix of K-12 and postsecondary offerings at the Symposium, however this finding did not differ significantly by curriculum level affiliation.

"Poster sessions seemed repetitive of last Symposium poster sessions."

"There was very limited sessions that met the needs of K-12 program. Many of the sessions were similar in content! Greater variety of workshops or sessions."

"Some sessions were marked 'all' – they seemed to be more K-12 focused."

Level of Agreement/Disagreement with Statement: The last week in June is a convenient time of the year for me to attend professional meetings.
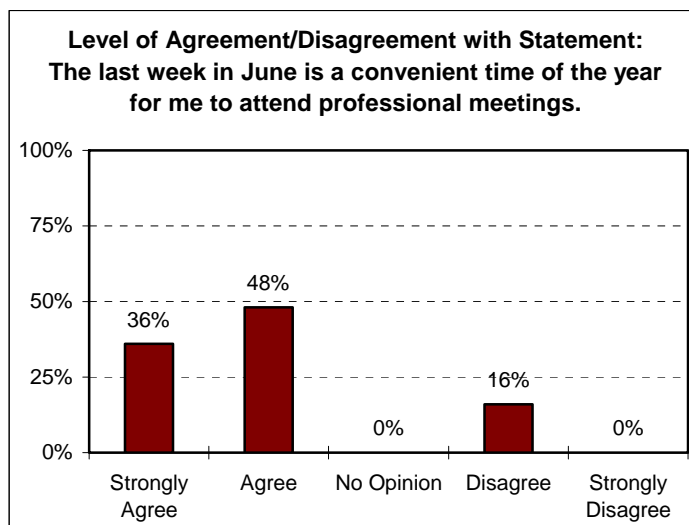
June appears to be a convenient time of the year to hold a symposium for most of the respondents. Eighty-four percent (84%) said they either strongly agreed (36%) or agreed (48%) that the last week in June is a convenient time of the year to attend professional meetings. Sixteen percent (16%) of respondents disagreed with this statement. One respondent from Russia explained that June is not a convenient time of the year because it is the end of their academic year.

"The end of June is the end of the academic year in Russia, so this was not the best time for attending!"

Respondents were asked, in open-ended format, what they liked most about the Symposium. Thirty-nine percent (39%) said they liked networking with colleagues from around the world most. Twenty-nine percent (29%) mentioned comments relating to the operations and organization of the Symposium including friendly and helpful staff, sessions flowing smoothly, and session length being ideal. Similarly, 21% mentioned that they liked the variety/selection of topics most.

"The opportunity to communicate with colleagues from around the world."

"Very pleasant staff. Friendly and helpful."

"The sessions were well managed and flowed smoothly."

"The variation and ability to pick and choose between subjects of interest."

Thirteen percent (13%) of respondents appreciated receiving practical information that they could implement immediately. Ten percent (10%) of respondents said they liked learning about new technologies, and sharing and discussing different teaching approaches. A few respondents (6%) said they felt the keynote speakers were excellent.

Question 14
What did you like most about the Symposium?
• Networking with colleagues from around world – *39%*
• Operations: Friendly staff, flowed nicely, session length – *29%*
• Variety / Selection of topics – *21%*
• Provided practical information – *13%*
• Gained knowledge about new technologies – *10%*
• Sharing different teaching approaches / Discussions – *10%*
• Keynote speakers – *6%*

"Succinct precise information I can use immediately and implement in my region for minimal cost!!!"

"The practical suggestions and technologies presented here were outstanding because of the very fact they were practical!"

"New knowledge about technologies (IdeaTools, Tablet, etc.)."

"An opportunity to meet different people and exposure to different approaches adopted."

"Great keynote speakers!"

"Judy Heumann was outstanding."

Forty-five percent (45%) of respondents did not include any suggestions for improving the Symposium. Sixteen percent (16%) of respondents suggested improving the Symposium by dealing with various facility/environmental issues. These respondents specifically mentioned the chairs were uncomfortable, the temperature was a little too cold, and the lack of tables for the purpose of note taking was less than ideal.

Question 15
Any suggestions for improvement?
• Issues related to facilities/environment – *16%*
• More social events / Opportunities to network – *13%*
• Foreign interpreters distracting – *13%*
• Greater variety of sessions / Too similar in content – *13%*
• Include hands-on workshops as part of Symposium – *10%*
• Poster sessions repetitive from last Symposium – *6%*

"The chairs were horribly uncomfortable."

"A little chilly."

"It is hard to balance notes on your lap, maybe desks and chairs, or chairs with partial desks would help."

Thirteen percent (13%) of respondents suggested implementing more social events and opportunities to network, particularly in the evening. Similarly, 13% suggested that foreign interpreters and their delegates wear microphones and earpieces in an effort to be less distracting to other participants. One respondent suggested using the Thai interpreters as a model because *"very rarely did you recognize they were the interpreters in the session."*

"It would be great to have some kind of social program (for the evening)."

"Perhaps more opportunities to mix with other participants."

"It would be helpful if spoken language interpreters used some type of assistive devices to assist with the interpreting process. It became difficult to focus and learn during several workshops due to the high noise level."

"Accommodations for foreign delegates that also do not distract the other delegates. Maybe a microphone with the foreign language interpreter and earpiece for the foreign delegate so that other delegates are not confused with several voices speaking at one time."

Networking Opportunity During Lunch

Other respondents suggested a greater variety of sessions that differed more in content (13%), including the hands-on workshops as part of the Symposium (10%), and offering new and different poster sessions (6%).

"I would increase the number of the presentations dedicated to the use of the new technologies for teaching deaf and hard-of-hearing students."

"Make the post-symposium workshops part of the active schedule of events. It was a let down to come on Thursday to an empty building tearing things down."

"I felt that there was very little that was new and very exciting, especially the poster sessions."

Participants were asked, in open-ended format, what changes they plan on making at their worksite as a result of their Symposium experiences. Thirty-six percent (36%) of respondents said they plan to share, recommend, or integrate the new ideas/strategies. Several of these respondents acknowledged a renewed sense of inspiration and motivation to teach as a result of attending the Symposium.

| **Question 16** |
| **Based on your Symposium experiences, what changes will you make at your worksite, your professional development activities, or your studies?** |
| • Share, recommend, integrate new ideas/strategies – *36%* |
| • Conduct further research on new ideas/strategies – *16%* |
| • Reach out to new contacts – *11%* |

"I'll certainly share the information with my colleagues, which will hopefully motivate all of us to use technical facilities in class in a more varied way."

"Bringing back two strategies: Authoring with Video, MS Producer. Two ideas we can directly use now."

"A major overhaul of my lesson plans incorporating better visuals and assisting aids for the deaf."

"It's been my new inspiration and motivation."

Sixteen percent (16%) of respondents said they will be conducting further research on the new ideas and strategies before implementation at their worksite. Others said they plan to reach out to new contacts that they have made and/or friendships that they have renewed (11%).

"I'll investigate ways to improve access across the distance learning and Web-based curriculums."

"Will begin more investigation into additional technologies."

Verbatim Comments

Question 14: What did you like most about the Symposium?

Wide variety of individuals in attendance. Well done!

I thought the selection of topics matched my interests and needs the best of all these IT and Ed of Deaf Symposiums.

The support staff was excellent.

The opportunity to communicate with colleagues from different countries. New knowledge about technologies (IdeaTools, Tablet, etc.).

Presentations relevant to teaching English to the deaf, and video-based presentations on successful members of deaf community worldwide and meeting friends from all over the world.

Possibilities to meet colleagues from other countries.

A lot of the presenters talked about their topics in simple terms and I did not have to be tech-savvy to understand what they were trying to say.

The variation and the ability to pick and choose between subjects of interest.

Succinct precise information I can use immediately and implement in my region for minimal cost!!!

Opportunity to renew some friendships and see what was happening in other schools for the deaf. Tuesdays sessions in the AM were much better.

The sessions time was very well managed and flowed smoothly between sessions. In closing, however, I want to acknowledge the amount of work in organizing the Symposium and thank the efforts of all who were involved.

Variety. Excellent technical support. Very pleasant staff. Friendly and helpful.

Length of time for presentations and discussions.

The atmosphere.

Great keynote speakers!

Like it all. It's very pleasurable for us.

An opportunity to meet different people and exposure to different approaches adopted.

Information distributed prior to the Symposium, the NTID facilities, and the Symposium was a valuable resource of ideas and insights regarding applications of instructional technologies.

I liked the variety of the presentations from the many countries. This gave us a clearer picture of what is being taught around the world for the deaf and hard-of-hearing people.

The practical suggestions and technologies presented here were outstanding because of the very fact they were practical!

Variety of speakers from around the world. Ongoing water supply and coffee pot. Hands-on workshops on Wednesday and Thursday (post-symposium workshops). Networking with others, discussion with peers.

Judy Heumann was outstanding. The information distributed prior to the Symposium was excellent.

Variety of presentations.

Question 15: Any suggestions for improving the Symposium?

There was very limited sessions that met the needs of a K-12 program. I was disappointed after attending several of your conferences. Many of the sessions were similar in content! Greater variety of workshops or sessions. More vendors of products for the deaf. Longer sessions. Consider establishing different locations throughout the country. Virtual tours of facilities or set ups.

Regarding #6 (NTID Facilities) Some rooms were a little awkward, but well-equipped!

Why not use the participants more? Maybe use untraditional forms of meeting, which allow the participants to share and discuss their knowledges, maybe use "open space" methodology?

The end of June is the end of the academic year in Russia, so this was not the best time for attending! Making the Symposium a little longer might be a good idea too. It would also be great to have some kind of social program (for the evening).

Tables so it's easier to write notes and not try to write with the paper on our laps. Accommodations for foreign delegates that also do not distract the other delegates. Maybe a microphone with the foreign language interpreter and earpiece for the foreign delegate so that other delegates are not confused with several voices speaking at one time. I don't know if this is possible but just a suggestion.

I would greatly appreciate a session focusing on financial resources, institutions known for supporting our populations, and grant possibilities! Help! There's not an official category to address this issue and I know it's not under direct control of the Symposium itself, but the chairs were horribly uncomfortable.

This was my third Symposium and while I enjoyed the sessions I attended, I also felt that there was very little that was new and very exciting, especially the poster sessions. Got me to wonder if tech development in the area of education (in general) and for the deaf (in particular) have reached some leveling off plateau. I also noticed (or perceived) that the attendance this year seemed to be less than in 2001 and 2003. There were noticeably very few representatives from down state NY and I cannot help wonder why that is so? In general, I felt the enthusiasm to be somewhat flat and the buzz of excitement melted. I believe in 2001 and 2003, entertainment was provided on the first night which brought attendees together in a very social way. Also, in 2003 there were keynote speakers each day in the morning. Yeah, overall I felt the reduction and cutting back, which will give me pause as to whether or not I'll attend if offered in 2007.

A little chilly. More acknowledgment of co-presenters on program.

Require presenters to send outlines to interpreters at least a week prior to the conference. Have a meeting for presenters and interpreters, and optionally captioners, the evening before the presentations. The voice interpreting and some of the sign interpreting was often embarrassingly poor. Consider hiring conference interpreting from outside.

More on individual pieces of software technology.

None. I've been satisfied.

Poster sessions seemed repetitive of last Symposium poster session.

Perhaps more opportunities to mix with other participants.

Everything was wonderful.

I would increase the number of the presentations dedicated to the use of the new technologies for teaching deaf and hard-of-hearing students.

Make the post-symposium workshops part of the active schedule of events. It was a let down to come on Thursday to an empty building tearing things down.

The price of the workshops on Wednesday/Thursday were a bit high (post-workshops). It is hard to balance notes on your lap, maybe desks and chairs or chairs with partial desks would help. Allow more discussion time on closing day or another day at lunch, by the time we got lunch, I had to hurry to get to 1:00 PM workshop.

Should have had more K-12 offerings. Make sure the international interpreters use wired loops for their clients who wear earphones to receive.

Lunch on Wednesday was too slow, great food, but should have had two lines.

Some sessions were marked "all"- they seemed to be more K-12 focused. It would be helpful if spoken language interpreters used some type of assistive devices to assist with the interpreting process. It became difficult to focus and learn during several workshops due to the high noise level. The Thai interpreters (voice and sign) provided a great model, very rarely did you recognize they were (the interpreters) in the session.

Question 16: Based on your Symposium experiences, what changes will you make at your worksite, your professional development activities, or in your studies?

I'll investigate ways to improve access across the distance learning and Web-based curriculums.

I will be much more aware of the many technical possibilities that do exist to facilitate a better learning experience for hard of hearing and deaf.

I'll certainly share the information with my colleagues, which will hopefully motivate all of us to use technical facilities in class in a more varied way.

The overall impact of this Symposium for one is the encouragement it has given in trying out technology in delivering instruction. I am not a tech-savvy person and I consider myself to be a techno-phobe and this Symposium has got me thinking that learning new technology may not be as difficult as I think it is and the rewards in my classroom may well be worth it.

Not a great deal! A couple of ideas I can add but disappointed in the conference this year! Some suggestions gained on Tuesday. We'll look at adding some hardware aspects.

Bringing back two strategies: Authoring with Video, MS Producer. Two ideas we can directly use now. New contracts and networks.

Explore greater use of Webcams for face-to-face distance communication.

It's been my new inspiration and motivation.

I am planning to improve teaching of the instructional technology to the deaf and hard-of-hearing students in accordance with ideas of this Symposium.

I would do my best to use the new technologies and the new products that were presented at the Symposium.

A major overhaul of my lesson plans incorporating better visuals and assisting aids for the deaf.

More aware of some things.
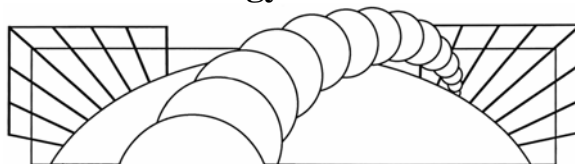
Experiment with more technology.

Several, but will begin more investigation into additional technologies.

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11/2/2005 2:53:06 PM

Instructional Technology and Education of the Deaf

Supporting Learners, K – College
An International Symposium
National Technical Institute for the Deaf

June 23- 27, 2003

Sponsored by
National Technical Institute for the Deaf at Rochester Institute of Technology
The Nippon Foundation of Japan and PEN-International

http://www.rit.edu/~techsym

How to Access Symposium Presentation Resources on the WWW

Symposium Background

Over 275 deaf education professionals, from 12 different countries met at NTID, June 23-27, 2003 for the Instructional Technology and Education of the Deaf Symposium. The program consisted of three plenary addresses, 42 formal presentations, 25 poster sessions, a recommendation report discussion, 13 commercial exhibits, and lots of time for conversation, sharing and networking. 106 individuals attended 16 pre-conference workshops.

Symposium Resources Online!

A major goal of the Symposium was to make the information presented at the Symposium available on the Symposium Web Site for wide dissemination. For each presentation at the Symposium, it is possible to read the presentation or poster summary and abstract. It is also possible to read a complete paper submitted by the presenters, to view the presentation media, such as PowerPoint, read the captions generated during each presentation, see a photograph of the presenter(s) and actually view a captioned video presentation of each plenary and concurrent session!

Each Plenary Address, Concurrent Session and Poster Session has a "Listing" on the Symposium Web Site. These listings provide linkages to the all the resources available for each session.

You can access each presentation listing from the Symposium Schedule or Session Lists. This document describes how to use either structure to find a presentation or poster listing.

Directory

Bill Clymer   Page 1   2/4/2004
PEN-International is funded by a grant of The Nippon Foundation of Japan to NTID
L:\Symposium 2005\Sym 03 Files\Summary Info 03\How to Use Sym 03 Web Site Updated.doc   1

Access Session Resources from the Symposium "Schedule"

1. From the Main Page of the Symposium Web Site (http://www.rit.edu/~techsym); on the bottom, left of the screen, select "Main Page" from the "Archive of June 2003 Web Pages".
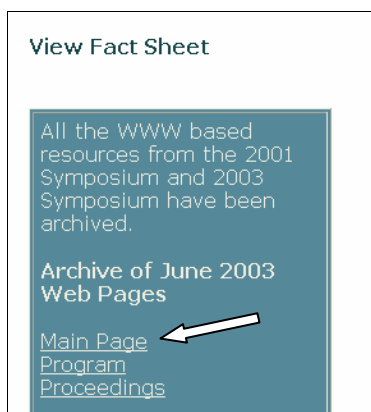
2. Select "Schedule" on the left menu.

3. Select a Plenary Address, Concurrent Session or Poster Session Time.

4. Select a Session Number.

Times	Session#	Name	Title	Audience	Room Number
8:30 AM	W830A	Symposium Committee	Opening	All	Panara Theatre
9:00 AM	W9A	Sasakawa, Yohei	The Growing Importance of Global Education Networks in the Age of Information Technology	All	Panara Theatre
10 AM	W10B	Elliot, Lisa	What's New with C-Print?	All	1510
	W10C	Burik, Linda	Active Learning Through Technology: Creating a Technology-Infused Environment to Actively Engage Deaf Students in the Learning Process	K-12	2590
	W10D	Roush, Danny	Providing Sign Language Access to Digital Information Using 3D Animation Technology: An Overview	All	3237

(Table caption: Wednesday—June 25)

5. View the "Listing" for the selected session. To learn more about the resources available under each listing go to "Presentation Resources Available from Session Listing", page 5.

The Growing Importance of Global Education Networks in the Age of Information Technology (W9A)

Yohei Sasakawa   Email:
President, The Nippon Foundation of Japan

Wednesday, 6/25/03 -- 9:00 AM
Location: LBJ [060] Panara Theatre

Strand:
Type: Plenary   **Audience:** All

Summary:

The Nippon Foundation supports assistance activities around the world with the belief that the world is a family and every individual that inhabits this Earth is an important family member. In recent years, the foundation has turned its attention to international educational networks and the use of technology in education as effective means for promoting educational and economic development across the world. In his speech, Mr. Sasakawa will touch on recent developments in the field and propose a vision for the future of international educational networks.

Abstract

Paper

Presentation

  - Media

  - Captions

  - Streaming Video

  - Photos

Bill Clymer   Page 3   2/4/2004
PEN-International is funded by a grant of The Nippon Foundation of Japan to NTID
L:\Symposium 2005\Sym 03 Files\Summary Info 03\How to Use Sym 03 Web Site Updated.doc   3

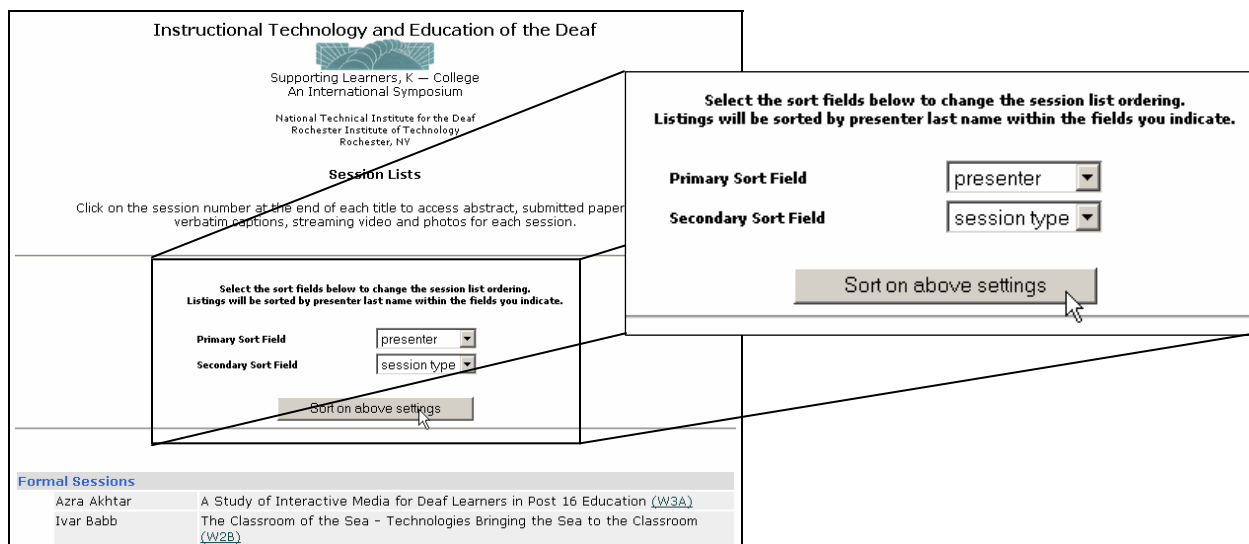# Access Session Resources from the Symposium "Session Lists"

1. From the Main Page of the Archive of the June 2003 Symposium Web pages (http://www.rit.edu/~techsym/2003), select "Session Lists" on the left menu.
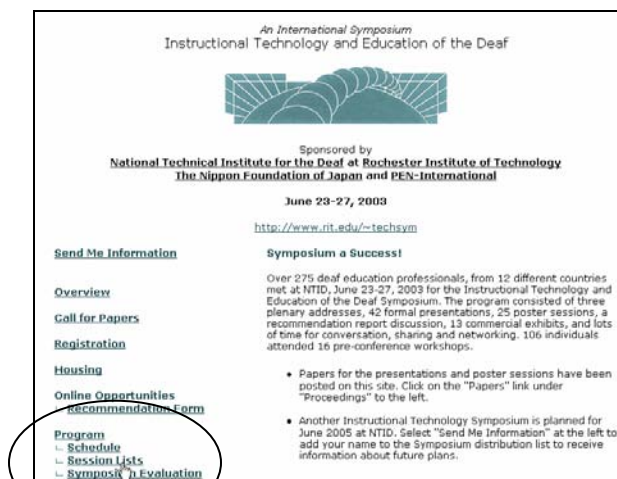
2. To facilitate access to sessions, it is possible to sort the sessions by date, type or presenter. After sorting, select a Session Number to obtain more information.

3. Select the session number to move to the session listing.

Bill Clymer   Page 4   2/4/2004
PEN-International is funded by a grant of The Nippon Foundation of Japan to NTID
L:\Symposium 2005\Sym 03 Files\Summary Info 03\How to Use Sym 03 Web Site Updated.doc   4

Presentation Resources Available from Session Listing

1. Click on the resource links to access materials related to the session. Note that some sessions may not contain all the listed resources because they have not been submitted by the author.

(Sample of a paper)

PowerPoint Presentation

The Growin...   ...Netwo...

Yohei Sasa...
President, T...

Wednesday,
Location: LBJ [060] Panara Theatre
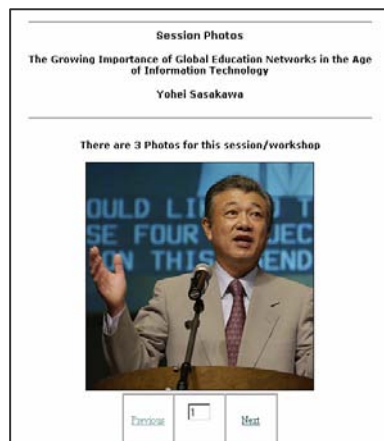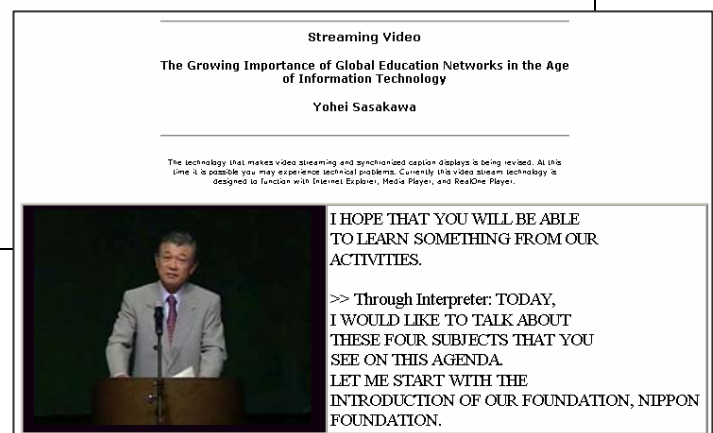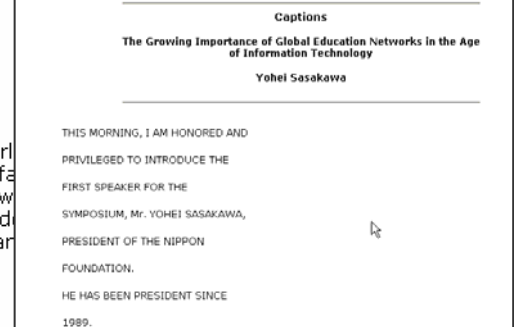
Strand:
Type: Plenary   Audience: All

Summary:

The Nippon Foundation supports assistance activities around the worl... family and every individual that inhabits this Earth is an important fa... foundation has turned its attention to international educational netw... education as effective means for promoting educational and economic d... speech, Mr. Sasakawa will touch on recent developments in the field a... international educational networks.

Abstract

Paper

Presentation

- Media

- Captions

- Streaming Video

- Photos

Today's Agenda

1. What kind of organization is The Nippon Foundation?
2. Face-to-Face Education
3. Education through Information Technology
4. Opportunities for the Future

Captions

The Growing Importance of Global Education Networks in the Age of Information Technology

Yohei Sasakawa

THIS MORNING, I AM HONORED AND
PRIVILEGED TO INTRODUCE THE
FIRST SPEAKER FOR THE
SYMPOSIUM, Mr. YOHEI SASAKAWA,
PRESIDENT OF THE NIPPON
FOUNDATION.
HE HAS BEEN PRESIDENT SINCE
1989.

Streaming Video

The Growing Importance of Global Education Networks in the Age of Information Technology

Yohei Sasakawa

The technology that makes video streaming and synchronized caption displays is being revised. At this time it is possible you may experience technical problems. Currently this video stream technology is designed to function with Internet Explorer, Media Player, and RealOne Player.

I HOPE THAT YOU WILL BE ABLE
TO LEARN SOMETHING FROM OUR
ACTIVITIES.

>> Through Interpreter: TODAY,
I WOULD LIKE TO TALK ABOUT
THESE FOUR SUBJECTS THAT YOU
SEE ON THIS AGENDA.
LET ME START WITH THE
INTRODUCTION OF OUR FOUNDATION, NIPPON
FOUNDATION.

Session Photos

The Growing Importance of Global Education Networks in the Age of Information Technology

Yohei Sasakawa

There are 3 Photos for this session/workshop

Previous   [1]   Next

Bill Clymer   Page 5   2/4/2004
PEN-International   ...on of Japan to NTID
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Handouts on Web
http://www.pen.ntid.rit.edu/ewc/pepnet06

Online Resources Available From the 2005 NTID Instructional Technology Symposium

E. William Clymer
Denise Kavin
Jim DeCaro

PEN-International

http://www.rit.edu/~techsym

April 6, 2006

Paper Presented at PEPNet 2006 Conference, Louisville, KY

1

Objectives

- Using http://www.rit.edu/~techsym You Will be Able to:
  - Search the NTID Symposium Web Site for Presentations and Poster Sessions
  - Given a Session Listing, to Access Related Media Files
- NTID Center on Access Technology
- 2008 Symposium

3/26/2006

2

Overview

- June 27 – July 1, 2005
- Sponsored by:
  - NTID
  - Nippon Foundation
  - PEN-International
- 248 Participants
  - 17 Countries

3/26/2006

3

Participants

- Curriculum Level
  - Postsecondary 33%
  - K-12 14%
  - Not Specified 53%
- Teachers 32%
- Administrators 15%
- Technologists 10%
- Not Specified 43%

3/26/2006

4

Program
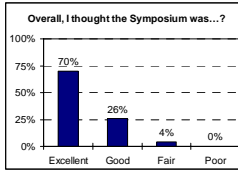
- 2 Plenary Addresses
- 44 Concurrent Presentations
- 24 Poster Sessions
- 8 Commercial Exhibits
- 10 Post-Symposium Workshops

3/26/2006

5

Overall Evaluation

Overall, I thought the Symposium was…?

70% Excellent
26% Good
4% Fair
0% Poor

"It's been my new inspiration and motivation."
2005 Symposium Participant

3/26/2006

6

Sign Language and Communication Services

- Skilled Interpreters
- Communication Facilitators
- Real-Time Captioning
- Real-Time Graphic Display
- Assistive Listening Devices

The strategies for supporting communication at the Symposium were…?

82%	14%	4%	0%
Excellent	Good	Fair	Poor

7
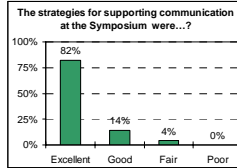
3/26/2006

Program Overview

- 4 Strands
  - Using Technology to Support Learning
  - Online and Distance Education
  - In-Service/Pre-Service Strategies for Educating Teachers in Technology
  - Assessing the Impact of Technology in the Teaching/Learning Process

8

3/26/2006

Plenary Addresses

- **Judith E. Heumann**

  Recognizing Technological Advances Benefiting Individuals with Disabilities; and Acting as Agents for Change

- **Markku Jokinen**

  Positioning Ourselves for the Impact of Instructional Technology: 2005 and Beyond

9

3/26/2006

Concurrent Presentations

- 44 Formal Presentations
- 30 Minutes for presentation; 15 minutes for discussion
- 4 Sessions held concurrently

"I thought the selection of topics matched my interests and needs best of all."

2005 Symposium Participant

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3/26/2006

Highest Rated Sessions

- *"Technology Integration in the K-12 Classroom"* (T11A)
- *"BSL Tuition in the Hands of Deaf People – a BSL Academy"* (T10C)
- *"Creating a Book-on-Demand: Publishing a Workshop Planner's Guide for Promoting Classroom Access"* (T9A)
- *"Technology in the ASL/English Bilingual Classroom"* (T10A)
- *"Achieving Goals! Career Stories of Individuals Who are Deaf or Hard of Hearing"* (W10C)
- *"I Can SEE What You HEAR!"* (T10D)

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3/26/2006

Technology Integration in the K-12 Classroom (T11A)

- **Mari Liles**
  Texas School for the Deaf
  Email: mari.liles@tsd.state.tx.us

  Tuesday, 6/28/05 -- 11:00 AM
  Location: LBJ [060] Panara Theatre

  Strand: Using Technology to Support Learning
  Type: Formal **Audience:** All

  Summary: Students and teachers at Texas School for the Deaf are integrating technology into every aspect of the curriculum. Come see how our students and teachers are using electronic whiteboards (ACTIVBoards), document cameras (Elmos), laptops, digital cameras, various software applications and more to enhance and inspire learning.

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3/26/2006

BSL Tuition in the Hands of Deaf People – a BSL Academy (T10C)

- **A. Clark Denmark**
  University of Bristol
  Email: a.c.denmark@bristol.ac.uk
- Tim Rarus

Tuesday, 6/28/05 -- 10:00 AM
Location: LBJ [060] 2590

Strand: Online and Distance Education
Type: Formal   **Audience:** All

Summary: A Proposal from the British Deaf Association for training to establish a United Kingdom wide framework to support the Recruitment, Training and Deployment of British Sign Language Tutors, which will enhance their numbers, status and levels of Qualification through Distance Learning.

13

3/26/2006

Creating a Book-on-Demand: Publishing a Workshop Planner's Guide for Promoting Classroom Access (T9A)

- **Donald Beil**
  NTID/RIT
  Email: don.beil@rit.edu
- Alan Cutcliffe
  Susan Foster
  Gary L. Long
  Marsha Young

Tuesday, 6/28/05 -- 9:00 AM
Location: LBJ [060] Panara Theatre

Strand: Using Technology to Support Learning
Type: Formal   **Audience:** All

Summary: This session describes the experiences of Project Access, which promotes access for deaf/hard-of-hearing students, in creating a book-on-demand on leading workshops that promote access. The processes of creating source material, designing pages, and working with an on-line publisher to catalog and print books one at a time as needed will be described.

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3/26/2006

Technology in the ASL/English Bilingual Classroom (T10A)

- **Rosemary Stifter**
  Laurent Clerc National
  Deaf Education Center
  Email: rosemary.stifter@gallaudet.edu

Tuesday, 6/28/05 -- 10:00 AM
Location: LBJ [060] Panara Theatre

Strand: Using Technology to Support Learning
Type: Formal   **Audience:** K-12
Summary: Our goal is to create an ASL/English bilingual classroom using technology to enhance social and academic proficiency in both languages. Examples of technology use will be provided to reflect the interactions between two languages and how students benefit from hands on experiences and visual learning in a linguistically rich environment.

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3/26/2006

Achieving Goals! Career Stories of Individuals Who are Deaf or Hard of Hearing (W10C)

- **Pat Billies**
  NTID/RIT
  Email: pabnca@rit.edu
- Regina Kiperman-Kiselgof

Wednesday, 6/29/05 -- 10:00 AM
Location: LBJ [060] 2590

Strand: Online and Distance Education
Type: Formal   **Audience:** All

Summary: Come and view the multi- award winning video and Web site project, providing strong role models that influence the aspirations of young students who are deaf or hard of hearing! Newly released video features individuals working with computers!

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3/26/2006

I Can SEE What You HEAR! (T10D)

- **Pat Billies**
  NTID/RIT
  Email: pabnca@rit.edu
- Marcia Kolvitz

Tuesday, 6/28/05 -- 10:00 AM
Location: LBJ [060] 3237

Strand: Using Technology to Support Learning
Type: Formal   **Audience:** All

Summary: Exciting new technologies make it easier for deaf and hard-of-hearing students to access classroom as well as co-curricular activities! This presentation will look beyond traditional interpreting and notetaking. We'll introduce you to various systems of speech-to-print technologies for classroom access, both live and remote: Realtime Captioning and C-Print. Video remote interpreting will also be discussed as an option to traditional "live" interpreting. Innovative wireless technologies such as video relay interpreting and Internet-based systems will also be discussed.

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3/26/2006

Poster Sessions

- 24 Poster sessions
- 12 at one time
- Opportunity to discuss one-on-one
- Hands-on
- No other events
- Networking opportunity

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3/26/2006

Commercial Exhibits

- 8 Organizations with products and services
- Relevant to participants
- Available throughout the Symposium

3/26/2006

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Exhibits Included…

- PEPNet
- Automatic Sync Technologies
- Captioned Media Program
- NTID
- Caption First
- ULTECH

3/26/2006

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Post-Symposium Workshops

- Hands-on opportunity for skill development
- 10 Workshops in total
- 57 Participants

3/26/2006
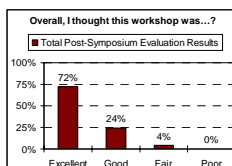
21

Workshop Topics

- Acrobat
- Electronic Portfolios
- Online Tutorials
- Smart Board Technology
- SnagIt
- Emerging Technologies and Assistive Communication
- Photoshop Elements
- Video Editing

3/26/2006

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Post-Symposium Workshops

Overall, I thought this workshop was…?

Total Post-Symposium Evaluation Results

72% Excellent
24% Good
4% Fair
0% Poor

3/26/2006

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Symposium Evaluation

- **What did you like most about the Symposium?**
  - Networking with colleagues from other countries – *39%*
  - Variety/Selection of topics – *21%*
  - Operations: Friendly staff, flowed nicely, session length – *29%*
  - Provided practical information – *11%*
  - Gained knowledge about technologies – *7%*
  - Sharing different teaching approaches – *7%*

3/26/2006

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Symposium Evaluation

- **Based on your Symposium experiences, what changes will you make at your worksite, your professional development activities, or in your studies?**
  - Integrate new ideas/strategies – *28%* (Provided inspiration that will carry over)
  - Conduct further research on new ideas/strategies – *14%*
  - Reach out to new contacts – *11%*

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3/26/2006

Culminating Luncheon Discussion

- Opportunities to be seized
  - 10 years from now, where should the field of deaf education *ideally* be regarding the use of instructional technology?
- Challenges to be met
  - What barriers are likely to hinder the realization of the above ideal??

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3/26/2006

Opportunities to be Seized

- Human Networks of Students & Teachers
- Equipment & Resources Issues
- Impact of Cochlear Implants
- Internet & Web-based Resources
- Impact on Student Education
- Accessibility & Universal Design

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3/26/2006

Challenges to be Met

- Teachers & Administrators
- Technical Support Staff
- Funding
- Greater Investment in R & D
- Preserving Linguistic & Cultural Minorities
- Preserving the Role of Human Interaction
- Educate Deaf Community in Benefits of Technology
- Need to Simplify Technology

28
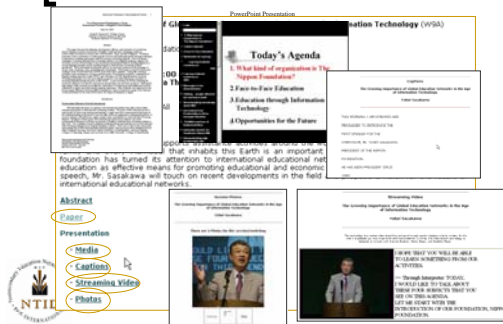3/26/2006

http:www.rit.edu/~techsym

- Each plenary, concurrent, poster and workshop on WWW.
- Papers, presentation media, caption files, video and photos.

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3/26/2006

Accessing Symposium Resources on the Web

30
3/26/2006

Access Technology
Discussion

- Initial Focus Group to Help Formulate NTID's Center on Access Technology.
    - http://www.pen.ntid.rit.edu/ewc/atc/Summary_of_AT_Discussion_6-28-05.pdf

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NTID
Center on Access Technology

- http://www.ntid.rit.edu/cat
- Four Strands of Research
    - Classroom Access Technologies
    - Mobil Technologies
    - Training and Evaluation Services
    - Audio and Sound Technologies

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Next Symposium
Scheduled for June 2008

- Sign-up for Email Announcements
- Suggest Program or Format Ideas
- Possible Greater Focus on Access Solutions

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