

PEN International
Teleconference Demonstration
NATTAP Conference
September 10, 2008
Maine, USA and Manila, Philippines

Questions –

- A. What are the benefits of the distance technology and video-conferencing for instruction and faculty development? What has worked and what has been a challenge.
- a. Benefits –
 - i. For administration or program planners –
 - 1. minimal logistical needs and expenses to innovate and implement workshops for target outcomes (honoraria, travel expenses, food, etc) → more cost-effective means of presenting to a large number of audience, as long as the venue permits
 - 2. There is more time involved to plan out or even make adjustments creating more flexibility for people to work across time and space.
 - 3. There is also flexibility in term of tapping a variety of people to work on target goals. And a lot of time to plan out, before actual workshop or meeting takes place.
 - 4. With the full involvement of both the presenter and the recipient institution in planning, it is assured that the needs are met and actually addressed → tailor-made presentations and not just hit-or-miss
 - ii. For instruction and faculty development –
 - 1. Real time understanding for new knowledge and training for new strategies
 - 2. Breaking myths – when other options are presented and research findings are discussed through stories of how the experts have used them or how their students have been helped then it is easier to understand
 - 3. The follow up sessions allow time for trial of skills learned, or for insight sharing. This allowed assimilation of new learning.

4. Greater confidence of the teachers to make use of new concepts and interventions
 5. There is actual **exchange** of knowledge between the presenter and the recipient, as compared to a live lecture that is just one-way **transfer** of knowledge.
- b. What worked –
- i. Needs assessment among faculty concerned to identify the priority areas
 - ii. Tapping the faculty concerned to be the program planners themselves to craft the workshop content with the identified experts
 - iii. Resource persons who are Deaf people themselves
 - iv. Can immediately implement and test run the learning in the videoconference and see its effectiveness, and give immediate feedback during succeeding sessions and still have possibility of fine-tuning to suit the needs of the recipient
- c. What has been a challenge –
- i. Overcoming shyness as a result of seeing yourself on screen.
 - ii. Pacing talkative people – like me...not to talk too much as there is a bit delay in response of the people at the other end.
 - iii. When two or more languages are involved in the communication process – as expected time pacing becomes more challenging.
 - iv. Use of a performance evaluation to monitor progress of participants
 - v. Some technical terms used do not have signs,
 - vi. technical overload of information because of the limited time involved
 - vii. Time zone challenges – 12 hour differences
 - viii. Technical arrangements, ie difficulty in connecting, unclear video / audio reception

- B. How the PEN lab has positively impacted teaching/learning and faculty development
- a. The PEN lab served as a safe haven for SDEAS to innovate without the pressure of having to conform to what the other colleges expect from their labs.
 - i. It has served a center point for faculty to test their capacity to try old concepts in new ways using technology.
 - ii. Venue for learning new ways, and challenging old ways of learning and teaching. The lab has served as witness to many debates and challenges – on-line, oral or sign
 - iii. Encouraged the faculty to be updated in terms of their IT know-how and skills, such that most, if not all, are now well-versed on the latest and most effective trends in classroom multimedia instruction
 - iv. The multi-functionality of the PEN lab has helped tremendously in producing educational materials (video, print) that are considered to be of benefit to the faculty as well as to the students

Theresa Christine B. dela Torre
Dean, School of Deaf Education and Applied Studies

John Xandre Baliza
Head, Office for Academic Programs and Coordinator, Math Area

Rubylee DeCastro
Coordinator, English Area

Noemi Lacambacal
Coordinator, Entrepreneurship