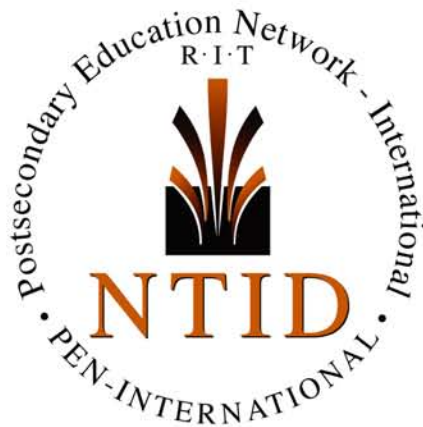


Postsecondary Education for Deaf People in China: Issues, Roles, Responsibilities and Recommendations

A Report to the China Disabled Persons' Federation

Executive Summary



Prepared by

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China has placed great value on bringing people who are deaf into society and the country is moving very quickly to make this a reality. With each 5 year plan ambitious goals are set as regards expected progress. China is facing all the challenges that have been faced around the world in the education of people who are deaf, but the country is dealing with the challenges on a much larger scale.

China is striving diligently to find solutions to these challenges which are in harmony with its culture and society. The country has displayed a refreshing willingness to explore solutions implemented in other countries in an effort to systematically determine which are appropriate for adoption or adaptation in China.

This report chronicles the myriad creative suggestions for improving postsecondary education for people who are deaf in China that were gleaned from interviews with administrators, faculty members, government and CDPF officials, deaf students, and deaf community members. It also includes a few relevant suggestions and ideas offered by the two authors of this report.

The two authors of this report were most impressed with the number of interesting and creative ideas being discussed and implemented in China as it strives to offer postsecondary education to people who are deaf. The following is a summary of the recommendations contained throughout this report. These authors realize that, once this report is subject to wide scrutiny, some recommendations will be adopted as is, others will be adapted and still others will be rejected.

- **Improve the quality of education**—China has achieved great success in assuring that most deaf children receive compulsory education and the country is establishing secondary schools and tertiary programs very rapidly. There is now a need to emphasize ways to improve the *quality* of this education.
 - Continue upgrading teacher qualifications. A number of programs are raising the academic qualification for new faculty members. However there are other

important qualifications that respondents felt should be encouraged or required.

- Encourage increased/enhanced levels of content area knowledge of faculty members.
 - Explore systematic ways for faculty members to update their content knowledge, such as professional organizations, workshops, and the like.
 - Provide more autonomy for administrators to hire the best qualified faculty members.
 - Strongly encourage and arrange for faculty members to increase their knowledge of deafness, including deaf culture taught by deaf persons.
 - Improve communication skills of faculty members by establishing policies and support structures.
 - Create teacher training courses for deaf individuals.
 - Consider hiring fully qualified deaf people as faculty members and provide educational and advancement opportunities for them.
 - Many faculty and students have asked for simplified textbooks made for deaf students. Others warn that there is a significant risk of reducing the quality of education as well as eliminating important content. These authors strongly suggest that simplification of content is not a very productive approach. However, finding alternative approaches, including allowing for greater time to cover content, providing support services, utilizing new teaching approaches, and the like has allowed deaf students to learn the same material as their hearing peers.
- Encourage collaboration among faculty members and teachers, and between institutions in a search for effective and efficient ways to teach. There are a number of approaches being tried in China. There needs to be as much sharing and discussion as possible between faculty members regarding these approaches.
- Encourage and establish exchanges and workshops between colleges within and outside China, mainstreamed high schools serving deaf students, schools for the deaf, and rehabilitation centers.
 - Explore creative ways to teach via visually oriented approaches (particularly when teaching abstract concepts) and use educated deaf adults to help develop such approaches.
 - Explore creative ways of using existing and new instructional technologies.
 - Collaborate with successful deaf adults, including members of the Chinese Association of the Deaf, to develop new ideas for teaching approaches.
 - Undertake research to test new teaching methods.
- Increase flexibility since a “one size fits all” approach does not meet the educational needs of many students. More individualization currently is being considered and this should continue. Entering students might be offered

courses that make more efficient use of their time. Further, policies and procedures that negatively impact upon flexibility should be examined.

- Some colleges require extra writing activities such as journal writings based on the demonstrated needs of most incoming deaf students. However, this should not be required for students who do not need such work.
 - Entrance requirements might be expanded beyond an exam alone to include other measures, such as portfolios. Exams could also be made more comprehensive and standardized. At one college incoming students are given an exam to determine which level of Chinese courses is appropriate for an individual student. Several levels are offered.
 - Increase the amount of time students can use the internet so that they can more readily access content in their fields of study.
 - Establish high expectations as regards students' developing and utilizing their abstract thinking abilities. Research and experience has shown that deaf persons are very able to comprehend and work with abstract concepts if there is clear communication and effective teaching.
- **Diversify and increase numbers of majors beyond art and computers**—Almost every deaf individual interviewed expressed the desire for a greater choice of majors, noting in particular that there are students who might be very talented in areas other than art and computers. Some deaf students have gone to other countries so they could receive an education in a variety of fields not available to them in China.
 - Consider ways to provide deaf students access to mainstream programs. This would automatically increase the choice of majors.
 - Increase the knowledge of faculty, students, parents, high school teachers, and employers regarding the successful careers held by deaf people.
 - Work with employers to open new employment opportunities for deaf graduates.
 - Continue to find productive ways to educate society at large regarding the abilities and successes of deaf individuals
- **Create access to mainstream courses and programs**—A number of individuals interviewed thought that deaf students could succeed in mainstream courses and programs, including distance learning, if there were ways to overcome the barriers and obstacles to access within these programs. Limited resources and lack of accommodations were cited as barriers.
 - Examine existing structures for modifications that would make it easier to access the mainstream.
 - Consider creating transition programs to prepare students to attend bachelor's level mainstream programs if they are not initially prepared to do so.
 - Conduct a review of successful mainstream programs around the world to determine what features of these could be of use in China. It would be

particularly useful to review a WWW site in the USA that provides suggestions for effective mainstreaming—<http://www.rit.edu/~classact/>.

- Consider implementing accommodations that could foster mainstreaming such as:
 - Qualified and skilled interpreters in classrooms
 - Voice-to-text recognition programs
 - Employing hearing students as note takers.
 - Establish tutoring centers where deaf students can obtain help on a variety of topics, not only from hearing individuals but also from deaf peer tutors.
- **Improve pre-college education**—Underdeveloped pre-college programs were often cited as a serious limitation to the success of deaf students in college. However, there are few upper secondary school options available for deaf students. Irrespective, available middle schools are working very hard to prepare deaf students for college as students often go directly to college from these schools. It is important to note that most faculty and administrators at the postsecondary level could not visualize how to be helpful in improving pre-college education other than by raising entrance requirements and providing guidance and practice for the entrance exams. Nonetheless, there were some suggestions generated and these are noted below:
 - Continue government efforts to establish upper secondary schools for deaf students.
 - Create broader, more comprehensive entrance exams which could encourage pre-college programs to offer a broader curriculum.
 - Explore ways in which colleges can help with the improvement of pre-college education. For example, there has been discussion regarding establishing a preparatory year at colleges. This is a potentially very productive approach. In addition, colleges can also make use of pre-college teachers as experts in: teaching methods, communication, knowledge of deafness, and information regarding educational successes of deaf students.
- **Establish partnerships with employers**—Almost every respondent was deeply concerned about employment of graduates. The concerns, set in a context of high competition for jobs throughout the country, included: the lack of opportunities for deaf students to acquire work experience, the pressure in industry for efficiency and production, and the gap in information and skills between what colleges teach and what employers need.
 - Establish opportunities for deaf students to obtain work experience while in school.
 - Encourage employers to provide mentoring to young people as an investment in the future. Perhaps some incentives to do so could be built into government policies.

- Consider ways to involve potential employers in discussions about curriculum in postsecondary educational. This could help reduce the gap between schooling and the needs of industry.
 - Educate employers regarding the abilities of deaf students, through individual contacts or through workshops.
 - Explain to employers how barriers to successful employment can be overcome. For example, DeCaro, Mudgett-DeCaro and Noble (1994) provide suggestions in this regard.
 - Market deaf graduates to employers on the basis of their abilities to do the job and not on the basis of sympathy.
 - Maintain ongoing contact with employers and graduates regarding successes and difficulties on the job and offer to act as a facilitator to help resolve difficulties that arise in the workplace.
 - Undertake more research regarding graduates' experiences on the job and document successful approaches to problem resolution.
 - Bring alumni to the college to share their successes and to discuss the challenges they encountered in obtaining jobs and keeping them.
- **Increase opportunities for student leadership development**—Currently, student leaders appear to have minimal responsibilities in college. There is a focus primarily upon arranging social events and passing on ideas to teachers and administrators. Several suggestions for increasing student leadership were suggested:
 - Put deaf students in charge of arranging school-related activities instead of having hearing faculty do it for them.
 - Use faculty members as mentors to facilitate leadership development.
 - Encourage deaf students to take significant roles in educating hearing faculty and students about deafness, rather than having hearing faculty perform this role.
- **Improve communication competencies**—Each college approached communication differently. None has a communication policy and there was a desire for more guidance from the central government concerning the complex issues related to sign communication. It is significant that most hearing individuals, administrators and faculty, considered the sign skills of faculty to be “good enough.” However, almost every deaf student interviewed felt that faculty sign communication skills need to improve.
 - Establish communication policies at each college.
 - Offer and require formal sign language training for faculty
 - Offer enhanced opportunities and encouragement for hearing students to learn sign.
 - Work toward national guidelines concerning sign language, being sure to involve fluent deaf signers in the discussions and decisions.
 - Hold in-depth discussions with deaf students and faculty regarding the best way to improve classroom communication.

- Involve deaf students, deaf faculty, and deaf teachers in sign proficiency evaluations
- **Work to change perceptions as regards deaf persons**—One of the most challenging undertakings over the past several decades in the USA has been the effort to change attitudes and perceptions as regards people who are deaf. The struggle continues today. In China, strides are being made in this regard as deaf graduates enter society and the workplace and demonstrate their abilities to be successful but more work needs to be done.

Respondents in this study made suggestions that are relevant and important to changing perceptions because deaf individuals were not often spoken of as people with valuable experience that could be used to the benefit of colleges.

- Make sure to focus upon what deaf people ‘can do’ and use successful deaf graduates as role models to illustrate what deaf people ‘can do.’
- Establish formal structures for alumni feedback. Many faculty members and teachers, especially deaf faculty/teachers, keep in contact with some graduates for program feedback. Some colleges have ongoing discussions with current students with regard to what they want at school, and with the Chinese Association of the Deaf. The CDPF also makes contact with members of the deaf community to assess needs and make recommendations. Nonetheless a more systematic and comprehensive approach is warranted.
- Use successful deaf graduates as advisors to educate both deaf and hearing people in society about deafness.
- Utilize successful deaf graduates as expert advisors to colleges from which they graduated since they have experience in overcoming barriers in education, society and the workplace that can be helpful to colleges.
- Establish strong relationships with the Chinese Association of the Deaf (CAD) and seek its feedback and advice.
- Increase dialogue with deaf individuals since the opinions and goals of deaf respondents in this study were often different from those of hearing respondents.
- Be very careful not to use only those individuals who have significant residual hearing as role models. Profoundly deaf individuals whose primary language is sign language are excellent role models.

Addressing all the recommendations listed above would be a very daunting task indeed. The resources required to do everything suggested here would be enormous to say the least. In addition, achieving some recommendations will be dependent upon the achievement of other prerequisite recommendations. For example, as the quality of education is improved, as more graduates who are deaf are successful in the workplace and as teacher preparation programs for deaf people are established, a critical mass of deaf experts and of deaf teachers will become available to colleges.

The recommendations presented here need to be reviewed and those that are most important and/or are prerequisite for the achievement of other recommendations, or are easiest to accomplish could be given immediate attention. Others will need to be prioritized for future longer term planning purposes.

These authors strongly recommend that a review and prioritization process include, and take into account the needs of, employers, deaf individuals, the deaf community, faculty, administrators and policy makers. This will help assure that the needs of Chinese society are appropriately addressed.

The full report is available at: <http://www.pen.ntid.rit.edu/pdf/chinarpt06.pdf>.

中国聋人高等教育：问题，作用，职责和建议

呈交中国残疾人联合会的报告

行政总结

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中国高度重视让聋人平等参与社会，并在加快速度实现这一目标。中国每个五年规划纲要都有残疾人事业发展的明确目标和任务。中国和世界上的其他国家一样都面临着如何开展聋人教育的挑战，而且中国面临的这方面的挑战更深更广。

中国正积极探索、寻找一系列与文化社会相协调的聋人教育解决方案。国家以新的姿态，主动尝试，吸取国外经验，希望系统的借鉴和采纳适合中国国情的方法。

这份报告汇总了与中国聋人教育方面领导，教师，政府官员，残联领导，聋人大学生及聋人社区成员访谈中所收集到的许多关于如何提高聋人教育的创新建议。其中还包括了本报告作者的一些相关建议和想法。

本报告作者对中国聋人教育界讨论尝试的一些有趣的关于致力发展、扩大聋人高等教育的创新教法印象颇深。下面是这份报告里关于建议方面的一个纲要性总结。报告作者理解经过多方审核后，有些建议会被采纳，有些会被借鉴，有些则不会被采纳。

- **提高教育质量** --- 中国在保证绝大多数聋生接受义务制教育方面取得了巨大成功。国家在迅速发展聋人高中和大学教育，随之而来的是需要重视改善聋人教育质量。

- o 不断提高教师水平。不少大学对新教师水平提出了更高的要求;然而访谈对象认为,还有其他一些方面也亟待提高要求。
 - 鼓励教师扩展、提高专业知识水平。
 - 通过职业组织活动、培训等途径,以系统方式更新教师专业知识。
 - 在聘用合格师资方面给予大学更多自主权。
 - 积极鼓励、帮助教师提高在聋人文化方面的知识,包括由聋人教授聋人文化方面课程。
 - 制订相应政策,提供辅助设施,改善教师交流技能。
 - 开设培养聋人作为教师的培训班。
 - 把聘用聋人教师放在重要位置,为他们的教育和发展提供机会。
 - 有些教师和学生提出要简化聋生课本,另一些教师和学生则认为这样会影响教学质量,漏掉重要内容。本报告的作者深感简化课本内容不是有效方法。相反,通过采取增加课时量,提供辅助服务,采用新的教学方法等渠道,能确保聋生学到健听生所学内容。
- o 鼓励教师间、校际间合作,以寻找出切实可行的教法。中国正在尝试许多教法,教师间针对这些教法的交流研讨也要随之加强。
 - 鼓励国内、国际、普通学校、聋校及康复中心间的交流,举办培训。
 - 探索视觉教学的创新方法,(尤其在教授抽象概念时)启用受过教育的聋人来帮助设计这些方法。
 - 创新使用现有教学技术,尝试新的教学技术。
 - 与成功的聋人(包括中残联成员)合作,开发新的教学方法。

- 通过研究来考证新的教学方法。
- 强化因材施教，因为“统一尺码”的方法不能满足很多学生在教育上的需要。目前个体化教学愈发普遍，并应继续实施。学校应为新生提供可以有效利用他们时间的课程。此外，要对阻碍因材施教的政策、程序进行检讨。
- 一些大学基于大多数入校聋生的写作能力，要求所有聋生有额外的写作活动，如记日记。但对达到写作要求的聋生可否免除这方面的训练。
- 除了考试这一衡量标准以外，入学标准应适当扩大，例如可以把学生代表作品等纳入到参考之中。考试也应当更综合化，更标准化。例如有一所大学对入校新生进行中文考试，并按学生的不同水平教授不同程度的中文课，开设不同级别课程。
- 增加学生上网时间，以便帮助他们学习专业知识。
- 对于聋生发展与运用其抽象思维能力方面建立更高的期望值。研究和实践都表明，只要交流清楚，教法得当，聋生完全可以理解和应用抽象的概念。
- **除美术和电脑专业外，增加专业使其多样化** --- 几乎每个聋人访谈对象都迫切希望扩大专业选择，尤其指出有些人的特长并不是美术和电脑。出国留学的聋生则会有更多的专业可选择。就这一论题的相关建议如下：
 - 想出让聋生随班就读的办法，这自然就为聋生扩大了专业选择。
 - 以事业有成的聋人为典范，提高大学教师、学生、家长、中学教师和用人单位对聋人能力的认识。
 - 与用人单位合作，为聋人毕业生开拓新的就业机会。
 - 继续通过各种有效途径让社会了解聋人的能力和成功事例。

- **创造让聋生随班就读课程或专业的条件** --- 不少访谈对象认为，如果能帮助聋生克服障碍，聋生完全可以随班就读课程或专业，包括远程教育。目前资源缺乏，没有辅助服务设施是主要障碍。
 - 审查、改造现有教学结构，创造随班就读的条件。
 - 大学是否可以考虑设立预科班，为入学前没有相应基础的聋生随班就读本科打基础。
 - 调查世界各国随班就读的成功事例，采纳适合中国国情的做法。 美国网站 <http://www.rit.edu/~classact> 提供了很多随班就读的有效建议，或许能从中得到启发。
 - 考虑设立辅助服务设施，促进随班就读。 如：
 - 课堂配备称职的，手语娴熟的翻译
 - 配备由声音转成字幕的设备和服务
 - 聘用健听学生做笔记
 - 建立辅导中心，聋生可以在此中心寻求各科的帮助，辅导者可以是健听人也可以是聋人。

- **改善大学前教育** --- 薄弱的大学前教育被认为是严重影响聋生在大学成功的因素之一。由于聋生可以选择的高中寥寥无几这个现实，努力帮助聋生备考大学的任务就落到了现有的初级中学上，而聋生也正是从这些学校毕业后直接考入大学。值得一提的是，除了提高大学入学考试要求，提供高考复习大纲以外，聋人高校的教师，领导并没有设想出更具体的协助改善高校前教育的方法。尽管如此，访谈对象还是提出了不少建议。现将这些建议汇报如下：
 - 政府部门应继续努力发展聋人高中教育。
 - 设计更广泛、更具综合性的高考试题，以此来引导大学前教育。
 - 探索大学帮助改善中、高级阶段教育的方法。比如：访谈对象讨论在大学设立一年预科制学习。这个设想有很大的潜力可行。此外，大学可以聘用中学阶段教师为专家，向他们学习教学方法，交流技能，从他们那里了解聋人文化，以及他们教育聋生的成功经验。

- **与用人单位建立合作伙伴关系** --- 几乎每位访谈对象都为毕业生就业深感忧虑。在全国就业竞争激烈的情况下，聋生面临的一些具体问题包括：聋生没有

机会获得实际工作经验，而工厂又追求效益和产量。大学里学的知识技能与用人单位的需求有断层。

- 在校期间创造机会帮助聋生获得实际工作经验。
- 鼓励用人单位把培养年轻聋人作为未来的投资，或许政府可以通过相关政策来鼓励这种作法。
- 与潜在用人单位配合设计大学教纲，缩小学校所学与工作所需间的鸿沟。
- 通过一对一或团体培训形式增加用人单位对聋人能力的认识。
- 帮助用人单位了解如何解决聘用聋人的一些困难。如：迪卡罗，马吉德-迪卡罗和诺贝尔（1994）一书中有这方面的建议。
- 向用人单位推荐聋生工作能力而不是得到他们的怜悯。
- 与用人单位以及毕业生保持联系。了解毕业生在工作方面的成功与问题。帮助协调解决毕业生在工作中遇到的困难。
- 加强对毕业生工作经验的研究，对成功的经验及解决办法加以记录。
- 请毕业生返校交流成功经验，交流他们在寻找工作中，在工作过程中遇到的挑战，以及如何克服这些困难的经验。

- **创造更多机会发展学生领导能力** --- 目前大学学生似乎没有领导责任。他们的责任只是限于社会活动，向教师领导转达意见。扩大大学生领导责任的几项建议列述如下：
 - 放手让聋生负责安排与学校有关的活动事宜。代替由健听教师为他们安排。
 - 让教师作为指导者，以促进聋生领导能力的发展。
 - 鼓励聋生起带头作用，向健听老师、学生宣传聋人文化知识，而不是由健听教师去做这方面的工作。
- **提高交流能力** --- 每所大学采取的交流方式都不同。各大学都没有关于交流方面的政策，正期待从政府方面寻求处理手语交流复杂事宜的指导。绝大多数健听人，领导和教师都认为教师的手语水平满足教学需要，然而几乎每个参与访谈的聋生都认为教师的手语交流水平有待提高。
 - 每所大学都应制定交流政策。
 - 开设并要求教师参加正式手语培训。
 - 创造便利条件，鼓励健听学生学习手语。
 - 探索制订国家手语指南，并启用手语娴熟的聋人参与到讨论和决策中。

- o 召开深层讨论会，听取聋生和教师就如何改进课堂交流方面的意见。
- o 启用聋生、大学聋教师、聋校聋教师参与手语熟练程度的评估
- **致力于改变社会对聋人的看法** --- 改变社会对聋人的态度和看法是过去几十年美国所面临的一项极具挑战性的工作，这项工作至今仍在进行。中国正在为聋人毕业生参与社会，走向工作，并展示他们成功能力而积极努力。但还有许多工作要做。

在过去，大学认为聋人群体没有有价值的经验可用于大学教育，但参与这项研究的访谈对象却提出了改变社会对聋人看法的一些相关的并很重要的建议。

- o 确保注重点在聋人“能力”方面，用成功毕业聋生作为典范宣传聋人“能力”。
- o 设立正规的信息反馈机构。许多教师，尤其是大学聋人教师/聋校教师，与部分毕业生保持联系，从中取得专业方面的信息反馈。例如，一些大学经常与在校生和聋人协会讨论，征求他们的想法。中残联也与聋人社区联系，听取聋人的呼声，提出建议。尽管如此，研究和实践都证明需要一个更系统化、综合化的措施。

- o 对于聋生发展和运用抽象思维能力的期望要提高。研究和经验都证明只要交流清楚，教法得当，聋生就能理解抽象概念。
- o 启用成功的毕业聋生来指导聋人和健听人对聋人文化的认识。
- o 聘用成功的毕业聋生为其毕业院校的专家顾问，因为他们在接受教育，参与社会和就业方面排除障碍的经验有助于大学教育。
- o 与中国聋人协会密切联系，收集反馈，寻求指导。
- o 加强与聋人对话。这次访谈，聋人的看法与目标往往与健听人有所不同。
- o 树立聋人榜样要慎重。不能只树立有很强的残留听力的聋人为榜样。以手语为主要语言的聋人同样可以树为杰出典型。

实现上述所有建议将是一项艰巨的工程。且不说别的，仅是所需资源就非常巨大。

此外，有些建议的采纳，取决于其它的先决条件，比如，随着教育质量的提高，随着聋人毕业生的就业成功，随着培养聋人做教师的培训班的成立，聋人专家和聋人教师将会是大学里的一支骨干力量。

本报告所提出的建议都需要经过审查，需要首先考虑其中那些最重要的，或者是作为其它建议的先决条件的，或者是很容易就能完成的建议。其他的建议可以按主次放到未来的长期计划中去。

本报告作者认为，在审查并把这些建议按主次排列时，要征求用人单位、聋人个体、聋人社区、大学教师、大学领导及政府领导的意见，以确保中国社会各方面的需要得以妥善处理。

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