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Positively Influencing the Postsecondary
Education of Students Who Are Deaf
and Hard of Hearing

PEN-INTERNATIONAL TRAINING:

KOREAN DELEGATION

MARCH 3 - MARCH 10, 2007

SUMMARY REPORT

PEN-International
National Technical Institute for the Deaf
Rochester Institute of Technology
52 Lomb Memorial Drive
Rochester, NY 14623

http://www.pen.ntid.rit.edu

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PEN-INTERNATIONAL TRAINING:
KOREAN DELEGATION
Summary Report

Introduction

From 3 March to 10 March 2007, a delegation of eight educators of the deaf (six field and sign language instructors, one administrator, and one translator) from Korea visited the National Technical Institute for the Deaf (NTID) for training. PEN-International, lead by James J. DeCaro, Director, and E. William Clymer, Program Coordinator, hosted this week-long workshop series.

The delegation, which consisted of four educators from the Korea Employment Promotion Agency for the Disabled (Joong-O Yoon, Hae Jun Park, Hyug Soo, Kim, and Nam-Gil Kim), and four educators from Korea Nazarene University (Hyunbea You, Jin-Seok Chang, Byung-Chen Yoon, and Churl Hee Han), participated in a total of 14 different training workshops.

The workshop series included:
- PEN/NTID Overview
- NTID Curriculum Development & Instruction Design
- Tour of NTID
- Educational Training & Resource Room (ETRR)
- Video Post-Production Process/Captioning
- RIT Online Learning
- Employment & Job Search: What Teachers Need to Know
- Managing Classroom Communication/Communication Planning
- Tutor Notetaking
- Working with Interpreters in the Classroom
- C-Print
- Instructional Design - Analysis, Design, Production and Evaluation
- NTID Center on Access Technology
- NTID Classroom/Labs: Assistive Technology, Instructional Technology, Design & Features

For each workshop, participants were provided with a course description, handouts, PowerPoint slides and related resources. In addition, all participants were given a CD, compiled by PEN-International, that contained all of its annual reports, recent presentations and corresponding resources, and information materials related to the Rochester Institute of Technology (RIT), the National Technical Institute for the Deaf (NTID), and the Center on Access Technology at NTID.

In an effort to continuously improve and provide workshops that best meet the needs of PEN-International partners, PEN-International conducted an evaluation to assess participants' experiences with this workshop series. The following report provides a description of each of the workshops presented as well as a summary of the evaluation findings.

PEN/NTID Overview

Presenter: James J. DeCaro, Director, PEN-International
Date/Time: 5 March 2007, 8:30 AM

Description: Director of PEN-International, James J. DeCaro, provided participants with a historical perspective on the direct instruction and supported methods of instruction that have evolved at the National Technical Institute for the Deaf (NTID) at Rochester Institute of Technology (RIT). Dr. DeCaro described the organizational structure and the options that are available for students enrolling at NTID. In addition, Dr. DeCaro presented an in-depth overview of the goals and accomplishments of the Postsecondary Education Network-International (PEN-International).

NTID Curriculum Development & Instructional Design

Presenter: E. William Clymer, Program Coordinator, PEN-International
Date/Time: 5 March 2007, 9:30 AM

Description: Program Coordinator of PEN-International, E. William Clymer, provided an overview of various instructional, support and access technologies used at NTID. NTID's faculty development in the area of instructional technology was addressed, as well as technology infrastructure for both faculty and students. Mr. Clymer also described the various resources that are available including online technologies, communication technologies and the newly formed NTID Center on Access Technology.

Tour of NTID

Presenters: Jonathan Millis, Electronic Resource Librarian, Educational Design Resources
              Robert Brewer, Coordinator, Media Engineering, Technology Support Services
              Jeff Porter, Chairperson, Learning Consortium
              Lawrence Scott, Chairperson, Communication Studies & Services
Date/Time: 5 March 2007, 1:00 PM

Description: The Tour of NTID included site visits to four support areas within NTID: Educational Training & Resource Room (ETRR), Instructional Television (ITV), NTID Learning Center (NLC), and Spoken Language Learning & Practice Lab (SLIPPL). Participants were able to see first hand these support services in operation.

Educational Training & Resource Room (ETRR)

Presenter: Jonathan Millis, Electronic Resource Librarian, Educational Design Resources
Date/Time: 6 March 2007, 9:00 AM

Description: Johnathan Millis, NTID's Electronic Resource Librarian, provided information on how to conduct literature searches and how to find materials for research needs. Students/educators work one-on-one or can request a class on how to conduct literature searches. Mr. Millis also described other services offered at ETRR including providing searches for informational materials (print, web, video, etc.) for instructional use.

Video Post-Production Process/Captioning

Presenter: Stacy Bick, TV Producer Director, Educational Design Resources
Date/Time: 6 March 2007, 10:30 AM

Description: Ms. Stacy Bick, TV Producer Director at Educational Design Resources, provided information regarding captioning services at NTID. Ms. Bick explained that there are two primary audiences at NTID: students cross-registered in RIT programs and students enrolled in NTID majors. All programs are captioned verbatim unless instructors have a specific request for language adaptation. Ms. Bick explained that some non-essential information is edited, at the discretion and professional judgment of the captioner, when speaking rates can speed up captions to an uncomfortable reading rate.

RIT Online Learning

Presenters: Joeann Humbert, Director, RIT Online Learning
Richard Fasse, Assistant Director, Instructional Design, RIT Online Learning
Date/Time: 6 March 2007, 1:00 PM

Description: Presenters Joeann Humbert, Director, and Richard Fasse, Assistant Director, of RIT Online Learning provided information regarding their support services. The presenters explained that RIT Online Learning has over 25 years experience assisting faculty in developing courses for non-traditional delivery. Some faculty members were pioneers in developing asynchronous learning, and more recently have become leaders in blended learning which combines the best of online learning with the best of campus learning activities.

Employment and Job Search: What Teachers Need to Know
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Presenters: John Macko, Associate Director, Center for Employment
                        Karen Downs, Assistant Director, Center for Employment
Date/Time: 6 March 2007, 3:00 PM

Description: Presenters John Macko, Associate Director, and Karen Downs, Assistant Director, provided information regarding the NTID Center on Employment (NCE) including its goal, which is to help deaf and hard-of-hearing RIT/NTID students and graduates with their job search. Mr. Macko and Ms. Downs also described how NCE not only provides assistance to students before, during and after they are hired, but also provides support to employers. Providing support to all of the involved parties facilitates the employment/job search process.

Managing Classroom Communication
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Presenter: Sidney Barefoot, Speech and Language Faculty, Communication Studies & Services
Date/Time: 7 March 2007, 9:00 AM

Description: This workshop, presented by Sidney Barefoot, Speech and Language Faculty, provided insights into classroom communication issues that often arise among deaf and hard-of-hearing college students and their faculty. Participants examined several variations in language, culture, communication preferences, personality, and secondary disabilities that can influence the teaching-learning process. Mr. Barefoot described specific strategies that allow instructors and their students to manage classroom communication in a way that promotes the achievement of course goals.

Notetaking

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Presenter: Lissa Schaefer, Notetaker Coordinator, Science & Engineering Interpreting Team
Date/Time: 7 March 2007, 10:30 AM

Description: Lissa Schaefer, Notetaker Co-ordinator, stated to participants that, in one form or another, notetaking is the support service most widely used by students who are deaf or hard of hearing, surpassing even interpreting in frequency of use. Ms. Schaefer explained that students request notetaking because it provides them access to course content in a way no other service can duplicate. However, notetaking is not a substitute for interpreting. Ms. Schaefer presented how, in many cases, both services are necessary because of the physical impossibility of watching an interpreter or speechreading while simultaneously taking notes. For non-signing students, notes may be their only means of access.

Working with Interpreters in the Classroom

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Presenter: Kathleen Darroch, Manager Liberal Arts Interpreting Team,
               Liberal Arts Interpreting Team
Date/Time: 7 March 2007, 1:00 PM

Description: This workshop, presented by Kathleen Darroch, Manager Liberal Arts Interpreting Team, provided a brief overview of United States laws that provide for classroom accessibility and history of sign language interpreting and classroom education. This workshop incorporated information on communication challenges and strategies for integrating sign language interpreting into classroom instruction. Special consideration was given to integrating interpreting with classroom technologies.

C-Print

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Presenter: Pamela Francis, Training Specialist, Research & Teacher Education Studies
Date/Time: 7 March 2007, 3:00 PM

Description: Workshop presenter, Pamela Francis, Training Specialist, provided participants with information regarding C-Print including its description and purpose. C-Print is a speech-to-text system developed at the National Technical Institute for the Deaf (NTID), a college of Rochester Institute of Technology (RIT), as a communication access service option for some deaf and hard-of-hearing students in educational environments. It was developed by researchers to improve the classroom experience for students at both the secondary and college levels. Ms. Francis explained that C-Print is successfully being used to provide communication access to individuals who are deaf or hard of hearing in many programs around the country. In addition to educational environments, the system can be used in meetings and workshops and for individuals with other disabilities.

Instructional Design - Analysis, Design, Production and Evaluation

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Presenter: E. William Clymer, Program Coordinator, PEN-International
Date/Time: 8 March 2007, 8:30 AM

Description: This workshop, presented by E. William Clymer, provided an introduction to a model of Instructional Design utilized at NTID. The ASSURE model of instructional design incorporates analysis, planning, production and evaluation techniques to ensure the effectiveness of teaching strategies and materials. The ASSURE model of Instructional Design has been taught to graduate students in the deaf education program at NTID, entitled the Master of Science Program in Secondary Education of Students who are Deaf or Hard of Hearing (MSSE). At the conclusion of the presentation, participants were given the opportunity to explore the online resources related to this graduate course.

NTID Center on Access Technology

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Presenters: James J. DeCaro, Director, PEN-International
                     E. William Clymer, Program Coordinator, PEN-International
Date/Time: 8 March 2007, 1:00 PM

Description: The National Technical Institute for the Deaf (NTID) at the Rochester Institute of Technology (RIT) has recently established a new Center on Access Technology. The Center is a collaborative research and development network of individuals at NTID and RIT, along with other university, industry and professional organizations to promote research and development that explore the potential for technology to have a positive impact on the access issues common to the educational experiences of deaf individuals. It provides leadership and support for those NTID individuals developing, implementing, assessing and evaluating access technologies as they pertain to enhancing the educational experience of men and women who are deaf or hard of hearing.

NTID Classrooms/Labs: Assistive Technology, Instructional Technology, Design & Features

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Presenters: Robert Brewer, Coordinator Media Engineering, Technology Support Services
                     Michael Burns, Coordinator Classrooms/Labs, Technology Support Services
Date/Time: 8 March 2007, 2:00 PM

Description: This presentation, presented by Robert Brewer, Coordinator Media Engineering, and Michael Burns, Coordinator Classrooms/Labs, provided participants with an introduction to the specially designed classrooms and instructional laboratories at NTID. The design and utility of these learning spaces were described from a technical design and support perspective. Flexibility in instructional presentation, and communication support options are the key factors in the design and utilization of these special environments. Participants were also shown three classrooms and labs to help them fully understand the features of the deployed technologies.

Methodology

Evaluation Design

The workshop series evaluation consisted of 15 questions in total. The types of questions included rating scale, ranking and open-ended. Rating scale questions were based on a 5-point scale ranging from "strongly agree" to "strongly disagree." Respondents were asked to rate their top three workshops with regard to a) how well sessions were organized and presented, b) the degree to which sessions contributed to their own personal knowledge, and c) the relevance of sessions to their own program and teaching needs.

In addition, respondents were asked, in open-ended format, what they liked most about the workshops, suggestions for improvement, and what topics they feel should be presented in a future, follow-up workshop. Respondents were also given the opportunity to write-in any additional comments.

Sampling

The evaluations were conducted using a self-administered methodology. Participants were encouraged to complete the evaluations on-site at the completion of the week-long workshop series.

All eight of the workshop participants completed an evaluation resulting in a 100% response rate.

Analysis

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

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

Overall Satisfaction with Workshop Series

Respondents were asked to rate their level of agreement with a series of statements regarding their overall experiences with the PEN-International training.

All of the workshop participants either strongly agreed or agreed with six out of the seven statements.
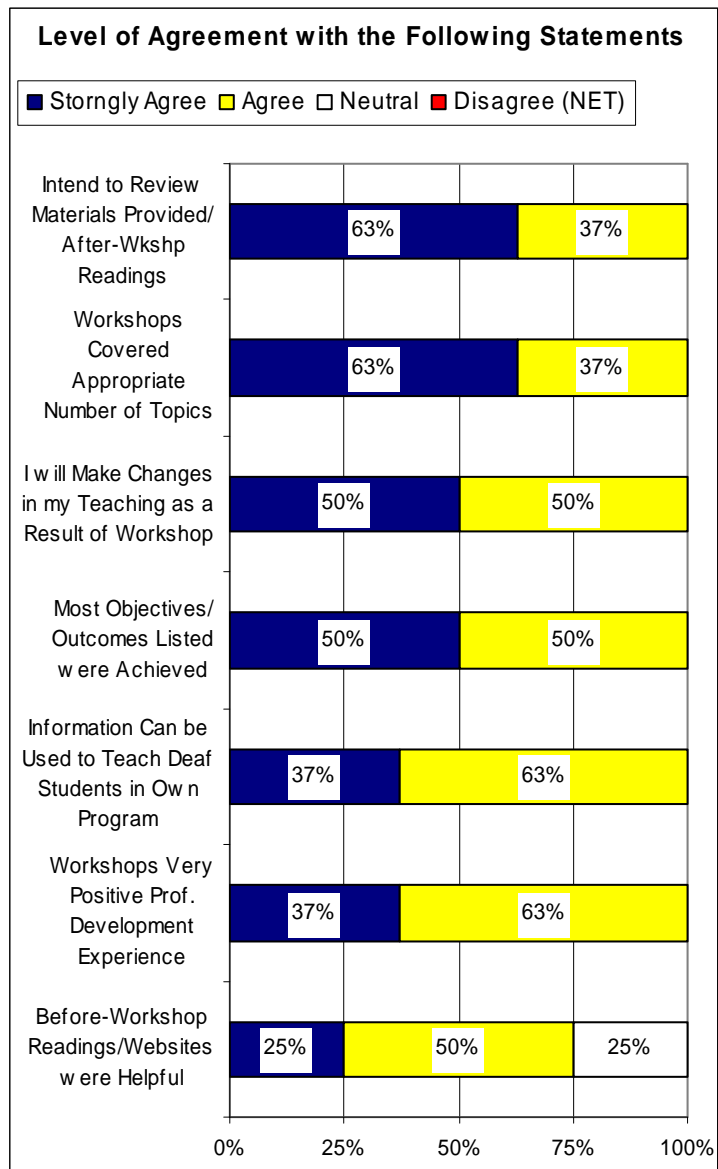
Two-thirds (63%, 5 out of 8) of the respondents said they strongly agree with the statement "I intend to review the materials from this workshop on the PEN-International web site and read some of the after-workshop readings." Similarly, 63% said they feel strongly that the workshops covered an appropriate number of topics.

Half (50%) of the respondents strongly agreed that based on the knowledge they learned from these workshops, they will make some changes in their teaching. Similarly, 50% felt strongly that most of the objectives and outcomes listed in the workshop schedule were achieved.

All (100%) of the respondents said they either strongly agree or agree that the methods, materials, and technologies that they learned can be used to teach deaf students in their own program (37% strongly agree, 63% agree).

Identically, all (100%) of the respondents agreed (strongly agree/agree net score) that the workshops were a very positive professional development experience (37% strongly agree, 63% agree).

Three-quarters (75%) of respondents said they either strongly agree or agree that the before-workshop readings and web sites listed on the PEN-International web site provided helpful background information (25% strongly agree, 50% agree).

Level of Agreement with the Following Statements

Legend: ■ Storngly Agree ☐ Agree ☐ Neutral ■ Disagree (NET)

Statement	Strongly Agree	Agree	Neutral
Intend to Review Materials Provided/ After-Wkshp Readings	63%	37%	
Workshops Covered Appropriate Number of Topics	63%	37%	
I will Make Changes in my Teaching as a Result of Workshop	50%	50%	
Most Objectives/ Outcomes Listed were Achieved	50%	50%	
Information Can be Used to Teach Deaf Students in Own Program	37%	63%	
Workshops Very Positive Prof. Development Experience	37%	63%	
Before-Workshop Readings/Websites were Helpful	25%	50%	25%

0% 25% 50% 75% 100%

Highest Ranked Workshops

Respondents were asked to rank their top three workshops with regard to a) how well sessions were organized and presented, b) the degree to which sessions contributed to their own personal knowledge, and c) the relevance of sessions to their own program and teaching needs.

The workshops that ranked the **highest overall** in the training series, taking into consideration all three categories (organization/presentation, information contributing to own personal knowledge, relevance to own program and teaching needs), included:

- Instructional Design - Analysis, Design, Production and Evaluation
- Working with Interpreters in the Classroom
- Managing Classroom Communication/ Communication Planning

Two out of the three workshops that were ranked highest overall, also ranked strongly within the **organization/presentation** category. These top three workshops included:

- Instructional Design - Analysis, Design, Production and Evaluation
- Working with Interpreters in the Classroom
- NTID Curriculum Development & Instructional Design

Within the category of **information contributing to own personal knowledge**, Instruction Design - Analysis, Design, Production and Evaluation rated strongly again. The other workshops that respondents felt contributed best to their own personal knowledge included Managing Classroom Communication/Communication Planning (one of the top three workshop ranked highest overall) and NTID Classrooms/Labs: Assistive Technology, Instructional Technology, Design & Features. These top ranked workshops are listed below in descending order.

- Instructional Design - Analysis, Design, Production and Evaluation
- Managing Classroom Communication/ Communication Planning
- NTID Classrooms/Labs: Assistive Technology, Instructional Technology, Design & Features

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Highest Ranked Workshops Overall

- ♦ Instructional Design - Analysis, Design, Production and Evaluation
- ♦ Working with Interpreters in the Classroom
- ♦ Managing Classroom Communication/ Communication Planning

Highest Ranked Workshops with regard to: Organization/Presentation

- ♦ Instructional Design - Analysis, Design, Production and Evaluation
- ♦ Working with Interpreters in the Classroom
- ♦ NTID Curriculum Development & Instructional Design

Highest Ranked Workshops with regard to: Information Contributing to Personal Knowledge

- ♦ Instructional Design - Analysis, Design, Production and Evaluation
- ♦ Managing Classroom Communication/ Communication Planning
- ♦ NTD Classrooms/Labs: Assistive Technology, Instructional Technology, Design & Features

Highest Ranked Workshops - *continued*

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The top three workshops that ranked the highest with regard to **relevance to program/teaching needs** remained consistent with the overall ranking results. However, five out of the eight respondents rated the workshop entitled Instruction Design - Analysis, Design, Production and Evaluation the most relevant of all the workshops in the series. The workshops Managing Classroom Communication/ Communication Planning, and Working with Interpreters in the Classroom are arranged in order of relevance.

- Instructional Design - Analysis, Design, Production and Evaluation
- Managing Classroom Communication/ Communication Planning
- Working with Interpreters in the Classroom

> **Highest Ranked Workshops with regard to:**
> **Relevance to Program/Teaching Needs**
>
> ♦ Instructional Design - Analysis, Design, Production and Evaluation
>
> ♦ Managing Classroom Communication/ Communication Planning
>
> ♦ Working with Interpreters in the Classroom

Workshop Strengths and Opportunities for Improvement

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Respondents were asked, in open-ended format, what they enjoyed most about the PEN-International workshops and how the workshops could be improved.

Three-quarters (75%, 6 out of 8) of the respondents said they were thankful for the opportunity to learn about the educational system of NTID and the various support services that are available to deaf and hard-of-hearing students.

Similarly, 75% of respondents mentioned positive comments about the instructors. Respondents specifically mentioned the high level of teaching skill/ presentation design, kindness, enthusiasm, and instructors love for learning.

> **What did you enjoy most about the PEN-International workshop series?**
>
> ♦ Opportunity to learn about educational system of NTID (75%)
>
> ♦ Positive comments about Instructors (75%)
>
> ♦ Variety of workshops/topics (25%)
>
> ♦ Sightseeing Excursion to Niagara Falls (13%)

Other respondents said they enjoyed the variety of workshops/topics offered (25%), and the sightseeing excursion to Niagara Falls (13%) best.

"It was a wonderful opportunity to understand educational system of NTID and enjoyed most of variety of workshops. I appreciate very much for this training which we had great opportunity to meet PEN-International and NTID professors and staff."

"Most impressive on teaching skill (instruction design). Enjoyed kindness, effort, and mind (of instructors)."

"So impressed of your instruction, technique and skill. I enjoyed your educational system to be detailed, dedicated service toward deaf and hard-of-hearing students. Impressed by so many services for deaf."

"Variety of instructional support systems supports for deaf students. Enthusiasm, love of teaching faculty."

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Thirty-eight percent (38%, 3 out of 8) of the respondents suggested that the workshop series could be improved by focusing more on the individual needs of participants. These respondents recommended dividing participants into groups based on their program area/teaching needs.

Similarly, 38% of respondents said they would have liked to observe/attend a classroom in session. These respondents suggested scheduling future workshops while classes are in session.

One quarter (25%) of respondents suggested providing more time for questions and answers at the conclusion of each of the workshops.

Identically, 25% recommended scheduling a longer workshop training series, lasting more than five days in duration.

How could workshops have been Improved?
♦ Focusing on individual program/teaching needs (38%)
♦ Ability to observe/attend classroom in session (38%)
♦ More opportunities for Q & A (25%)
♦ Workshop series to last longer than 5 days (25%)
♦ Korean language interpreter (13%)
♦ Develop participant camaraderie sooner (13%)
♦ Provide presentation slides in advance (13%)

Other respondents recommended improving the workshop series by providing Korean language interpreters (13%), developing camaraderie among participants sooner (13%) and providing presentation slideshows to participants in advance (13%).

"I wished more focused on teaching skill for me. Do you have any further planning as one year program? It was only five days to see, have understanding, so I didn't have enough experience. Five days is not enough time."

"Because we, eight of us, are all different area major of teaching, workshops could be divided/separated into several groups. If we had a real classroom learning where students and teachers have interaction (theory and teaching), it would be wonderful chance!!!"

"Needs longer discussion/question and answer time."

Future Workshop Topics
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Respondents were asked, in open-ended format, what topics they feel should be presented in a future, follow-up workshop. These responses varied.

Twenty-five percent (25%, 2 out of 8) of the respondents said they would like to learn more about employment for the deaf and hard of hearing, including more awareness of the process and how to involve/gain support from business/industry.

Other suggested topics for future workshops included:
♦ Improving communications between teacher and student (13%)
♦ Utilizing instructor resources effectively (13%)
♦ Sign language education (13%)
♦ Understanding deaf culture (13%)
♦ Creating partnerships/relationship with a variety of organizations (13%)
♦ Brainstorming session (13%)

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What did you enjoy the most about the PEN-International workshops?

It was a wonderful opportunity to understand educational system of NTID and enjoyed most of variety of workshops. I appreciate very much for this training which we had great opportunity to meet PEN-International and NTID professors and staff.

Most impressive on teaching skill (instruction design). Enjoyed kindness, effort, and mind (of instructors).

So impressed of your instruction, technique and skill. I enjoyed your educational system to be detailed, dedicated service toward deaf and hard-of-hearing students. Impressed by so many services for deaf.

All workshops were well planned and wonderful content. I am very satisfied. I really enjoyed this training which I expected deaf education.

Variety of instructional support systems supports for deaf students. Enthusiasm, love of teaching faculty.

My course lesson training and Niagara Falls sightseeing. I appreciate so much for educational training of PEN-International. Also, expecting chance to share our co-partnering opportunity with NTID. God bless you and NTID.

Wonderful instructors, variety of topics that were offered to us.

Opportunity for learning.

How could the workshops have been improved?

If we had opportunity to attend an actual classroom as one of content for training, it would be wonderful. If you collect many different ideas from participants and utilize all for future training resources, that will bring improved training.

I wished more focused on teaching skill for me. Do you have any further planning as one year program? It was only five days to see, have understanding, so I didn't have enough experience. Five days is not enough time.

Not only many different workshops as classrooms, but also be prepared communication/discussion with actual working staffs for longer time. Even though time was not enough (five days only), we learned so much from your resources. Could you extend this training to be a little longer for next time?

Because we, eight of us, are all different area major of teaching, workshops could be divided/separated into several groups. If we had a real classroom learning where students and teachers have interaction (theory and teaching), it would be wonderful chance!!!

General lectures are wonderful but also our individual needs and practical improvements could be discussed together while we had classroom. Focus on individual needs. It would be wonderful if we attend real classroom, be with students. Too bad it was spring recess.

We appreciate very much of interpreters but could someday you provide much professional interpreter Korean language?

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How could the workshops have been improved? - continued

If we had pre-research, topics were given earlier. If information provided before, more meaningful. Because of cultural differences, we had delayed warming up/ice breaking period of time. If we used our first name basis freely from the beginning that may soften closer feelings between instructors/delegates.

Needs longer discussion/question and answers time.

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

I would like to ask you communications between teachers and students much practically designed topic. See communication between student and teachers video.

Employment workshop for deaf and hard-of-hearing students. More detail business/industries and publicity, preparation, improvement of awareness.

Resources for instruction effectiveness to see.

My special interest and area is sign language education also deaf interpreter, so I wish I could be introduced but I learned so much overall. Thank you.

Basic educational skill for employment for deaf if there are problems? How can we solve?

Could you present a lecture of deaf culture? Need for better understanding.

I wished and expected much broad topics, free discussion for brainstorming method so we might pick up our needs in detail, deeper understanding for all.

What other organizations like (RID, NAD, ASLTA)? Detail introduction of relationship among these groups.