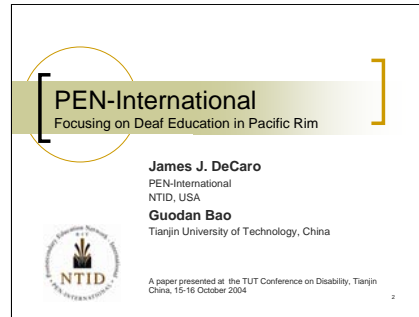




PEN国际项目



PEN国际项目
注重发展太平洋周边区域德聋人教育


詹姆士 迪卡罗
PEN国际项目
NTID (美国国家聋人工学院), 美国

国际高等教育网络项目（PEN—国际是基于罗切斯特理工学院国家聋人技术学院的一个为聋人服务的项目。自从2001年起，NTID已经从日本财团方面接收了近3百万美金的基金用于支持PEN项目）

The Postsecondary Education Network-International (PEN-International is a program that is housed at the National Technical Institute for the Deaf at Rochester Institute of Technology in the USA. Since 2001, NTID has received more than \$3 million in grants from The Nippon Foundation of Japan to support PEN-International.

[Topics for Today's Presentation]

- RIT/NTID Background
- PEN-International
- Areas of Collaboration in the Pacific Rim
- Future Directions





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今天演说的题目

- RIT（罗切斯特理工大学）、NTID（美国国家聋人工学院）的背景
- PEN国际项目
- 太平洋地区的合作项目
- 将来的方向

RIT Information

- Founded in 1829
- Students
 - 11,000 Undergrad
 - 2,400 Graduate
- 1,300 Acre Campus

RIT罗切斯特理工大学的信息

—1829年建立

—学生

—本科生11,000

—研究生2,400

—校园面积1200英亩

作为一个被国际社会所敬养，以职业培训和专业教育为重点的领袖大学，罗切斯特理工大学从1829年起就形成了一种创新的步伐，成为了一个知识性社区—罗切斯特的雅典神庙

1885年，一群罗切斯特的商人建立了机械学院来”成立了夜校为城市建筑设计和工业制图及其他行业等提供了极大的方便”

1891年成立了罗切斯特雅典神庙机械学院（RAMI）。它提供了广泛的机械专业课程。学院的成立者同时为罗切斯特的工业和社会提供服务。

1944成为了罗切斯特理工大学

Respected internationally as a world leader in career-oriented and professional education, Rochester Institute of Technology has been setting an innovative pace since 1829 - Founded as a reading society - Rochester Athenaeum


In 1885, a group of Rochester businessmen founded Mechanics Institute to establish "free evening schools in the city for instruction in drawing and such other branches of studies as are most important for industrial pursuits of great advantage to our people."

In 1891 with Rochester Athenaeum to form the Rochester Athenaeum and Mechanics Institute (RAMI). Comprehensive instruction in mechanical subjects. The Institute's builders responded to both industrial and societal trends in Rochester.

1944 became RIT

[RIT Chosen for NTID in 1967]

- Ties to Business & Industry
- An Established Cooperative Education Program
- Only Site with "Mainstreamed" Plan
- Time Line
 - 1965 Law
 - 1967 RIT Chosen
 - 1968 70 Students Admitted



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NTID在1967年选择了RIT建校

- 紧密联系商业和工业
- 还设有学生实习项目
- 唯一的一个有聋人混入主流教育的大学场所
- 时间分段
- — 1965法律规定

由于校长Lyndon B. Johnson的一份校委会同意书使学院成立美国国家聋人工学院的变革变为可能。它也描述了NTID从1965年成立后演变的过程，国内顶尖大学间的投标竞争，到决定成立在RIT，到如今的高科技环境。

罗切斯特也是柯达，施乐和博士伦的大本营。

RIT的实习教育项目（co-op）是指你可以用全职带薪工作来代替全职学习以增长自己的工作经验。RIT本科学位的学年分成4年（12个学期）的课程学习和5个学期的实习课程。

公司会到RIT来招实习的学生，学生也可以自己找实习的职位。

an act of Congress and approval of the NTID Act by President Lyndon B. Johnson made possible the institute's creation. It describes the evolution of NTID from its establishment in 1965, followed by a competitive bid between the nation's top universities that placed it at RIT, to its high-tech environment today.


Rochester is the home to companies such as: Kodak, Xerox and Bausch & Lomb

Cooperative education (co-op) at RIT means that you will alternate periods of full-time study with full-time paid work experience in your career field. RIT's school year is divided into 4 years (12 quarters) of college course work and 5 quarters of co-op work experience towards your bachelor's degree program.

Companies come to the **RIT** campus to search for students for **coop** or students can find their own **coop** positions

[NTID Students, Faculty & Staff]

- **1250 Students**
 - 700 Sub-baccalaureate Programs, 475 Baccalaureate Program at RIT, 75 Graduate Students
- **475 Faculty & Staff**
 - 200 Faculty, 165 Staff, 110 Interpreters
- **Support During a Year**
 - 80,000 Interpreter Hours, 40,000 Note Taker Hours, 20,000 Tutoring Hours



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NTID学生，教师和职员

- 1250名学生
- 700个学士课程， 475 RIT学士课程， 75个研究生
- 475名教职工
- 200名教师， 165职工， 110翻译
- 一年内所收到资助
- 80,000个翻译小时， 40,000代记笔记小时， 20,000辅导小时

[Two Models of Education]

- Direct Service Model
- Support Model

(Photo NTID Class) (Photo Cross Registered class)



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两种教育模式
—直接服务模式
—支持模式

NTID教室照片

注册教室的照片



PEN国际项目的建立

美国国家聋人工学院

天津理工学院

莫斯科保玛国家技术学院

日本Tsukuba大学

日本财团

来自俄罗斯，日本，中国和NTID/RIT这些大学的关键代表团成员共同签订了一项决定，这个决定是成立一个基于卓越，诚实和创新的，一个独一无二的国际合作网络来提高高科技职业教育水平来为聋人群体服务。2001年6月29日的签字仪式决定了PEN国际项目的正式启动。

Key delegates from universities in Russia, Japan, China, and NTID/RIT signed a resolution committing to excellence, integrity and innovation to begin a unique, collaborative network to improve high-tech education and career options for their deaf residents. The signing of the resolution on 29 June 2001 marked the official start of PEN-International.

The Nippon Foundation of Japan

- Improve Education in Participant Countries
- Establish International Network
- Provides Funds for PEN-International




日本财团

- 提高参与PEN项目国家的教育质量
- 建立了国际网络
- 给PEN项目提供经费

日本财团是一个基于日本的基金组织，它专门为各种能够为提高世界上人类生活水平的活动提供财力资助。他们的领域涉及到卫生保健，农业，教育和残疾。

日本财团对聋人教育的赞助开始于支持发展中国家的聋人或听力障碍人士到美国接受教育。但是他们选择了扩展他们的目标和重点。现在他们赞助不同国家的高等教育学院，所以聋生可以在本国就有机会学习。

日本财团对赞助PEN国际项目的解释为，“为提高本国教育水平提供赞助。。。我们以奖学金的形式给发展中国家的聋生和听力残障人士提供赞助使他们能到美国学习。但是这种方式只为少数幸运的聋生提供了财务上的资助，大多数其他聋人还是被留在了后头。这些学生无法在本国接受到令人满意的高等教育。这使得我们产生了这样的疑问是否本地就不需要对聋生或听力残障人士的资助了呢？”

结果，日本财团发现我们提议创建一个国际教育网络来提高聋人高等教育是一个很好的理由来赞助PEN国际项目。

The Nippon Foundation is a grant-making organization based in Japan that provides financial assistance for activities that they determine can improve the quality of living of people around the world. Their assistance is extended in such fields as healthcare, agriculture, education and disability.

The Nippon Foundation's support for deaf education began with supporting deaf or Hard-of Hearing students from developing countries to study in the United States. But they chose to expand their focus to support higher educational institutes in various countries, so that students are given the opportunity to study in their home countries.

The reason given by The Foundation for its involvement with PEN-International is, “to provide a support structure that is closer to home.....we have provided support in the form of scholarships that enable deaf or Hard-of-Hearing students in developing countries to study in the United States. But while this approach finances a lucky few of deaf or Hard-of-Hearing students to study in the United States, countless others have been left behind. These students have been unable to obtain post-secondary education of satisfactory quality in their home countries. This led us to question whether there shouldn't be a local support for deaf or Hard-of-Hearing.”

As a result, The Foundation found our proposal to develop an international network to improve postsecondary education for deaf students to be of sufficient interest to fund PEN-International

PEN-International Goals

- Improve Teaching, Learning and Curriculum Development
- Increase the Application of Technology to Teaching and Learning
- Expand Career Education Opportunities for Deaf and Hard-Of-Hearing People Around the World



PEN国际项目的目标

- 提高教学，学习和课程的开发
- 促进技术在教学和学习上的应用
- 拓展全世界聋人和听力残障人士的就业机会

国际上，只有历历可数的高等教育课程是给聋人或听力残障人士提供的（BRELIE，1999）但是越来越多的国家开始发展课程和服务。从某种程度上来说，他们都是在在一个闭塞的环境里工作。

这致使NTID有了这种希望能寻找到一些方法来催化和倡导提高世界上特别是发展中国家的聋人高等教育的事业。

背景：

NTID是国际上第一个也是最大的聋人的听力残障人士的技术大学。它也是罗切斯特理工大学的八个学院之一。RIT是1829年建校的，NTID是于1965年由美国国会正式成立在RIT的。一个NTID/RIT非常特有的特征是：NTID有1100名聋人和听力残障学生在校学习，住宿和同13000名正常学生一起过社区生活。

请描述幻灯片上的三个原因

Internationally, there are a limited number of postsecondary education programs for people who are deaf or hard-of-hearing (Brelie, 1999) but more countries are developing programs and services. To a great extent these institutions have worked in relative isolation.

This lead NTID to seek ways in which it might be able to serve as a catalyst and facilitator to improve the postsecondary education of deaf people around the world—particularly in developing countries.

As background:

The National Technical Institute for the Deaf (NTID) is the world's first and largest technological college for students who are deaf or hard of hearing. It is one of eight colleges of Rochester Institute of Technology (RIT), a privately endowed, coeducational university that is student centered and career focused. RIT was founded in 1829, and NTID was formally established by the US Congress in 1965 as one of RIT's colleges. One of the unique features of NTID/RIT is that more than 1,100 deaf and hard of hearing students study, share residence halls, and enjoy social life together with more than 13,000 hearing students.

DESCRIBE THREE AREAS ON THE SLIDE



PEN国际的远景目标

输入者 — 自己自足 — 输出者

PEN国际项目的拱形目标是发展一个国际网络来促进和维护本地的能力和全球各个参与国高等教育学院国的网络

总的来说学院将会从“知道如何”输入者变成自己自足。随着项目的进行，每个学院也会变成有能力输出自己学到的高等教育的方法到其他国家的给服务聋人学生的大学。结果，这个项目是意图在将学院从输入者到自己自足到输出者转变。

这个基本模式适合所有的参与国。也就是说，一个有特殊专长的学院可能是一个知道如何的输出者，在给其他的大学输出的同时自己可能还是一个输入者。最终，每个PEN参与者都会成为本国主要的知道如何的输出者。

NTID在PEN项目中是起一种催化剂和倡导人的作用。每个成员国都是PEN的一个支点。这个网络是一个分散更新的媒体来提高聋人和听力残障人的高等教育环境。结果，这个网络助长了教育的波浪作用。

开始，我们决定仅仅从本国来定义和描绘的需求并且不会给参与组织附加任务。一个基本的原则是：所有参与国都会互相合作来决定共同的需求。

The overarching vision for PEN-International is to develop an international network that will enhance and maintain local capability and global networking at each participant postsecondary institution.

Overall institutions will be moved from **importers** of 'know how' to **self-sufficiency**. As the project progresses, each institution will develop the capability to **export** what has been learned to other postsecondary institutions in their respective countries serving students who are deaf and hard-of-hearing. In effect, this project is intended to move institutions from **importer** to **self-sufficiency** to **exporter**.

This general model applies to all participants in the network. By this we mean, an institution that has a particular expertise might serve an exporter of know how to other institutions while at the same time importing know how in which it is lagging. Eventually, each participant will become the major exporter of know how within its home country.

NTID serves as the catalyst/facilitator for the international network. Each of the other participant institution are **nodes** on the international network. The network serves as an innovation-dissemination vehicle for improving the postsecondary educational circumstances of people who are deaf and hard-of-hearing. In effect, the network fosters an educational ripple effect.

Form the outset, we determined that we would work to address locally defined and delineated needs and would never impose solutions on participant organizations. A fundamental operating principle has been as follows: "All participants will work in partnership to determine solutions that meet those needs."



执行战略

- 培训和指导教师
- 建立多媒体电脑中心
- 互联网资源信息
- 评估和研发

需要评估

PEN国际项目的哲学
 由本地决定需求
 教育技术
 课程问题
 聋
 NTID是如何管理教学的

教师培养

职业培训模式
 声音教育和技术实用
 进行中

多媒体电脑中心

教师新技能培养
 教课的教室和学生高科技实验室
 视频会议
 接受和使用在线教课资源

在线和互联网资源

PEN国际的网上资源
 所有的研讨会资料都在互联网上
 视频会议培训和交流
 PEN国际网页

评估和研究

影响的程度
 所有培训，学生交流和文化交流的活动

Needs Assessment

PEN-International Philosophy
 Local Determination of Needs
 Instructional Technology
 Curriculum Issues
 Deafness!!
 How Business is Conducted at NTID

Faculty Development

Professional Development Model
 Sound Instructional & Technology Practice
 On-going
 Multimedia Computer Centers
 Faculty Development of New Skills
 A Teaching Classroom and Student Lab with High Technology
 Video Conferencing
 Receive & Use Online Learning Resources

Online & WWW Resources

PEN-International Materials on WWW
 All Workshop Materials on WWW
 Videoconferencing Employed for Training & Communication
 PEN-International Web Pages

Evaluation & Research

Levels of Impact
 All Training, Exchange and Cultural Activities



PEN的伙伴

- NTID（美国）
- Tsukuba技术大学（日本）
- 天津理工大学（中国）
- 北京联合大学（中国）
- 长春大学
- DSLU圣柏尼得大学（菲律宾）
- Ratchasuda大学（泰国）
- 莫斯科保玛国家技术学院
- 查尔斯大学（捷克共和国）

背景

国际上，只有历历可数的高等教育课程是给聋人或听力残障人士提供的（BRELIE，1999）但是越来越多的国家开始发展课程和服务。在日本，直到1990年才建立了Tsukuba技术大学为聋人提供服务（Obata,1999）。这所大学是仿照NTID建立的，它也是亚洲一所在教短时间内发展成的领导性的聋人技术学院。

NTID一共发展了4所姐妹学校来共同研发课程和高等教育项目来为聋人和听力残障人士服务。这些关系收到了一些限制。因为教育的重点转到了1100多名RIT的聋哑和听力残障的学生上来。因此，大学必须现照顾到自身学生的需求，从而影响到发展姐妹学校的关系，比如自从天津聋人工学院加入后。

这些姐妹学校将会是国际高等教育网络的核心。

在第一阶段，NTID和Tsukuba大学在NTID的领导下，在一群研发队伍的带领下，将会同天津理工大学和莫斯科国家技术大学建立伙伴关系。另一所大学（菲律宾的CSB）也在经过第一和第二年的几次实地访问后被选中，它也将是第一阶段的项目目标。

北京联合大学和长春大学是在第三年是被添加到项目中的。

查理大学和Ratchasuda大学是附属成员

Background

Internationally, there are a limited number of postsecondary education programs for people who are deaf or hard of hearing (Brelie, 1999) but more countries are developing programs and services. In Japan, it was not until 1990 that Tsukuba College of Technology for deaf and visually impaired people opened its doors (Obata, 1999). The college, which was modeled after NTID, was the first of its kind in all of Asia and has proven in a very short period of time to be a leader in the technical education of people who are deaf.

NTID has developed four (4) sister institution relationships with colleges and universities internationally in an effort to improve the circumstances of deaf and hard-of-hearing people in technical and professional education. These relationships have by necessity been limited because the demands on institutional resources has resulted in their being directed to meet the needs of the 1100+ deaf and hard-of-hearing students at Rochester Institute of Technology. Therefore, the college has continued to maintain, but has limited significantly, the breadth and depth of its current sister institution relationships and has not added to the cohort since the addition of Tianjin Technical College for the Deaf.

These sister institutions will serve as the core of an international postsecondary educational network.

During **stage one**, NTID and Tsukuba College of Technology, under the leadership of NTID, and with guidance from a development team, will establish the network at Tianjin Technical College for the Deaf and Moscow State Technical University. One other institution (CSB in the Philippines), was selected as a result of site visits in years one and two of the project will be included in stage one of the project.

Beijing Union and Changchun University were added as partners during year 3.

Charles University and Ratchasuda College are considered affiliate members.



NTID 美国国家聋人工学院
 一于1968年建立于RIT校园
 一有1250名学生
 一475名教职工

关于NTID 美国国家聋人工学院NTID是国际上第一个和最大的一个为聋人和听力残障人士服务的技术大学。它是1829年成立的以学生就业为教育中心的私立的罗切斯特理工大学的八个学院之一。NTID是由国会在1965年立法成立的。一个NTID/RIT非常特有的特征是：NTID有1100名聋人和听力残障学生在校学习，住宿和同14000名正常学生一起过社区生活。

使命 给聋人和听力残障人士提供良好技术水平和专业的课程，辅助以很强的文科和理科的课程，是他们能生活和工作在一个以正常人为中心的主流环境中，并且是他们能不停地受到好的教育。

地点 RIT位于纽约州西部罗切斯特郊区，校园面积1300英亩，建有200座大楼。大学仅离尼亚加拉大瀑布，加拿大多伦多和安大略市几个小时的路程。

注册学生 本科生：1075名聋生和听力残障学生，92名有听力学生（就读于教育翻译专业）

研究生：70名聋生和听力残障学生，33名有听力学生（就读于聋人高等教育研究专业）

专业课程 合格的聋生和听力残障学生可以从选修30门NTID认证的课程中获得专科学位。他们也能从学习RIT的应用科学，财经，计算信息科学，工程，影像科学，文科和科学系其他七所学院的200门课程中获得本科或研究生学位。

学生实习课程 作为职业培训的需要，RIT、NTID的学位课程要求学生完成至少一门的实习作业。使他们能增长将来社会工作的经验。

毕业的就业 在过去的5年里，近95%的聋人毕业生找到了财经，工业，政府，教育和其他行业的工作

学年 RIT的将一年分成四个11周的学期，秋季9月开学。通常学年从9月到明年5月。

教师 5000多名教职工，1200多名住在纽约州

多元化 57%男性，43%女性，26%少数民族学生，7%来自18个国家的国际学生

每年开支 共：\$15393美金（包括学费：\$6981，住宿：\$4452，用膳：\$3381，其他：\$579）（所列项目仅适用美国的聋生和听力残障学生从2003-2004学年9月至明年5月的开支）

助学金 助学金包括学生贷款，学生工作收入，多种补助金和联邦和州内的赞助金。根据学生的财经状况和学习成绩，56%的捐赠金共2千2百万被用做了奖学金。

交流和信息获取 帮助聋人和听力残障学生获取大学课程信息的方法包括代记笔记员，辅导老师及大批的手语翻译。美国的讲师采用多种方法同聋生交流，例如手语，讲话，手语拼音，手写，视觉帮助。在校的听力矫正专家为聋生提供听力有关的服务以及听力辅助器和植入耳膜的辅助器。口语病理专家则提供广泛的讲话和语言服务。

研究 NTID、RIT把研究看作学院课程的一个非常重要的组成部分。RIT、NTID社区很乐意进行研究。NTID是国际上赫赫有名的听力和讲话研究项目的中心。

运动 RIT属于国家大学生体育联合会的第三分院。这里年轻有为的聋哑，听力残障运动员同正常学生进行比赛竞高低。大概有450名男女运动员参与23个项目的运动中。

校园生活 住宿：75%的本科生住宿校内。住房的选择有宿舍楼，公寓和小别墅；还有互助会，女生宿舍和特殊住房。

社交活动 学生有150个俱乐部，艺术创作课程，学生会和宗教组织。

技术 学生受益于高科技中心，智能教室，先进水平的电脑和多媒体技术，电脑工程设施，数码打印印刷技术，雷射光学实验室，机器人专业还有配有互联网，灯光报警器和电话扬声器宿舍楼。

About NTID The National Technical Institute for the Deaf (NTID) is the world's first and largest technological college for students who are deaf or hard of hearing. It is one of eight colleges of Rochester Institute of Technology (RIT), a privately endowed, coeducational university that is student centered and career focused. RIT was founded in 1829, and NTID was formally established by Congress in 1965. It became one of RIT's colleges in 1968. One of the unique features of RIT/NTID is that more than 1,100 deaf and hard of hearing students study, share residence halls and enjoy social life together with more than 14,000 hearing students.

Mission To provide deaf and hard-of-hearing students with outstanding state-of-the-art technical and professional programs, complemented by a strong liberal arts and sciences curriculum, that prepare them to live and work in the mainstream of a rapidly changing global community and enhances their lifelong learning.

Location The RIT campus comprises 200 buildings on 1,300 acres in suburban Rochester, located in Western New York, just a few hours from Niagara Falls and Toronto, Ontario, Canada.

Enrollment Undergraduate: 1,075 deaf and hard-of-hearing students, 92 hearing students (enrolled in educational interpreting program)

Graduate: 70 deaf and hard-of-hearing students, 33 hearing students (enrolled in Master of Science program in Secondary Education of Students who are Deaf)

Degree programs Qualified deaf and hard-of-hearing students can earn associate degrees in more than 30 accredited NTID programs. They also can earn bachelor's or master's degrees in more than 200 programs offered by RIT's seven other colleges-Applied Science and Technology, Business, Computing and Information Sciences, Engineering, Imaging Arts and Sciences, Liberal Arts, and Science.

Cooperative education programs As part of a focus on career education, RIT/NTID degree programs require at least one co-op work assignment to allow students to experience their chosen profession in the real world of work.

Placement after graduation Over the past five years, 94 percent of deaf graduates who chose to enter the labor market have obtained jobs in business, industry, government, education and other fields.

Academic year The quarter system divides the calendar year into four 11-week terms, beginning with fall quarter in September. Traditional academic year runs September through May.

Alumni Population 5000+ alumni, 1200+ live in New York State

Diversity 57% males, 43% females, 26% minority students, 7% international students from 18 different countries.

Annual expenses Total: \$15,393 (includes tuition: \$6,981, room: \$4,452, board: \$3,381, fees: \$579)

(Expenses listed here are for deaf and hard-of-hearing U.S. students only for the 2003-2004 academic year, September to May.)

Financial aid Financial aid may include student loans, student employment, combinations of grant-in-aid, and federal and state grants that are available for students in need. Fifty-six endowed funds totaling more than \$22 million create scholarships based on financial need and academic merit.

Communication/access Support and access services for deaf and hard-of-hearing students include notetakers, tutors, and the largest interpreting staff for a college program in the U.S. Instructors use a variety of communication strategies including sign language, speech, fingerspelling, writing, and visual aids. On-site audiologists provide services related to hearing and hearing aids, assistive devices and cochlear implants, and speech-language pathologists offer a broad range of speech and language services.

Research NTID/RIT views research as a critical component in enhancing the institute's academic programs. The RIT/NTID community enjoys the opportunity to participate in research and, in doing so, serves the wider community. NTID is home to the International Center for Hearing and Speech Research, a research program of national and international prominence.

Athletics RIT is a National Collegiate Athletic Association (NCAA) Division III university where young and talented deaf and hard-of-hearing athletes participate with their hearing peers in a tradition of athletic excellence. More than 450 athletes participate in 23 different men's and women's varsity sports.

Campus life Housing: 75% of undergraduates live on campus. Housing options include residence halls; apartments and townhouses; and fraternity, sorority and special interest houses.

Social life Students enjoy more than 150 clubs, creative arts programs, student government and religious activities.

Technology Students benefit from a high-tech learning center, smart classrooms with state-of-the-art computers and multimedia technologies, computer engineering facilities, digital printing presses, laser optics lab, robotics program and fully-networked residence halls equipped with strobe light fire alarms and telephone amplifiers.

Tsukuba College of Technology
(Japan)

- Established in 1990
- Technical College for Deaf Students
- Approximately 200 Deaf Students




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日本Tsukuba技术大学

—成立于1990年

—聋人学生的技术大学

—大约有200名聋人学生

1987年，日本政府修改了建立国家学校法许可了成立Tsukuba技术大学。1990年春，第一批聋生进入了听力障碍学院。一年后，第一批盲人学生进入了视觉障碍学院。听力障碍学院提供艺术设计，机械工程，建筑工程，电子和信息系统课程。现在，大概有200名聋哑学生在TCT就读。

The Government of Japan chartered Tsukuba College of Technology in October 1987 by amending the Japan Law for Establishing National Schools. In April 1990, the first class of deaf students entered the Division for the Hearing Impaired at the college. One year later, the first class of blind students entered the Division for the Vision Impaired. The Division for Hearing Impaired provides state-of-the-art curriculum in design, mechanical engineering, architectural engineering, electronics and information science.

Currently there are approximately 200 students who are deaf enrolled at TCT.

Tianjin University of Technology
(China)

- Established in 1991
- First Technical College in China
- Serves about 125 Deaf Students



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中国天津技术学院

—成立于1991年

—中国第一个技术学院

—有125名聋人学生

天津理工学院聋人工学院是中国的第一所聋人技术学院。成立于1991年，该大学招收来自国内各个地区的大学生。现有125多名聋生在校学习技术学科为将来中国技术岗位提供动力。

Tianjin Technical College for the Deaf of Tianjin University of Technology is the first technical college for the higher education of people who are deaf in China. Established in 1991, the college enrolls students from throughout China. Presently, more than 125 deaf students study technical disciplines that prepare them for productive membership in Chinese society.

Beijing Union University (China)

- University Established in 1985
 - Deaf Program in 1999
- Serves about 125 Deaf Students

(Photo BUU)

NTID

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中国北京联合大学

—大学建立于1985年

——1999年开始聋人课程

—有125名聋人学生

中国北京联大是成立于1985年，它是一所包括各种学科的大学，为12000学生设有人类学，科学，社会科学，自然科学，技术科学和管理科学。大学的特教学院是成立于1999年，有着近125名聋生，分别学习艺术设计，装修，广告，园艺和办公自动化。

China's Beijing Union University (BUU), founded in 1985, is a multidisciplinary institution offering humanities, science, social science, natural science, technological science, and management science programs to 12,000 students. The University's Special Education College was created in 1999 and serves more than 125 deaf students who study art design, decorating and advertisement, gardening, and office automation.

Changchun University (China)

- Established in 1987
- Serves 200 Deaf Students





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中国长春大学

—于1987年建立

—有大概200名聋生

中国的长春大学是一所1987年建立的特殊教育学院。它是中国最老最大的给残疾学生提供高等教育的大学。大学现有聋生和听力障碍学生200名。他们学习大学提供的艺术和图画设计专业。大学毕业生都能成功的在工作岗位工作。

2004年1月9日，PEN多媒体设施正式在长春大学的特教学院成立。该大学是PEN最新的中国成员并有着最古老的聋人高等教育的资历。

China's Changchun University's Special Education College was established in 1987. It is the oldest and largest postsecondary program for disabled students in the People's Republic of China. The college currently enrolls more than 200 deaf and hard-of-hearing students who study in the college's fine arts and graphic design programs. Graduates of the college are competing successfully in the workplace.

On 9 January 2004, the PEN Multimedia Facilities were officially dedicated at the Special Education College of Changchun University. The university is the newest member of the PEN family in China and houses the oldest postsecondary education program for people who are deaf.

De La Salle University
College of Saint Benilde (Philippines)

- Deaf Education Program part of College of Saint Benilde
- Serves About 150 Students



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DSLU圣柏尼得大学（菲律宾）

—聋人教育是该大学的一部分



—有150名聋生

SDEAS的远景是给聋人提供他们所需要的教育；指导进行全盘革新战略的研发；建立国际关系；并保存聋人后代和菲律宾本土聋人的文化遗产。

The SDEAS vision is to be a leader in education for the Deaf by offering programs that are responsive to their needs; conducting research on innovative strategies for their holistic development; establishing international linkages; and empowering them by preserving Deaf heritage and nurturing Filipino Deaf culture.

Ratchasuda College
Mahidol University (Thailand)

- Founded in 1991
- 89 Students Who are Deaf



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Ratchasuda大学（泰国）



- 建立于1991年
- 89名聋生

泰国的Ratchasuda大学是第一所也是唯一的一所位于东南亚的专门给聋生提供教育的大学。大学成立于1991年，在世界各地的聋人教育领袖的帮助下设立课程。该大学共有 89名聋生

Thailand's Ratchasuda College of Mahidol University is the first and only education institution in Southeast Asia dedicated to providing tertiary education for deaf men and women. The College, created in 1991, consulted with worldwide leaders in education of deaf students in formulating its curriculum. Ratchasuda College enrolls 89 students who are deaf.

**Bauman Moscow State
Technical University** (Russia)

- Deafness Center Started in 1990
- Students Mainstreamed
- Serves Approximately 250 Students



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莫斯科保玛国家技术学院

- 1990成立聋生中心
- 聋生都是同主流学生一起上课
- 大概有250名聋生

BMSTU从1934年就开始教育聋生。在1990初，大学的管理层决定扩展课程来服务聋哑学生并建立了聋哑中心。现在大概有250名聋生在大学内学习格式的课程以及在聋哑中心学习补偿性的课程

BMSTU has been educating deaf students since 1934. In the early 1990's, university administration determined to expand programs and services for deaf students and established the Center on Deafness. Presently, approximately 250 students study in various programs across the university as well as in compensatory programs at the Center on Deafness.

[Charles University (Czech Republic)]

- Students Mainstreamed
- Serves Approximately 120 Special Needs Students; 24 Who are Deaf



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查尔斯大学（捷克共和国）

— 聋生都是同主流学生一起上课

— 有大概120名不同程度残疾的学生；24名聋生

捷克布拉格的查理大学是一所中欧的老牌大学。有查理国王IV代在1348年建立，这所大学共招收了41000名本科，研究生和博士级学生。在大学里共有大概120名特殊学生，24名是聋生。

The Czech Republic's Charles University in Prague is the oldest university in central Europe. Founded in 1348 by King Charles IV, the University enrolls 41,000 students at the bachelor's, master's, and doctoral levels. Among the University's population are 120 students with special needs, including 24 students who are deaf.



PEN项目的分布图

到罗切斯特纽约的距离

最多有14小时的时差

罗切斯特到曼谷有8506英里

罗切斯特到马尼拉有8284英里

罗切斯特到北京有6646英里

罗切斯特到东京有6518英里

罗切斯特到莫斯科有4644英里

Distance from Rochester NY

Up to 14 hours difference in times

Rochester to Bangkok = 8506 Miles

Rochester to Manila = 8284 Miles

Rochester to Beijing = 6646 Miles

Rochester to Tokyo = 6518 Miles

Rochester to Moscow = 4644 Miles

Training & Faculty Development

- Needs Assessment
- Objective-based Workshops
- Teachers Sharing with Teachers
- Formative & Summative Evaluation

(Photo Training an Faculty Development)



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教师的培训和提高

— 需要评估

— 目的性的研讨会

— 老师间的交流

— 格式化和总结性的评估

[Recent Workshop Titles]

- Counseling Students
- Instructional Technology & Deaf Education
- Student Interaction in the Classroom
- Working with Interpreters in the Classroom
- Working with Employers and Cooperative Education



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近期的研讨会题目

- 指导学生
- 教育技术和聋人教育
- 聋生在课堂上的交流
- 在课堂上同手语翻译交流
- 如何同实习单位的同事交流

**Faculty Development –
Recent Accomplishments**

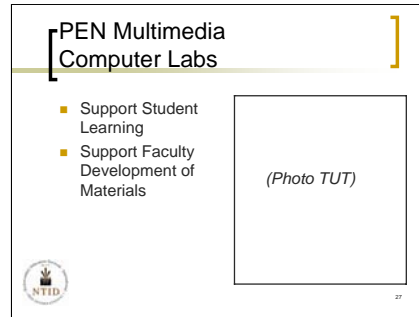
- Instructional Technology Symposium, NTID, June 2003 – All Partners (20)
 - Videoconference (75)
- Training at NTID, Feb & Oct, 2003, Nov 2004 – All China Partners (15)
- PEPNet Conference, Apr 2004, All Partners (22)
- Mathematics Workshop in Changchun China, Jun 2004, (35)



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教师的提高—近期的成绩

- 教育技术研讨会，NTID，2003年6月—所有的PEN伙伴（20）
- 视频会议（75）
- 在NTID举行的培训，2003年二月和十月，2004年11月，所有中国的伙伴（15）
- PEPNet会议，2004四月，所有的伙伴（22）
- 中国长春数学研讨会，2004年六月（35）



PEN多媒体电脑实验室

- 支持学生的学习
- 帮助教师开发教学资料


TUT照片


它组成了国际合作高等教育网络的基础设施。作为建立国际网络的第一步，NTID和TCT将会各自建立多媒体实验室来领导其他各个学院。这些实验室将会主要在PEN国际网络中起到设计，研发，测试和散发中心以及培训中心的作用。在NTID和TCT的实验室会被当作试验性的设施。它们有智能教室，高速网络会议系统，高速互联网和传统的通讯系统。NTID和TCT将会利用现存的设施来适应PEN项目的需求。因为NTID和TCT已经有了大部分上述技术设施，所以NTID和TCT不象其他的PEN伙伴，他们不再需要重复投资到这些设备中去。比如，NTID正在投资\$100,000美金设计和建造一个能被PEN项目利用的试验性教室。这个教室将在200?年春季落成。

Assemble the necessary infrastructure components for an international collaborative and cooperative postsecondary educational network. As a first step in establishing this network, NTID and TCT will establish laboratories to pilot test the components of the network at their respective institutions. These will serve as the primary **design, development, testing and distribution centers** for the international network and also as training centers for faculty from participating countries. The laboratories at NTID and TCT will serve as experimental facilities that will include an adaptable smart classroom, high-speed videoconferencing capability, high-speed WWW access, and traditional telecommunications access. NTID and TCT will utilize extant facilities and adapt them to meet the needs of the project. Since NTID and TCT already possess much of the technology listed above, NTID and TCT will not require the same level of investment in equipment as will be required for other participant institutions. For example, NTID is in the process of investing \$100,000 in the design and building of an experimental classroom that will be used as a model for the project. This classroom will be ready by spring 200

Lab Specifications

- Smart Classroom Technology
- Display Computer, Video, Objects
- Local Area Network
- 12 -18 Student Computer Stations
- Videoconferencing




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实验室的规格

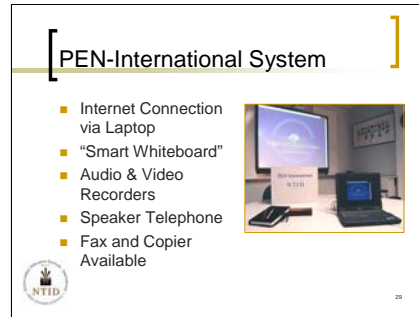
- 智能教室技术
- 显示电脑图像，物体
- 局域网
- 12—18台学生电脑
- 视频会议

在天津理工大聋人工学院建立和全面运作一个高科技的多媒体实验室。这个实验室、教室可被用来满足大学教学需求并扩展学院的信息技术和教育技术的能力。这个实验室将会包括项目的互联网网页，视频会议网络技术，有互联网能力的局域网电脑网络，智能教室技术（也就是智能黑板），还有教育技术（也就是多媒体技术）。这个实验室将会帮助学生，也能使教师提高和更新聋人教育术。实验室将承担起**本国内网络分发站点**的作用，帮助促进国内其他聋人大学高等教育和学习水平以及共享PEN项目其他伙伴大学的经验，也就是中国，日本，俄罗斯和美国。

<http://www.rit.edu/~493www/videoconference/>

Establish and fully operationalize a technology-based multi-media learning laboratory at Tianjin Technical College for the Deaf. The lab/classroom will serve the needs of the college and extend the institution's information technology and instructional technology capabilities. The lab will include but will not necessarily be limited to the WWW portal for the project, videoconferencing network technology, local area computer network connected to the WWW, smart-classroom technology (e.g., smart blackboards), and instructional technology (e.g., multi-media technology). The lab will be where students will learn and where faculty will develop and use innovative technology for the teaching of students who are deaf. The lab will be designed to serve as **network dissemination nodes within the country** to facilitate improvement of teaching and learning at other postsecondary institutions in the country and for sharing of expertise across network institutions, i.e., between China, Japan, Russia and the USA.

<http://www.rit.edu/~493www/videoconference/>



PEN国际项目系统

- 通过手提电脑上互联网
- 智能白板
- 视频音频录像
- 电话扬声器
- 有传真机和复印机

PEN的视频会议中心是位于PEN办公室的日本财团培训室（可容纳14人）。配有Polycom View Station EX 电话系统，有3个视频摄像头，能够投影到平板电视屏幕上，并有BOSE音响系统。附加设备有能上网的手提电脑，一个智能白板，视频音频录像能力，还有DVD和VHS播放系统。另外还有Polycom扬声器电话和多加的一条外线用来给远程站点打电话。日本财团培训室的网络支持ISDN（H. 320）或IP（H. 323）协议。然而，ISDN被采用得最多，因为它比IP的通讯速度要快，比较适合参与者使用手语。

The PEN videoconference system is located within the (14-person capacity) Nippon Foundation Training Room, in the PEN office suite. A Polycom View Station EX, with three video cameras, projected and flat panel television displays, and a Bose audio system provide a very flexible platform that meets the needs for the majority of PEN calls. Additional equipment in the room to support meetings and training includes an Internet-connected laptop, a "Smart Whiteboard" for interactive control of projected computer displays, and audio and video recording capabilities, along with DVD and VHS video playback systems. Additionally, there is a Polycom speaker telephone system on separate line for direct phone calls to remote sites.

The network supporting the Nippon Foundation Training Room is capable of utilizing either ISDN [H.320] or IP [H.323] protocols. However, ISDN remains the preferred protocol simply because the speed and synchronization of IP remains slightly less than acceptable, especially when sign language is used by participants.

**Recent Accomplishment –
Multimedia Computer Labs**

- Laboratories Opened in Beijing Union University & Changchun University, 2003 - 2004
- Tianjin University Lab Enhanced
- Use of Pac Rim Labs is 32 Hours per Week for Course Work



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最近的成绩—多媒体电脑实验室



—2003—2004年北京联合大学和长春大学的实验室陆续开通

—升级了天津大学的实验室

—太平洋地区的实验室每周有32小时被用做授课

[Online & WWW Resources]

- PEN Web Page
- Workshop Page



NTID

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在线互联网资源

—PEN网站

—研讨会主页

Evaluation & Research

- Typical Evaluation Report
- Typical Research Presentation



The image shows two sample documents. On the left is a 'Typical Evaluation Report' cover page from PEN International, dated 2004. On the right is a 'Typical Research Presentation' slide titled 'Tertiary Deaf Education in China: Self-Contained Colleges in Mainstream Universities'. The slide lists the author as Professor H. M. Wright, D. Ed. M., and mentions the National Technical Institute for the Deaf (NTID). A small NTID logo is also present in the bottom left corner of the slide area.

评估和研发

— 典型的评估表

— 典型的研究讲稿



报表

—简介的小册子 一年度报告

Evaluation & Research: Workshops

- Training in USA
- Follow-up Training in Country
- Training of Others in Country
- Regional Training




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研讨会的评估和开发

- 在美国的培训
- 紧跟着是国内的培训
- 其他国家的培训
- 地区培训

一般来说，PEN国际提供四种培训。通常，一队合作伙伴的成员会被请到美国来参加针对他们需要的培训。

接着培训教师会在国内或通过视频会议或二者结合地对被培训者进行二次培训。

被培训的教师就可以培训国内学院的其他老师。这往往是在有经验的培训员的协助下完成的。

一旦这种模式展开了，伙伴学院可对国内其他聋人教育者进行培训。最终形成教育的波浪效应。

这种模式伴随新技能不断的开发不停地被重复。最终目标是建立起一个网络，这个网络的成员国能互相协助，共同提高聋人教育水平。

Generally speaking there are four levels of training by PEN-International. Usually, a team for a partner institution is brought to the USA to participate in training that has been designed to meet their respective needs.

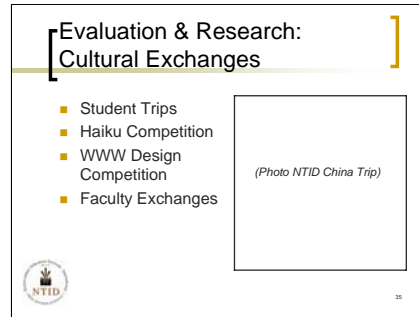
This is usually followed by follow-up training that is conducted in the home country either by teleconference, by a live presenter or by a combination of both strategies.

The faculty members so trained are then expected to train colleagues at their home institution. This is usually done with some level of support from experienced trainers.

Once this has occurred, the partner institution initiates training of those who educate people who are deaf at the postsecondary level in other institutions in their country.

In effect, there is a training ripple effect.

The cycle continues to be repeated as new skill sets are being developed. The ultimate goal is to propagate a network within each partner country where the participant institutions are linked together in a cooperative educational collaborative.



文化交流的评估和研发

- 学生旅程
- Haiku 竞赛
- 网站设计比赛
- 教师交流

举行了虚拟和实际的国际文化交流。这些交流使参与者体验了其他国家的文化并使他们接触到了这些国家的聋人教育技术。学生文化交流也给了参与者一个机会去体验将来毕业后国际上的就业市场和现实生活。

这背后的哲学是：在发展参与人对世界上其他国家文化和职业市场的认识上，加强参与人的文化的和个人的素质。

最后，四方面的战略被采用来实现这个目标：

读一下这四个方面并解释它们之间联系

International cultural exchanges both virtual and in situ are being fostered. These exchanges expose participants to the culture of the other countries and serve to provide participants with an introduction to the technologies used in participant countries. Cultural exchange of students is one way for participant institutions to expose their students to the realities of the world they will face after graduation in a global marketplace.



The underlying philosophy of these exchanges is as follows: to strengthen each participant's cultural and personal identity while simultaneously helping each develop an understanding of the diverse cultures that shape the global marketplace.

Thus far, four strategies have been implemented to help achieve this end:

READ EACH OF THE FOUR AND SHOW THE LINK FOR EACH WITH EXPLANATION

Future Activities

- Expand Network Within Each Country
- Continue Original Training
- Expand Network of Countries
- Evaluation, Evaluation, Evaluation



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未来活动

- 扩展各国间网络
- 继续原先的培训
- 扩展国家间的网络
- 评估，评估，评估

回顾选择的的活动

REVIEW SELECTED ACTIVITIES

Instructional Technology Symposium

- June 23-27, 2003
- Sponsored by:
 - NTID
 - Nippon Foundation
 - PEN-International
- 275 Participants
 - 12 Countries
- Major Utilization of Video Technology




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教育技术研讨会

- 2003年6月23日—27日
- 赞助单位
- —NTID
- —日本财团
- —PEN国际项目
- 有275人参加
- 主要是应用视频技术

从世界各地来的教育家齐聚在RIT校园研究和探讨聋人教育技术发展水平和革新教育技术的方法。2003年6月23—27日来自12个不同国家过275名教育专业人士参加了这次名为“教育技术和聋人教育：支持学习者，K大学”的国际教育技术研讨会。


这次大会有三个共同讨论的议题，38个正式的并列进行的演讲，24个海报展区，11个商业展厅和各种交流和交际的机会。另外，在会前还举办了15个研讨会给参与本次大会的人士一个动手学习的机会。由日本财团的赞助，三个著名的日本太鼓队，两个有听力，一个聋哑队也到会演出。

Educators from around the world gathered to learn state-of-the-art educational technology and innovative teaching methods for deaf and hard-of-hearing students on the campus of Rochester Institute of Technology (RIT) in Rochester, New York. Over 275 educational professionals from 12 different countries participated in an international symposium entitled “Instructional Technology and Education of the Deaf: Supporting Learners, K-College” June 23-27, 2003.

This comprehensive program consisted of 3 plenary addresses, 38 formal concurrent presentations, 24 poster sessions, 11 commercial exhibits, and various sharing and networking opportunities. In addition, 15 pre-conference workshops were offered that provided participants with hands-on training on the use of instructional technologies in deaf education. Participants were also provided with topnotch entertainment. Three world-famous Japanese Taiko drumming troupes, two hearing and one deaf, appeared at the Symposium courtesy of the Nippon Taiko Foundation.

2005 Symposium!

- June 27-June 30, 2005
- <http://www.rit.edu/~techsym>



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2005技术研讨会

—2005年六月27日—30日

—<http://www.rit.edu/~techsym>

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