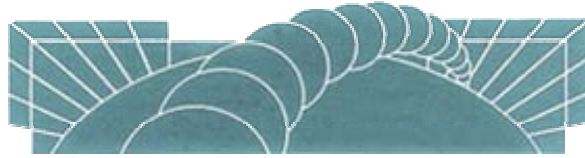


Instructional Technology and Education of the Deaf



Supporting Learners, K – College
An International Symposium

Sponsored by National Technical Institute for the Deaf at Rochester Institute of Technology
The Nippon Foundation of Japan and PEN-International
June 23-27, 2003

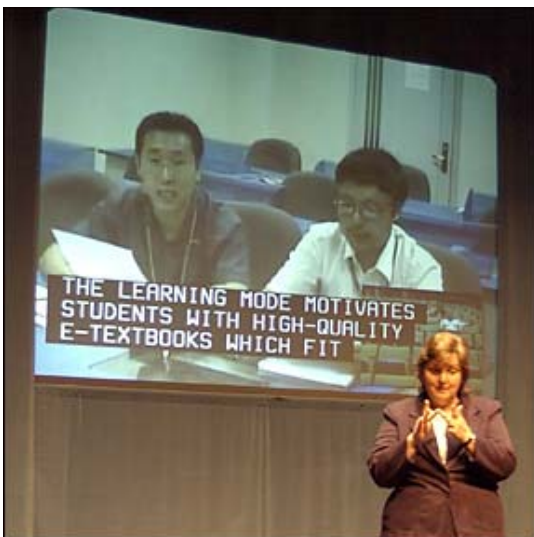
Overall Symposium Evaluation Summary

Executive Summary

The National Technical Institute for the Deaf (NTID) co-hosted, with the Nippon Foundation of Japan and PEN-International, an international symposium entitled “Instructional Technology and Education of the Deaf: Supporting Learners, K-College” June 23-27, 2003, on the campus of Rochester Institute of Technology (RIT) in Rochester, New York. The primary goal of the Symposium was to provide a forum, for educators supporting deaf and hard-of-hearing learners, to disseminate information relative to current and future innovations and developments in the use of educational media and technology within the teaching/learning process. A symposium consisting of 3 plenary addresses, 38 formal concurrent presentations, 24 poster sessions and 12 commercial exhibits occurred on June 25-27, 2003. Interactive videoconference technology was used to provide the American School for the Deaf in Hartford, CT with 12 hours of presentation coverage from plenary and selected concurrent workshops. In addition, videoconferencing technology enabled over 70 individuals from China and the Philippines to participate in two interactive video workshops.



**Mr. Sasakawa, President
The Nippon Foundation of Japan,
Delivering the Opening Plenary Address**



**Concurrent Presentation from Tianjin China
Using Videoconference Technology**

A second goal of the Symposium was to provide a hands-on opportunity for participants to develop skills in the application of instructional technologies to the learning/teaching process through enrollment in one of the 15, all day, Pre-Symposium Workshops, June 23-24, 2003.

The third goal was to provide participants with extracurricular opportunities. Three Japanese Taiko drumming troupes appeared at the Symposium courtesy of the Nippon Taiko Foundation. Their unique blend of cultural artistry and athleticism provided superb entertainment for both participants and the Rochester community at large. Participants were also given the opportunity to partake in a campus tour of RIT/NTID.

An additional goal of the Symposium was to make the information presented available on its web site for worldwide dissemination. Each presentation, poster summary, and abstract was posted on the



Taiko Drumming Community Workshop

web site as well as entire papers, PowerPoint slide shows, and captioned video presentations. Complete symposium information and program details can be found at <http://www.rit.edu/~techsym>.

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

Overall, the Symposium was a great success. Almost all participants rated the Symposium either excellent (58%) or good (38%). Similarly, 90% of participants rated the strategies for supporting communication (interpreting, captions) very favorably (73% excellent, 17% good).

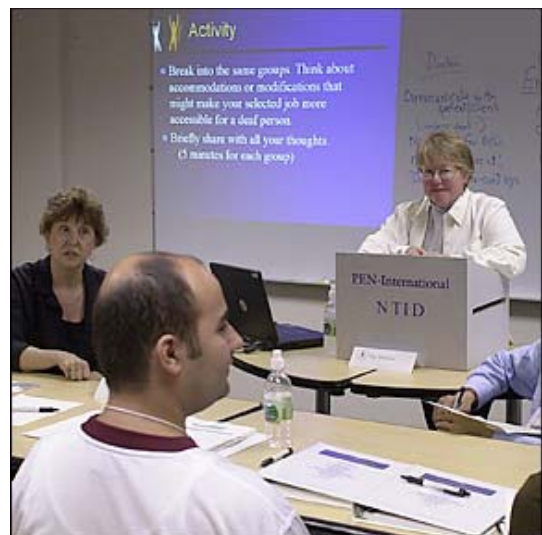
Satisfaction levels were consistently high among all of the attributes relating to the Symposium. Seven out of the ten attributes were rated 90% or higher. Participants were most satisfied with the attributes relating to the value and quality of the information learned, dissemination of the information, and NTID facilities.

Networking opportunities played a very important role in the success of the Symposium. Many participants mentioned networking when asked what they liked most about their overall Symposium experience. Many other participants felt the new ideas and technology and the hands-on demonstrations of the new technology were invaluable.

Most participants said they plan to share, recommend, or integrate the new information/technology learned at the Symposium at their worksite. Other participants said they intend to follow-up with newly established professional contacts.



**David Hazelwood, NTID Assistant Professor,
with a Participant at a
Hands-on Demonstration, Pre-Conference Workshop**



Patricia DeCaro, PEN-International Workshop

Methodology

Evaluation Design

The evaluation consisted of 19 questions in total. The types of questions included rating scale, open-ended, and classification questions. Rating scale questions were based on a 5-point scale ranging from “strongly agree” to “strongly disagree” or a 4-point scale ranging from “excellent” to “poor.”

Respondents were asked, in open-ended format, what they like most about the Symposium, suggestions for improving the Symposium, and what changes they intend to make at their worksite as a result of their experiences.

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

Sampling

The evaluation was conducted using a self-administered methodology. The Overall Symposium Evaluation form was included in the set of materials distributed to all participants at registration as well as available online. At the conclusion of the Symposium, all participants were sent an email requesting their feedback. The majority of completed evaluations were submitted electronically. Evaluations were accepted through August 15, 2003.

All 231 participants had the opportunity to complete an Overall Symposium Evaluation. Of the 231 participants, a total of 41 evaluations were completed resulting in an 18% response rate and a $\pm 14\%$ margin of error in estimated values in the participant population (based on the finite population correction factor at the 95% confidence level).



Registration Desk

Analysis

Data obtained from the evaluation forms were tabulated for the entire sample, as well as broken down by curriculum level affiliation and job function. Differences between demographic variables were considered statistically significant when p-values (or attained-significance levels) are equal to or less than 0.05. SPSS software was used to compile the data.

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

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

Demographic Profile of Participants

The demographic profiles of participants are provided below. The demographic variables captured from participants that completed the Overall Symposium Evaluation were comparable to the demographic variables of all Symposium registrants provided by PEN-International. Almost half (43%) of all Symposium participants met the early registration deadline. One-quarter (23%) of the participants presented material at the Symposium, and 15% of participants requested a sign language interpreter.

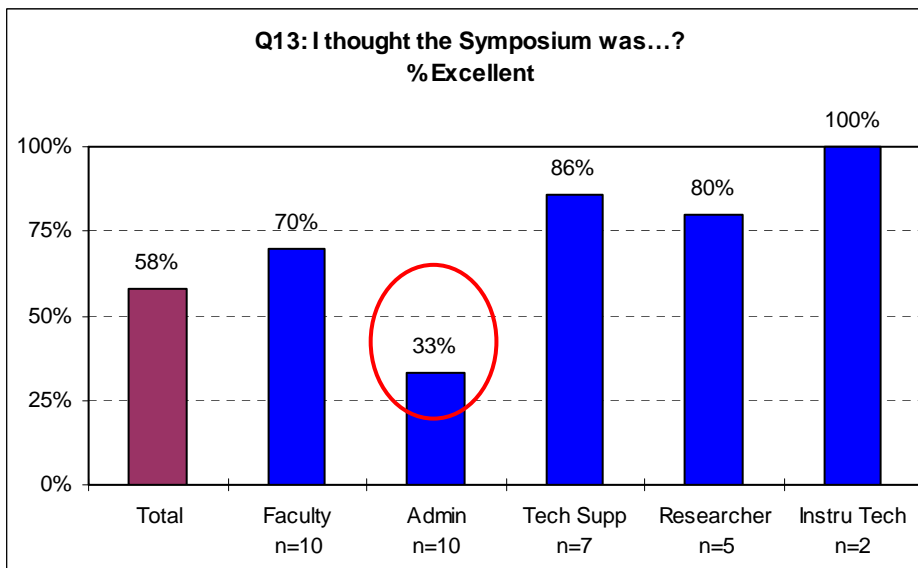
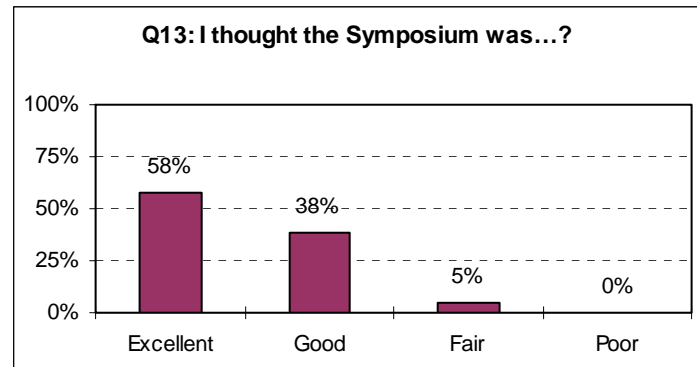
NTID faculty and staff conducted 17 out of the 38 concurrent sessions (45%) and 8 out of the 24 poster sessions (33%). PEN-International partners conducted 2 concurrent sessions (5%) and 7 poster sessions (29%)

Demographic Profile of Participants Symposium Registrant Population vs. Overall Symposium Evaluation Sample		
	Symposium Registrant Population	Overall Symposium Evaluation Sample
Curriculum Level Affiliation		
Postsecondary	61%	54%
K-12	20%	22%
Other	19%	24%
*Job Function		
Teaching Faculty	25%	24%
Administrator	13%	24%
Technical Support Specialist	8%	17%
Researcher	N/A	12%
Instructional Technologist	N/A	5%
No Answer	54%	17%
Organization		
NTID	21%	N/A
Metropolitan University of Puerto Rico	4%	N/A
Gallaudet	3%	N/A
St. Petersburg College	3%	N/A
Rochester School for the Deaf	3%	N/A
Laurent Clerc Center	2%	N/A
NY School for the Deaf	2%	N/A
Rochester City School District	2%	N/A
International - Total	10.8%	N/A
Japan	2.2%	N/A
Philippines	1.7%	N/A
Russia	1.7%	N/A
Czech Republic	0.9%	N/A
Hungary	0.9%	N/A
Italy	0.9%	N/A
Thailand	0.9%	N/A
Canada	0.4%	N/A
India	0.4%	N/A
Korea	0.4%	N/A
United Kingdom	0.4%	N/A

**Note: Only three out of the five job functions were listed on the registration form. The exclusion of two job functions (i.e., Researcher and Instructional Technologist) from the registration form could help explain the unusual high number of no answers within the registrant population for this question.*

Overall Assessment

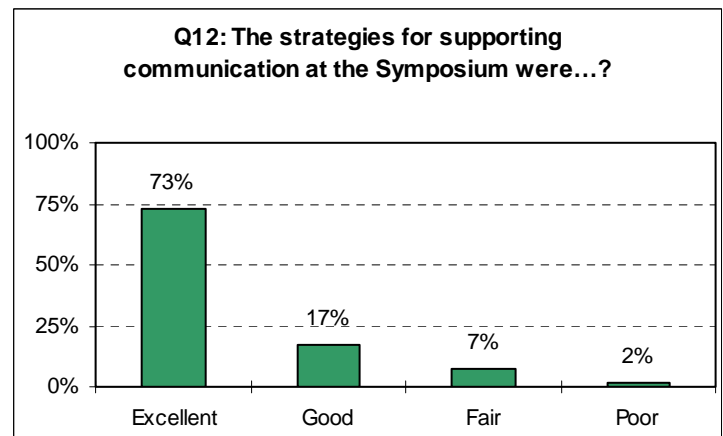
Participants were asked to rate their overall assessment of the Symposium. More than half (58%) of the participants said they thought the Symposium was excellent. Thirty-eight percent (38%) rated the Symposium as good, and only 5% rated the Symposium as fair or poor.

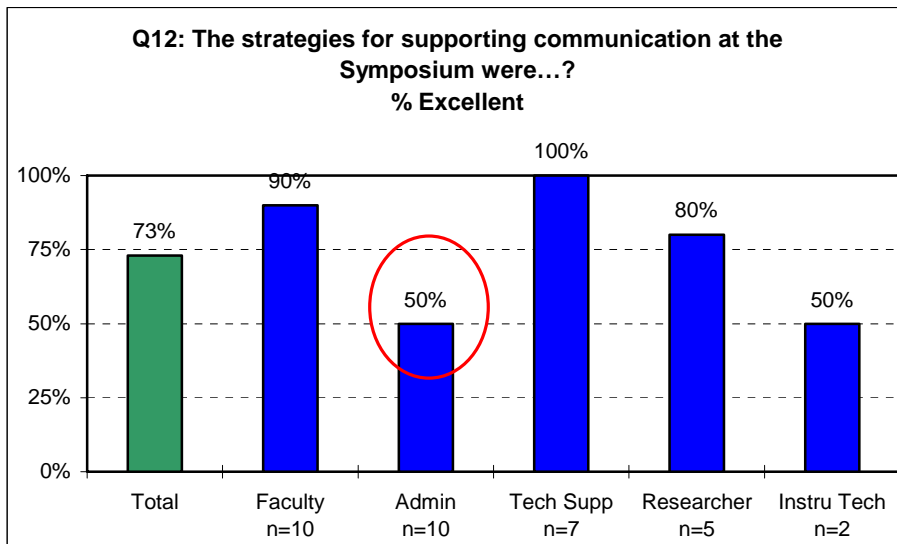


Administrators that attended the Symposium are less likely, than participants in other job functions (i.e., teaching faculty, technical support specialists, researchers, and instructional technologists), to rate the Symposium as excellent.

Almost three-quarters (73%) of all participants felt the strategies for supporting communication at the Symposium (interpreting, captions) were excellent. Seventeen percent (17%) of participants rated the strategies for supporting communication as good and 9% rated it as fair or poor.

Similar to the overall assessment results, administrators that attended the Symposium are less likely, than the participants in other job functions, to rate the strategies for supporting communication as excellent.





Participants were asked, in open-ended format, what they liked most about the Symposium. One-quarter (24%) of participants said they liked the professional networking opportunities most. Similarly, 22% of participants mentioned positive comments about the organization/set up of the Symposium. Seventeen percent (17%) of participants said they liked the new ideas/technology and the hands-on demonstrations of the new technology most. Other participants mentioned variety of sessions/subject matters (12%),

variety of presenters (12%), dissemination/sharing of information (12%), positive comments about specific presenters (7%), Pre-Conference Workshops (5%), interpreting/captions (5%), and Taiko drummers (5%).

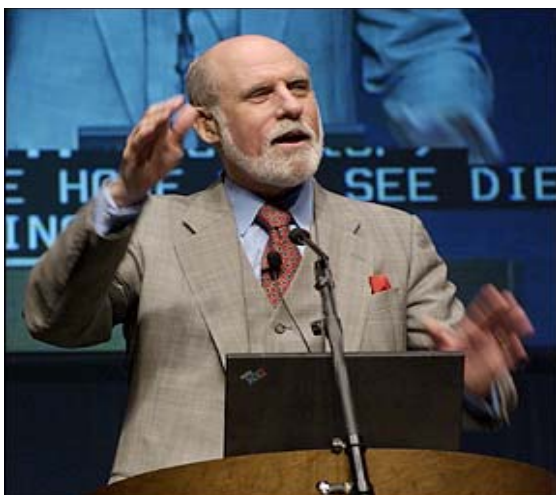
"I learned of technology that I had never seen or experienced."

"I liked most about the Symposium was the variety of subject matters and the variety of presenters that attended. Such a variety offers a wide range of opinions and ideas that will be of great use in my profession. I appreciate everyone's time and commitment in this Symposium."

"Meeting Vint Cerf, which is the highlight of my life now. I enjoyed the pace of the tech symposium, the long lunch allowed me to mingle and make the most of networking opportunities."

Question 14
What did you like most about the Symposium?

- Networking – 24%
- Positive Comments about Organization of Symposium – 22%
- New Ideas/Technology/Hands-on Demonstrations – 17%
- Variety of Sessions/Subject Matters – 12%
- Variety of Presenters/Good Mix – 12%
- Dissemination/Sharing of Information – 12%
- Positive Comments about Presenters – 7%
- Pre-conference Workshops – 5%
- Interpreting/Captions – 5%
- Taiko Drummers – 5%



Vinton Cerf Delivers a Plenary Address on June 27, 2003



Participants "Network" at a Reception

Forty percent (40%) of participants did not have any suggestions for improving the Symposium. Fifteen percent (15%) of participants suggested improving the Symposium by improving the quality and professionalism of the interpreters. Several participants commented that the interpreters were ill-prepared and dressed too casually. Twelve percent (12%) of participants suggested providing more specific examples/testaments of the new technology being presented. Other participants suggested more variety of presentations for both K-12 and postsecondary (10%), allotting more time because many of the sessions were too rushed (5%), incorporating more sharing rooms to allow/encourage further discussions (5%) and providing a more comfortable environment (5%). A few participants commented the chairs were uncomfortable and that water should have been provided.

Question 15 Any suggestions for improvement?
<ul style="list-style-type: none"> • Negative Comments about Interpreters – 15% • More Specific Examples/Testaments – 12% • More Variety in Presentations – 10% • Too Rushed/Allow More Time – 5% • Incorporate More Sharing Rooms – 5% • Provide a More Comfortable Environment – 5%

“Although I understand that voice interpreting is difficult, there were many times where it was so poor that it was distracting to the presentation so perhaps some interpreters with higher skills (receptive) could be brought into the conference.”

“There are many skilled interpreters at the Symposium, but from my perspective many dressed far too casually for the situation (i.e., interpreters on stage with sleeveless tops, sandals, peach colored tops on a white person, etc.) Please make sure they dress for the occasion.”

“Seek more teachers and professors who are applying technology in education settings.”

“More variation in presentations. The K-12 focused a lot on using digital video. There is a lot more than that happening. The postsecondary focused mostly on distance/online learning. There is a lot more than that happening.”



Professor Araki, Tsukuba College of Technology, Tsukuba Japan, Explains His Poster Session

“Many of the formal presentations were rushed. At best they had 35 minutes for a presentation and 10 minutes for questions.”

“More comfortable seating. The chairs were not easy to sit in for longer than 30 minutes. Maybe have a breakout group to allow for postsecondary (this is my interest) discussion on technologies offered to students and shared experiences with the technologies.”

“Yes! Please have water available for presenters and participants. I had to buy bottles of water to carry around with me.”

Participants were asked, in open-ended format, what changes they plan on making at their worksite as a result of their Symposium experiences. Forty-one percent (41%) of participants said they plan to share, recommend, or integrate the information/new technology. Twelve percent (12%) of participants said they plan to follow-up with newfound contacts. Other participants said they have new research topic ideas (5%), a better understanding of available technology (5%), and plan to use the Symposium web site as a reference in the future (5%).

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

- Share/Recommend/Integrate Information/Technology – 41%
- Follow-up with Key Contacts – 12%
- New Ideas for Research Topics – 5%
- Better Informed/Understanding of Technology – 5%
- Use Website as Reference – 5%

“I plan to share different pieces with appropriate persons. Also, plan to try harder to get videoconferencing set up and running.”

“Incorporate digital video and some other software applications (that I discovered at the Symposium) in my teaching. Share information with my colleagues. Also made new contacts in professional field that I will use as resources.”

“I will follow-up with a number of key contacts, particular focus upon science content, NSF grant opportunities, and collaborative efforts with Vcom3D. While I was already heading in that direction, the conference gave me the opportunity to speed the process up. Thanks.”

“I am a student, so this Symposium gave me a lot of ideas for research topics and gave me a better feel for what was currently happening.”

“This has helped me to be more aware of technology available and I can pass it on to my constituents.”

“Refer back to the Symposium’s site for information and ideas from the presenters.”



James DeBee’s Concurrent Session Entitled “Digital Video Production for Deaf Students”



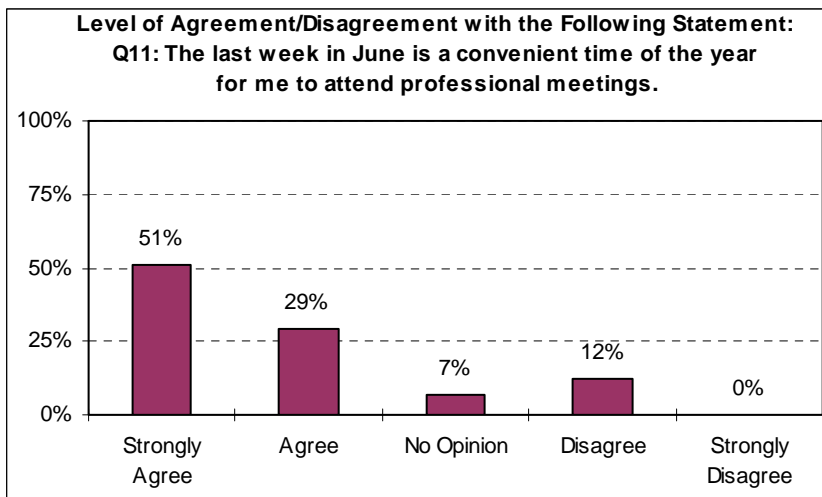
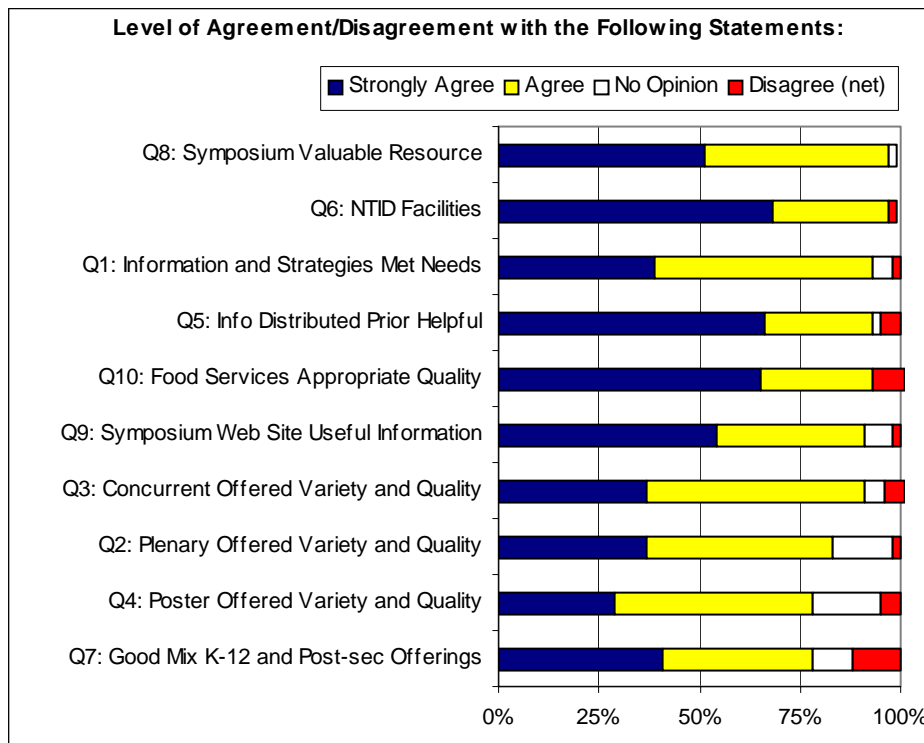
Commercial Exhibitor

Relative to the overall Symposium experience, participants were asked to rate their level of agreement/disagreement to a series of statements. There were not any statistically significant differences in responses among participant groups (i.e., curriculum level affiliation, job function). All of the attributes were rated highly favorable, 78% agreement level (strongly agree/agree net score rating) or higher. The following graph outlines the findings by question in descending order.

Participants were most satisfied with the ideas and insights learned from the Symposium and NTID facilities. Almost all participants (98%) agreed (strongly agree/agree net score) that the Symposium was a valuable resource of ideas and insights regarding applications of instructional technology to support deaf and hard-of-hearing learners, and that the NTID facilities effectively supported the Symposium sessions.

Similarly, participants agreed (strongly agree/agree net score) the Symposium offered information and strategies that met needs (93%), the information distributed prior to the Symposium was helpful in

making plans to attend (93%), the food services for lunch and receptions were adequate and of appropriate quality (93%), the Symposium web site contained useful information and was easy to use (90%), and the concurrent sessions offered the variety and quality that they look for in conference programs (90%).



Although rated favorably overall, participants were least satisfied with the mix of K-12 and postsecondary offerings, and variety and quality of poster sessions. Seventy-eight percent (78%) of participants agreed (strongly agree/agree net score) there was a good mix of K-12 and postsecondary offerings and the poster sessions offered the variety and quality they look for in conference programs.

June appears to be a good time of the year to hold a symposium. Eighty percent (80%) of participants agreed (strongly agree/agree net score) with the statement “The last week in June is a convenient time of the year for me to attend professional meetings.”