http://www.ntid.rit.edu/cat/summit

Outline of Talking Points for STEM Faculty Group

As of June 2, 2008

DHH Cyber Community Summit June 25-27, 2008

5/20/2008

*Please note: this is a **preliminary** list in progress. Feedback and contributions are greatly appreciated.*

The following points focus on mainstream classrooms where majority of students are hearing. The goal of accommodation should to encourage a 2-way (or many-way) interaction between students and instructor. Many of the same issues arise for accommodating deaf and hard of hearing students and a hearing instructor or accommodating hearing students and a deaf or hard of hearing instructor.

- Problems faced by deaf students in mainstream classrooms
  - Visual dispersion
    - Students must divide their visual attention between instructor, overhead slides, handouts, interpreter/captioner, other students, and notes.
  - Access to appropriate accommodation
    - The best interpreter/captioner may not be co-located.
  - Barriers to classroom participation
    - Language barriers, interpreter delay, feeling excluded
  - Barriers to after-class activities
    - Examples include group work, study sessions, etc.
- Accessible teaching styles for d/hh students
  - Pausing for the interpreter/captioner
    - Example: Ensuring hearing students don't answer questions before interpreter is finished
  - Teaching to the "top of the class" versus more inclusive teaching for all.
  - Turn-taking and discussion
  - Identifying yourself / standing before speaking
  - Likely will have positive affect other hearing students as well
  - Universal design in teaching
    - Example: Having each student take a turn with public class notes)
  - Large lecture style vs. small group discussion
    - The importance of 2-way, N-way communication
  - Accessible use of classroom technology
    - Captioned videos
    - "Talking while doing" increases potential for missed content
      - Students must "follow along" with displayed technology
  - Changes in teaching style due to remote accommodation
    - Increased delay in feedback loop

- - - Technology setup (cameras, microphones, laptops). Who is responsible?
      - Technology failures and recovery
- Communication outside the classroom
    - Encourage/facilitate/moderate group work
    - Email, wiki, pre- and post-class discussion
    - "Blended learning" – hybrid distance learning and in-class learning
- What to expect from deaf or hard of hearing students
    - Deaf students are typically good at self-advocation, whereas hard of hearing students may not have experience with this. For example, the accommodation that has worked well for a student in high school may not work well in large lecture classroom or multi-student group discussions. How to encourage and recognize when students need help.
    - Educational background of students, and how to deal with mixed backgrounds