



# Help by Hangouts: An Online Tutoring Model for Postsecondary Students

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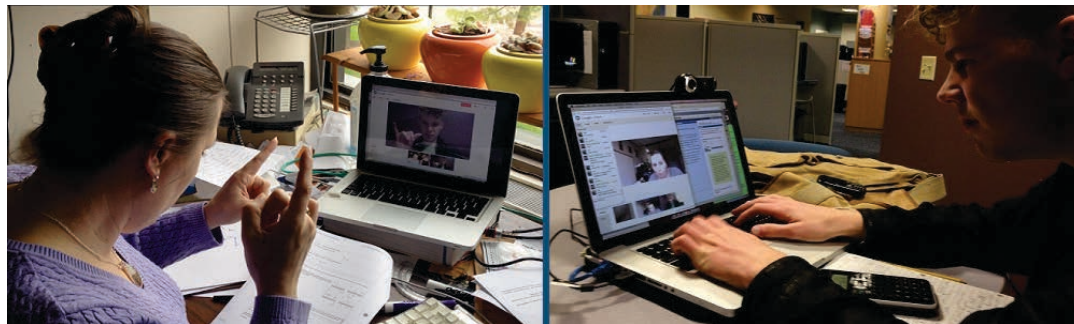
Rochester Institute of Technology/National Technical Institute for the Deaf

Postsecondary Disability Training Institute, Philadelphia PA

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# What will I learn?

- Deaf and Hard of Hearing Virtual Academic Community overview
- Online tutoring overview
- Lessons learned from the DHHVAC
- Role of the coordinator
- Software choices and alternatives
- Q&A





# Who are you?





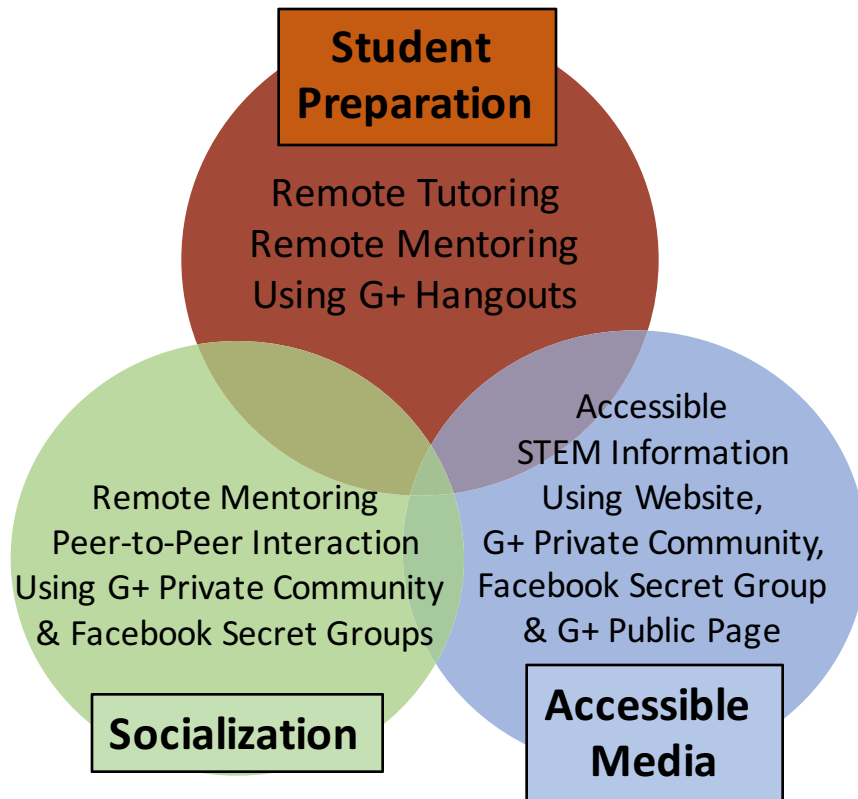
# What is the DHHVAC?

- Deaf STEM Community Alliance
  - Only Alliance specifically for D/HH students
- Supported by the National Science Foundation, HRD #1127955
- Multi-year project (Sept 2011- Aug 2017)
  - Now in our 5<sup>th</sup> year





# DHHVAC Model Barriers & Strategies

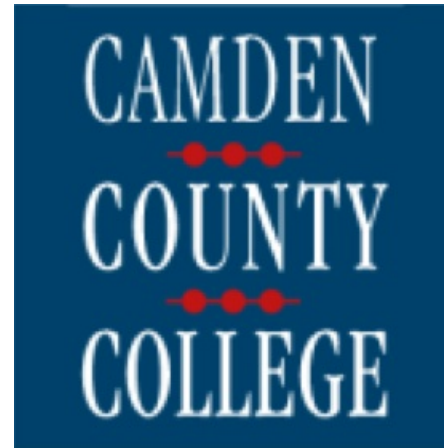




# Campus Partners



RIT is the lead institution for this project, with Camden County College and Cornell University as partners.





# Challenges Addressed by the Alliance

- Need to add more STEM graduates
- Broaden participation of underrepresented groups in STEM, especially those with disabilities, and, in particular, those who are deaf or hard-of-hearing
- Create more cohesive cyber learning resources for students, faculty, and support service providers



# Goal and Objectives

- Goal:

Create a *model* virtual academic community to increase the graduation rates of postsecondary D/HH STEM majors in the long term

- Iterative and incremental (Cockburn, 2008)
  - Iterative – testing what works and revising what doesn't
  - Incremental – building model in stages instead of all at once





# Goal and Objectives

## Objectives

- 1) Document and disseminate a description of the process of creating a model VAC for replication
- 2) Increase the GPAs and retention rates of D/HH students in STEM majors



# What do Deaf and Hard of Hearing Students Need in Tutoring?





# Tutoring Models

Model 1:  
Same Vicinity:  
Professional Tutors &  
Students

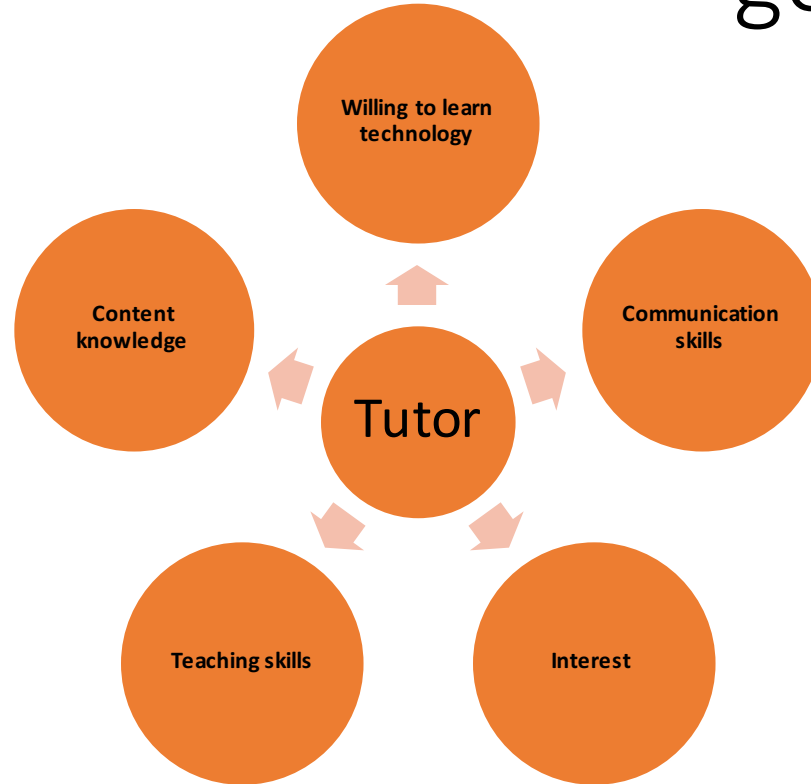
Model 2:  
Different Vicinities:  
Grad Students Tutors  
and Students

Model 3:  
Different Vicinities:  
Adjunct Tutors +  
Students

Model 4:  
Same Vicinity:  
Undergrad Student  
Tutors & Students



# What are the characteristics of a good tutor?





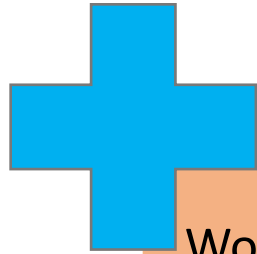
# What happens during tutoring?

**Remote tutoring activities began at RIT in Spring 2012, and other activities will be ramping up and branching out when the new school year begins in Fall, 2012.**





# What are the benefits and challenges?



Work from any location  
Extended tutoring hours  
& availability  
Professional development  
Scholarship  
Access to qualified tutors

Institutional policies  
Incentives & budget  
Recruitment  
Participation



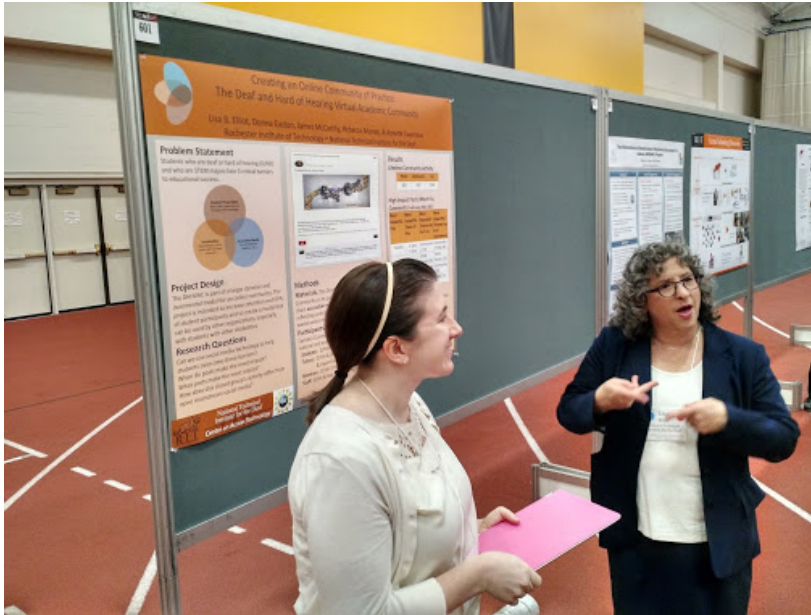


# What would my role be?





# How do you recruit?



## Tutors

Reach out on campus

Approval of Department Chair

Hire students

Hire adjuncts

## Students

Tutor/Instructor recruitment

Direct student contact

Recruitment at exhibits

Recruitment through other projects

On campus advertisement



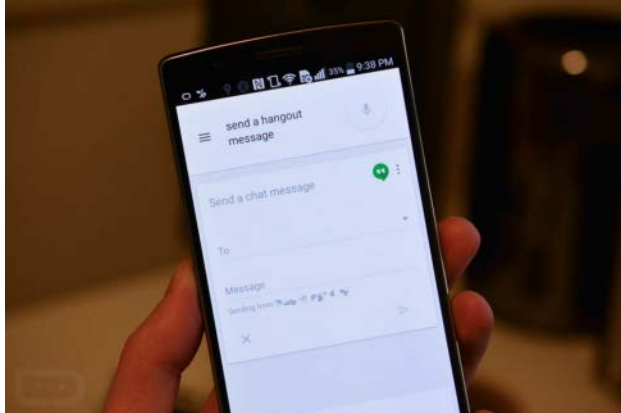
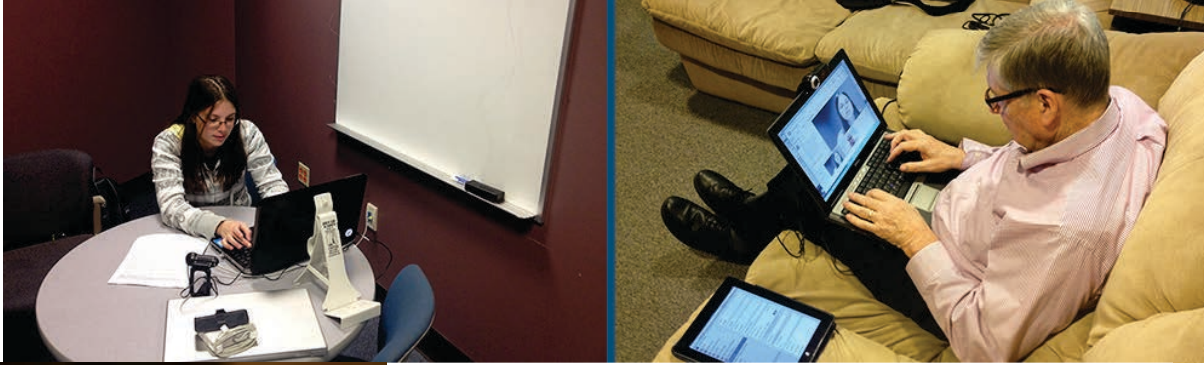


# What about software?





# How else could I use this technology?



- Remote intake appointments
- Chat message reminders directly to phone
- Meet with students when you attend conferences
- Make a library of virtual presenters





Any questions?





# Contact Us!

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Thank you for attending our presentation!