

Enhancing Interaction Between Deaf, Hard-of-Hearing, and Hearing Students Through Blended Learning

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Blended Learning: One Starting Point

“Blended learning is both simple and complex. At its simplest, blended learning is the thoughtful integration of classroom face-to-face learning experiences with online learning experiences. There is considerable intuitive appeal to the concept of integrating the strengths of synchronous (face-to-face) and asynchronous (text-based Internet) learning activities. At the same time, there is considerable complexity in its implementation with the challenge of virtually limitless design possibilities and applicability to so many contexts.”

--Randy Garrison, 2004

DISCUSSIONS

TOPIC LISTING

OPTIONS

OFFLINE VIEWER

Discussions

Listing of discussion topics associated with this course.

Legend: = visible, = hidden, = create topic, = history, = edit, = delete

Topic Order: **Old**

General Discussions Category

- [preface to fiction](#) (0 replies, 1 unread) Posted: Jan-03-04 at 1:52 AM by Valerie Gabourel **NEW!**
- [Preface on Fiction](#) (0 replies, 1 unread) Posted: Jan-06-04 at 3:19 PM by Frank Curran **NEW!**
- [Preface on Fiction](#) (0 replies, 1 unread) Posted: Jan-06-04 at 6:28 PM by Robert Mc Cook **NEW!**
- [Response 2](#) (0 replies, 1 unread) Posted: Jan-06-04 at 6:41 PM by Kevin Shipley **NEW!**
- [2nd response \(preface on fiction\)](#) (1 replies, 2 unread) (Hidden) Posted: Jan-06-04 at 8:07 PM by David Vanderhoef **NEW!**
- [Preface on Fiction](#) (1 replies, 2 unread) Posted: Jan-07-04 at 10:46 AM by Matthew Bailey **NEW!**
- [Preface of Fiction](#) (1 replies, 2 unread) Posted: Jan-07-04 at 1:57 PM by Christopher Spellman **NEW!**

Yellow Discussion Group

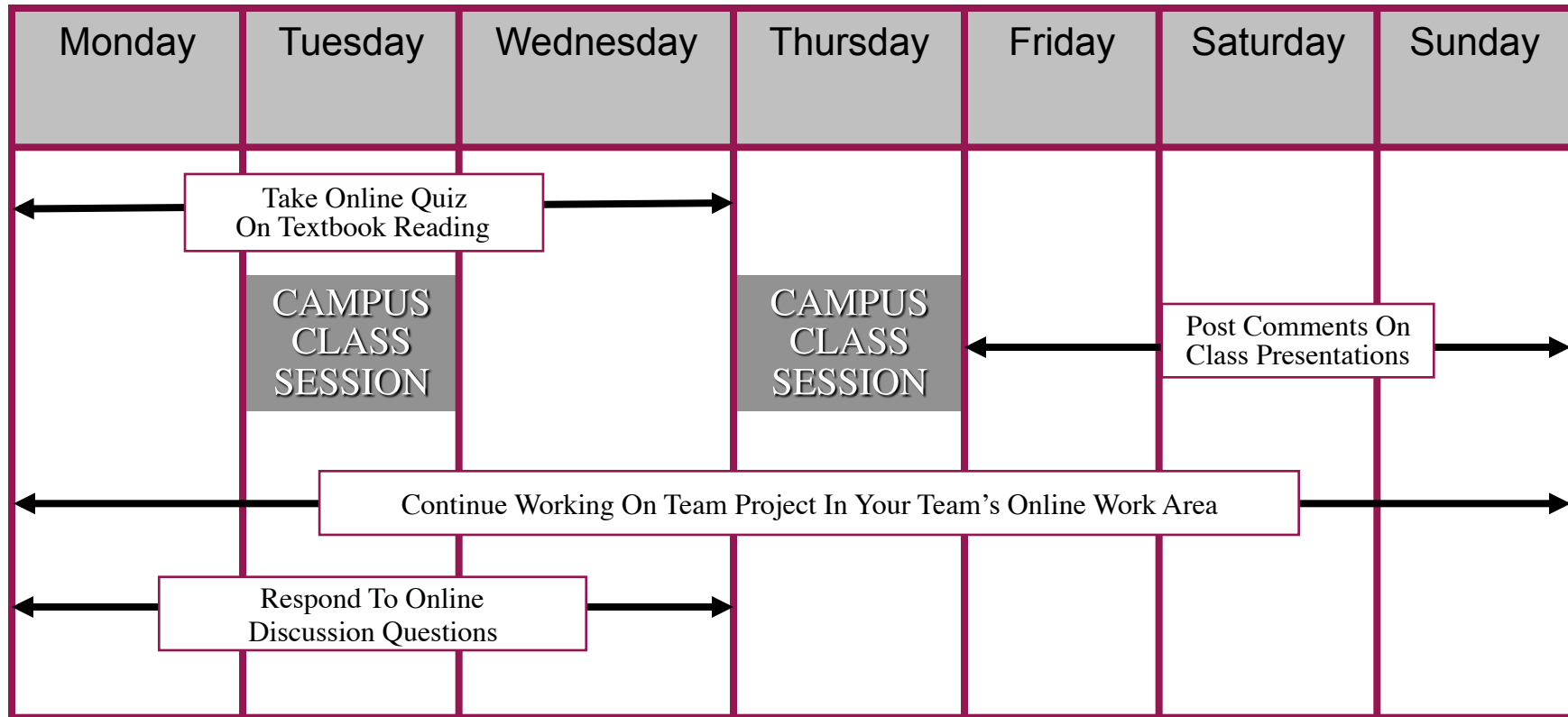
GROUP

- [Extra Credit Discussion Question](#) (6 replies, 7 unread) (Hidden) Posted: Dec-13-03 at 2:35 PM by Richard Santana **NEW!**
- [Aristotle](#) (1 replies, 2 unread) (Hidden) Posted: Dec-15-03 at 7:41 PM by Joshua Harrington **NEW!**
- [Aristotle - Good Literature](#) (2 replies, 3 unread) (Hidden) Posted: Dec-16-03 at 11:24 AM by Jameson Lapp **NEW!**
- [Good Literature](#) (2 replies, 3 unread) (Hidden) Posted: Dec-17-03 at 11:16 AM by Ethan Sweeney **NEW!**
- [Preface on Fiction \(John Clayton\)](#) (3 replies, 4 unread) Posted: Jan-04-04 at 1:24 AM by Jameson Lapp **NEW!**
- [Preface on Fiction](#) (2 replies, 3 unread) Posted: Jan-05-04 at 8:46 PM by Joshua Harrington **NEW!**
- [The Structure of War by Elaine Scarry](#) (2 replies, 3 unread) Posted: Jan-26-04 at 5:27 PM by Jameson Lapp **NEW!**
- [The Structure of War](#) (0 replies, 1 unread) Posted: Jan-27-04 at 2:32 PM by Ethan Sweeney **NEW!**
- [The Structure of War](#) (0 replies, 1 unread) Posted: Jan-27-04 at 4:38 PM by Joshua Harrington **NEW!**
- [Supernatural in King Lear](#) (1 replies, 2 unread) Posted: Feb-15-04 at 9:50 PM by Jameson Lapp **NEW!**
- [King Lear: Supernatural Involvement](#) (2 replies, 3 unread) Posted: Feb-15-04 at 11:16 PM by Ethan Sweeney **NEW!**
- [King Lear](#) (1 replies, 2 unread) Posted: Feb-15-04 at 11:44 PM by Joshua Harrington **NEW!**

Purple Discussion Group

GROUP

Representation of a “Typical” Blended Course



Main Claim

“Deaf and hard-of-hearing students in mainstream classes currently use the assistance of a third party, either a sign language interpreter or a voice-to-print ‘captionist,’ to facilitate communication with hearing instructors and peers....With the advent of distance learning technology [asynchronous online discussion boards], there is now the opportunity for deaf and hard-of-hearing students to interact directly with their hearing peers and instructors without the message going through a third party.”

--Gary Long and Jim Mallory, *International Review of Research in Open and Distance Education*, 2007

What is an Asynchronous Discussion Board?

- **Asynchronous mode: anytime, anywhere.**
- **Primarily text-based, though multimedia files can be embedded or attached.**
- **Leaves “permanent” textual record of all interaction.**
- **Bundled with all course management systems, reliable, easy-to-use, and cost-effective (about \$20 per course).**



What is the Nature of Classroom Communication?

- **Historically related to religious ceremony, theater, and political debate.**
- **Synchronous mode: same time, same place, yet seemingly “unmediated.”**
- **Primarily verbal and oral, though visual in “body language,” ASL, instructional objects, and architecture.**
- **In the absence of observers and/or recording technologies, leaves no external record.**

The Climate is Right for Bringing Online and Classroom Discussion Together

- **Learner-centered models of teaching and learning are moving to center stage.**
- **Most schools and colleges have implemented institution-wide course management systems.**
- **Today's students are knowledgeable about and comfortable with online communication.**
- **All of us are "time starved" and crave greater flexibility in scheduling our work and private lives.**

Opening Exercise

- 1. We have 10 minutes for this exercise.**
- 2. Gather in small groups of 2-4 people.**
- 3. Briefly discuss if, how, and why you use discussion in your courses.**
- 4. Identify any apprehensions you may have about using an asynchronous discussion board in your courses.**
- 5. Conversely, identify some possible benefits of using an asynchronous discussion board in your courses.**
- 6. Be prepared to report back to the whole group.**

Some Benefits of Discussion in General

- **Helps students explore a diversity of perspectives**
- **Enables students to recognize and investigate their assumptions**
- **Fosters habits of collaborative and cooperative learning**
- **Develops the capacity for the clear communication of ideas**

Objections to Online Discussion

- **Lacks the immediacy, spontaneity, and “presence” of face-to-face interaction.**
- **Based not on verbal and “body-language” communication, but on textual/iconographic communication**
- **Often too “faculty-centered” or taking too much work (faculty view)**
- **Often too “student-centered” or lacking in faculty control (student view)**

Benefits of Online Discussion

- **Flexibility of “anywhere, any time” mode.**
- **Discussion can be extended across days or weeks.**
- **Written expression of ideas.**
 - Reflective and crafted versus spontaneous
 - “Permanent” versus ephemeral
- **More equal playing field (more “democratic”).**
 - Students can state their views and ask questions in an environment that does not favor the most assertive or outgoing
 - Everyone encouraged or required to participate
- **Stimulates small group as well as whole class discussion.**

RIT's Blended Learning Model

- **Goal is to 'blend' best features of classroom teaching and learning with the best features of online teaching and learning to promote active independent learning.**
- **Two possible approaches:**
 - Content online, discussion in class
 - Online discussion, content in class
- **We sponsored the “online discussion” model.**
 - Significant portion of the teaching and learning activity is moved online
 - Whole class online discussion
 - Online student groups

History

- **Began with 5 faculty in fall 2003**
- **124 faculty participated in Pilot and Program**
- **187 new and unique blended courses offered**
- **323 total blended sections offered**
- **Over 20 national presentations**
- **Chapter in 2007 Sloan Foundation book, *Blended Learning: Research Perspectives***
- **Mallory & Long research on Deaf/HH/ESL**

Major Findings: Faculty

- 1. Faculty motivated to blend their courses in order to resolve some instructional problem**
- 2. Each faculty member faced a unique set of problems, but one overarching instructional problem emerged as significant:**
 - **The problem of student participation or engagement**

Major Findings: Students

- **Nearly 70% of all students indicate they like blended learning and would recommend the format**
- **As a subgroup, deaf and hard-or-hearing students report the most positive learning experiences**
- **Course completion is excellent (95%)**
- **Students perceive they have both a greater amount of interaction and a greater quality of interaction with other students**
- **Surveys reveal that students believe more instructional strategies are used in blended courses**

Classroom

Blended

Distance

Face-to-Face Activities

- Lectures on New Material
- Guest Lectures
- Demonstrations
- Field Trips
- Presentations
- Assessment

Traditional Discourse

- Class Discussion
- Class Group Work

A blended course is any course in which approximately 25 to 50% of the face-to-face classroom activities are replaced by instructor-guided online learning activities.

myCourses

- Gradebook
- Messages
- Outline
- Syllabus

Online Activities

- Discussion
 - Whole Class
 - Small Group
- Group Work
 - Team Projects
 - Study Groups
- Presentations
- Assessment

Media

- Video
- Audio
- PowerPoint
- Tutorials

Courseware Management Systems

Classroom

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Distance

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Courseware Management Systems

James Revell's History of Modern America

- **Problem:** This is a large “service course” for adults/commuters that meets one evening a week for four hours. Most students say that history is a boring subject; they’re taking the class only because it satisfies a distributional requirement.
- **Blended Strategy:**
 - Supplement textbook readings with paired readings from a *Taking Sides* book to enhance debate and discussion
 - Replace two hours of classroom seat time each week with online discussion that extends across the entire week
 - Organize the 30 students into six online discussion groups; every student will address the same weekly discussion topics.

Discussion Board Organization

0507 301.70 myCOURSES

DISCUSSIONS

SYLLABUS
OUTLINE
TESTING
GRADE BOOK
FILES
MESSAGES
DISCUSSIONS
UTILITIES
COURSES
MORE INFO

Group 1 **GROUP**

- [Rockefeller](#) (7 replies, 7 unread) Posted: Sep-10-03 at 2:18 PM by -James REVELL
- [corruption](#) (9 replies, 0 unread) Posted: Sep-16-03 at 8:34 PM by -James REVELL
- [Was city government in the late 19th century a failure?](#) (7 replies, 7 unread) Posted: Sep-25-03 at 10:23 AM by -James REVELL
- [Was the KKK of the 1920s an extremist movement?](#) (7 replies, 7 unread) Posted: Oct-12-03 at 10:23 AM by -James REVELL
- [Did the womans movement die in the 1920's??](#) (2 replies, 0 unread) Posted: Oct-19-03 at 10:23 AM by -James REVELL
- [Was Dwight Eishenhower a great president??](#) (4 replies, 5 unread) Posted: Oct-25-03 at 8:44 AM by -James REVELL
- [Did President Kennedy Effectively Manage The Cuban Missle Crisis?](#) (8 replies, 9 unread) Posted: Oct-25-03 at 8:44 AM by -James REVELL
- [Should America Remain a Nation of Immigrants](#) (2 replies, 3 unread) Posted: Nov-08-03 at 9:10 PM by -James REVELL

Group 2 **GROUP**

- [Rockefeller](#) (7 replies, 6 unread) Posted: Sep-10-03 at 2:18 PM by -James REVELL
- [corruption](#) (6 replies, 7 unread) Posted: Sep-16-03 at 8:35 PM by -James REVELL **NEW!**
- [Effects of Industrial Revolution on American Families](#) (5 replies, 6 unread) Posted: Sep-29-03 at 10:23 AM by -James REVELL
- [Was the Ku Klux Klan of the 1920s an extremist movement?](#) (6 replies, 7 unread) Posted: Oct-12-03 at 10:23 AM by -James REVELL
- [was Eisenhower a great president?](#) (6 replies, 7 unread) Posted: Oct-25-03 at 11:00 AM by -James REVELL
- [Did President Kennedy effectively manage the Cuban Missile Crisis?](#) (2 replies, 3 unread) Posted: Oct-25-03 at 11:00 AM by -James REVELL
- [The Cuban Missle Crisis and Kennedy](#) (0 replies, 1 unread) Posted: Nov-03-03 at 9:10 PM by -James REVELL

Group 3 **GROUP**

- [Rockefeller](#) (4 replies, 5 unread) Posted: Sep-10-03 at 2:19 PM by -James REVELL **NEW!**
- [corruption](#) (5 replies, 6 unread) Posted: Sep-16-03 at 8:35 PM by -James REVELL **NEW!**
- [The Effect of Industrial Revolution on the American Family](#) (6 replies, 0 unread) Posted: Sep-29-03 at 10:23 AM by -James REVELL
- [Was the KKK of the 1920s an Extremist Movement?](#) (4 replies, 0 unread) Posted: Oct-12-03 at 10:23 AM by -James REVELL
- [Was Dwight Eisenhower a Great President?](#) (4 replies, 0 unread) Posted: Oct-23-03 at 9:58 PM by -James REVELL

Comments from Jim's Students

- **“Honestly, [what I liked best about the course] was not sitting in a chair for four hours straight.”**
- **“I love how you can do it [the online discussion] at your own time and pace.”**
- **“I felt more free to interact and voice my opinions in online discussions. I tend not to participate in class discussions because I'm shy and words don't always come easily to me.”**
- **“The online portion gave me a great look at the opinions and judgment of the international students in the class who don't openly contribute to class discussion.”**


**Lessons from Jim's Course:
Organize Online Discussion According to Class Size;
Online Quizzes Allow Better Use of Classroom Time**

- **Whole-class online discussion works best in courses with no more than 12-16 students.**
- **For courses with more than 16 students, create two or more small-group discussion areas.**
- **Decide whether you, the instructor, will respond to each student's response individually, or to all responses in summary style.**
- **Short online quizzes (five-10 items) taken before class can provide invaluable information on what to stress or downplay in the classroom.**

John Roche and Linda Reinfeld's Digital & Contemporary Poetries


- **Problem:** This course included extensive use of outside speakers. How can you accommodate discussion before and after these speakers?
- **Blended Strategy:** Extend the classroom discourse to online discussion.

Digital and Contemporary Poetries

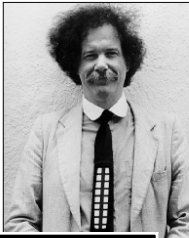
NEW YORK STATE  INSTITUTE
State University of New York

Ed Sanders

MINI WORKSHOP
October 29, 2003 (Wednesday)
4:00-6:00 p.m.
Terrace Lounge, Campus Center #2500



Ed Sanders will talk about the late 1960s in Los Angeles and his investigations into the Charles Manson murder ring, which he details in his meticulously researched book *The Family* (1971). It was revised and updated in 2002 with 140 pages of new information.




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Family Page



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Friday, 23 April 2004

you may ask yourself "how did i get here?"

One of the questions I've been asked a lot lately, mostly by full-time was how/why I started blogging. It's not a quick and easy answer, but I asked it enough now that it's probably worth having it here in a public, somewhat permanent form.

Read the rest?

Posted at 11:40 AM | [Permalink](#) | [Comments \(0\)](#) | [TrackBack \(0\)](#)
more like this: [conferences](#) | [on blogging](#) | [research](#) | [teaching](#)

RECENT COMMENTS

AFish on [eggs to spare](#) (23 Apr, 02:11 AM)
Carlo on [when worlds collide converge](#) (19 Apr, 10:47 PM)
stefanos on [books in the wild](#) (19

Hip-hop around the clock

By Patricia Corrigan
Of the Post-Dispatch
04/20/2004



Dale Davis, Executive Director for the New York State Literary Center.
(Dawn Majors/P-D)

The hip-hop look doesn't do it for Dale Davis, who is in her late 50s, but she is a fan of rap. Earlier this month, Davis conducted a weeklong hip-hop poetry workshop at the St. Louis City Juvenile Detention Center. Meeting for the first time with students at the Center's Griscom School, Davis said, "There is a stereotype you have to get over. I'm old, and I'm white. Now . . .

Syllabus - Grading

- **15% Four-to-Five Page Essay (traditional or experimental)**
- **30% Final Project (eight-to-10 page essay, or creative project of equal effort, including digital or multimedia options)**
- **25% Online Discussion Contributions (at least one paragraph-length message and two responses to other students' postings per week)**
- **10% In-Class Participation**
- **10% Pop Quizzes**
- **10% Attendance (more than four absences means failure for the course)**

- [-] General Discussions Category
 - [+] [Introductions](#) (110 replies, 9 unread) Posted: Mar-08-04 at 2:38 PM by John Roche
 - [+] [Insurrectionary Technes--Poems as Lit Matches](#) (2 replies, 3 unread) (Hidden) Posted: Mar-08-04 at 11:02 PM by John Roche
 - [+] [Random Poem Generator](#) (7 replies, 8 unread) Posted: Mar-09-04 at 5:47 PM by Garth M
 - [+] [Baraka Controversy](#) (18 replies, 19 unread) Posted: Mar-10-04 at 10:20 PM by John Roche
 - [+] [Ginsberg's "America"](#) (19 replies, 20 unread) Posted: Mar-10-04 at 11:02 PM by John Roche
 - [+] [Found poetry -- political](#) (18 replies, 19 unread) Posted: Mar-14-04 at 3:17 PM by Linda R
 - [+] [Web Work](#) (10 replies, 11 unread) Posted: Mar-16-04 at 8:17 PM by John Roche **NEW!**
 - [+] [Beats/Projective Verse/Black Mountain](#) (9 replies, 10 unread) Posted: Mar-16-04 at 8:21 PM by John Roche **NEW!**
 - [+] [Video projects](#) (7 replies, 8 unread) Posted: Mar-17-04 at 5:41 PM by Linda Reinfeld **NEW!**
 - [+] [Hip Hop Essay](#) (11 replies, 12 unread) Posted: Mar-21-04 at 2:02 PM by John Roche **NEW!**
 - [+] [Creative wreadings](#) (15 replies, 16 unread) Posted: Mar-22-04 at 10:51 AM by Linda Reinfeld **NEW!**
 - [+] [computer english](#) (25 replies, 26 unread) Posted: Mar-22-04 at 1:48 PM by Agnes Barton-Sabo **NEW!**
 - [+] [Perl Poetry](#) (9 replies, 10 unread) Posted: Mar-23-04 at 10:27 AM by Robert Miller **NEW!**
 - [+] [Digitized Poetry](#) (3 replies, 4 unread) Posted: Mar-23-04 at 10:33 AM by Robert Miller **NEW!**
 - [+] [Any Jello fans out there?](#) (10 replies, 11 unread) Posted: Mar-24-04 at 10:24 AM by Greg
 - [+] [John Whitney](#) (7 replies, 8 unread) Posted: Mar-24-04 at 11:59 AM by Matthew Mattice **NEW!**
 - [+] [Unix Poetry](#) (9 replies, 10 unread) Posted: Mar-27-04 at 2:19 PM by John Roche **NEW!**
 - [+] [Emmanuel and Freddie Lee](#) (25 replies, 26 unread) (Hidden) Posted: Mar-29-04 at 10:24 AM by Linda Reinfeld **NEW!**
 - [+] [WAMMO!](#) (1 replies, 2 unread) Posted: Mar-30-04 at 3:41 PM by Agnes Barton-Sabo **NEW!**
 - [+] [Got F'loomed?](#) (19 replies, 20 unread) Posted: Apr-01-04 at 3:55 PM by John Roche **NEW!**

Lots and
Lots and
Lots of
Dialogue!

Lessons from John and Linda's Course:

Actively Facilitate Discussions

- **Ask challenging questions.**
- **Offer up ideas or resources and inviting a critique of them.**
- **Reflect on and re-evaluate expressed opinions.**
- **Summarize previous contributions and asking the next question.**
- **Propose actions based on ideas that have been expressed.**

Blended: The Best of Classroom and Online Interaction

- **Balance between faculty-centered and student-centered learning models.**
- **Provides students with a wider range of ways in which to participate.**
- **Encourages students to improve their communication skills in reading and writing, as well as speaking and listening.**
- **Faculty and students can develop a strong sense of community both in person and online.**

Questions...

Thank You!