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RIT/NTID

Session T10C

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Welcome to RIT/NTID session T10C.

Presenter: Rosemary Stifter.

>> Hi, my name is Jason. This is the Wildcat weekly report. November 13th. There's a parents as partners meeting at 6:00 o'clock.

November 16th: Students go home at 1:00 o'clock. November 21st and 22nd and 23rd, there's no school. Yay! November 22nd is Thanksgiving day. Enjoy the food! And enjoy the time with your family bye.

>> ROSEMARY STIFTER: Thank you, Jason. So this is the birthday report. Somak?

>> Hello, my name is Sonae. And this is the birthday report. Shadae, and when is her birthday? November 15th. Happy birthday! Woo hoo. Thank you very much. Now this is the math report.

>> Hi, my name is Scinia and this is my name sign. Now we're going to do a math problem. And we've got candy, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10. Now we want more. Come on. Bring on more. Oh, wow. How many do you have? 10 and 10? If we add them up together, are what's the answer? 20! 20 candies. That's a lot. Mmmm. Now we're full.

>> ROSEMARY STIFTER: Thank you very much, scinia. Happy Thanksgiving. And thanks for watching. good morning. Everyone. We just gave you a taste of our new show. That was -- it's a full show for the students who were in first, second, and third grade. That was about five minutes long. We'll show you more examples to give you an idea what it looks like. The name of it is Wildcat News 43. And we call it WCN43.

We'd like to talk to you and explain to you how we've come to put this together. We have the academics, we have ASL, English and technology all together in one new show. Before we introduce ourselves, I'd like to talk to you about the green paper that was handed out to you. This was a brief survey. The Clerc Center requires that we make a report to Congress and give them a presentation. So, if you don't mind filling out this very brief survey and handing it in to the moderator for the room, that would be helpful and do that before you leave. Also we have a signup sheet if you're interested in receiving any publications from the Clerc center. Sign up your e-mail address and you'll be in our distribution list. Okay.

Who am I? I am Rosemary Stifter. The director the technical services at the Clerc national Deaf Education Center. It is located on Gallaudet's campus. And it includes two schools: The Kendall Demonstration Elementary School and the model secondary school for the deaf, MSSD. I'll let my colleagues introduce themselves

>> I'm Nancy Walla and we work at the same time.

>> I'm Wei Wong. And I work in TV and media at both MSSD and Kendall school.

>> ROSEMARY STIFTER: This is an example of what we're going to talk about today. Here's our agenda. We're trying to to dear we're going to try to fit all this in in 30 minutes. I doubt we'll be able to do that. We'll squeeze it in in 40 minutes. Hopefully we'll have time for questions and answers to the end and it would be helpful if you'd hold your questions until the end of our presentation. Can everybody see me if I sign here or would you prefer me to move into the light? Okay.

I'll just be moving back and forth. No problem. Wildcat News was begun two years ago. We wanted to establish a new show in order to inform the community at Kendall and we wanted to have a new show that would be a weekly broadcast event. And we wanted this to be for the Kendall demonstration school only. We created it and publicized this and broadcast it on Gallaudet's channel, number 43, which anyone on the Gallaudet campus can watch.

This -- the class is for curriculum enhanced class. It's an elective for students. We have three groups of students. The first group is first, second, and third graders and we have a 4th, 5th grade cohort and 6th through 8th cohort.

The classes meet 40 minutes a day. And the students meet for 9 weeks and then after that 9 weeks we have a new cohort of students who meet for 9 weeks and so on.

Each group will make one new show and that takes three weeks. However, they rotate. So all 9 weeks we have 9 shows. So each cohort does one, again, takes three weeks. We have 9 shows

over the 9 weeks. The goal is to really encourage a community of spirit throughout the Kendall school and also a spirit of collaboration. We wanted to focus on academic instruction because the audience is Kendall students. So we want them to learn and enjoy but also we want them to benefit educationally from this experience.

Okay, you just saw our show and it's pretty cool. These are the different roles we have assigned to all the students involved. So this gives the structure for how we do it. So each show requires an anchor. The Wildcat weekly report. And the birthday report. So the math problem of the week. Science lab interesting facts and also we've got emotional quotient, EQ, and this talks about students developing their social skills and expressing their feeling and talking about things that they experience. We also have interviews and special reports. Now, our production has a three-step process and we'll show you this. The first level is the preproduction and then we have the actual production level and the post production. Preproduction we have to assign different roles and then there's research after that after the research is done we have to create a storyboard and that's the students sort of visualizing what their program is going to look like. And then there's script writing as well. After that's reviewed and signed off on, that takes about five days. Then we move onto the second step, which is the actual production. So that's practice, then videotape and if things aren't exactly as we want them, we go back, videotape again. This is about another five days and then after that production step, we move onto the post production.

That's where we have to transfer everything to the computer, there's editing. We create video files, broadcast it on the table TV, there's critique and self-evaluation where the students actually look at what they've done. Discover where maybe some things didn't go as smoothly as they would have liked and determined ways to improve it. There's also -- it's also posted on the Internet. And all of this, the preproduction, production and post production -- oh, and I forgot to mention the post production is also about five days. So total for each of the three areas is about three weeks.

And you can see how we progress.

Now we'll go on to the preproduction and describe that in more detail.

>> The students are critiquing the broadcast and saying we should use more facial expression and they're talking about specific roles. You should show the facial expression and show the emotion and the feelings.

So you could see that video clip that it's very student-centered. The students are actively involved and it covers all four of our learning objectives. They really get a lot of experience with the technology, with ASL, as well as English and they use a lot of creative thinking. And it's -- as you can see, it's not a separate process. It's all integrated. We'd like to explain about each of the four topical areas that we want the students to benefit from and how they do learn through the process and show some of examples of what we're talking about. Really, all of the examples we show you will include the technology, the language, and the creative thinking areas. However, we'll highlight some of them as we go along. When the students as we think about technology, obviously they're expanding their technological knowledge. One thing that they learn that was new for them was the chroma key. Are you familiar with chroma key and the usage? You know

the weatherman or the weather woman on the evening news is pointing at the weather map and they're really not pointing at a map, they're pointing at a green screen and that was the point in our Wildcat News. The students are standing in front of a green screen as you saw in the video clip and they're referencing things that aren't really there and then later through the editing process, we switch out the backgrounds and it takes a lot of skill and thinking in order to make that -- to make that seamless. And effective. Also the students learn a variety of ways to communicate. That communication is not just signing. Communication is not just English. Communication happens through role playing and through pictures and visuals. So communication happens through a variety of methods. The students also learn that it's important to plan ahead. And by using storyboarding and that technique, they can prepare. When the students then later arrive at editing, they realize hmm, I should have done these three or four steps and so throughout this process, they learn the importance of planning and the structure that they need. Structure's important as well. Obviously we're using visual media which supports the deaf environment, it supports ASL and visual. We're in a bilingual school, bilingual environment which is supported by use of this technology. And of course the students learn how to use the equipment. They learn how to use the video cameras, how to use editing and the software. Use AdobePremiere element 4. So we use that software for editing. But you could use a movie editing software as well. So we have learned a lot through this two-year process. Computer storage is a problem. Computers these days, when you download video on to computer equipment, you use up the resources and you don't want to have to access different computers so you need service space available so that you can download directly to a server. And you don't want students sitting at a computer just working at their project for three weeks. You dedicate one computer for that.

Also, we of move to a server but then we realized that server space was being used up so we needed to have a larger hard drive and server space. So at the same time we also need random access memory because that's required. We went up one gigabyte above what we thought we needed and as it was, we used the smaller or lower amount of RAM, then the video quality ran much slower. And it was very disappointing so we had to increase the RAM for those reasons.

We found that each student needed to have their own folder on the server. So that they could upload their work into the folder and it wouldn't be mixed up with other students work. For example, the scripts, the pictures, the programs themselves went into their own folder to help them be prepared and each student had their own video tape as well. They were responsible to find the videotape, put it in the machine, in the web cam and then to transfer it to the computer. So these were responsibilities that the students had. It also avoided overlapping in the system. We didn't want that to happen. So we avoided those -- that confusion.

Another thing we learned is that we needed to focus more on camera techniques. We didn't really emphasize that too much. But how do you use camera angles when you're filming people? It really does have an impact rather than just keeping you horizontal tripod and panning it left and right. We want to focus on camera techniques and incorporate more camera techniques next year, and also lighting is always an issue. We planned to use a green background. We need to have good lighting. If you don't, then it's hard to replace the background with the software and the edges get pixelated and sometimes there's pixelated and it's obvious when you're replacing the background. Also if the lighting is not good, the faces tend to be darker and more in shadow and

we know we need to have clear lit faces in order to read the ASL grammar and to read the language clearly. I'm going to give you examples. This is the final one and then we'll have the green chroma in the background that you can see. The second is cool. It's the Wildcat weekly report and the third example is an example of science lab. They used special effect and it also required a lot of structure because they did with the editing, they did a lot of closeups. This is a cheetah. It's body is long and wide. Why is that? Because it's so fast. It runs so fast. The cheetah lives in the grasslands in Africa you can see this is how we made that effect. He was on the chroma key and he did this and then we reversed the body and put the picture of the cheetah, that was his idea and we went along with it.

October 31st, it's Halloween. We're having a Halloween party. On teams 1, 2, 3, they're having a Halloween party. Woo hoo! This is a kind of mixture. Whew. (Chuckling) whew, goodness. Don't do what I just did. Never drink what you find in a beaker in a chemistry lab. You've got to follow the lesson plan. And I have to go back to Elias. Sorry, the interpreters are did not know the name sign she was using. It's Emmanuel.

>> Now, the students learned ASL and we want to show you what we learned as well as what the students learned through our process. Obviously, they learned academic ASL and academic English. And we wanted to make sure that both of their -- both languages progressed at the same time. We talked about register. You know, social ASL is a little bit less formal and then you move through the registers up to more formal ASL. So we really encourage the students to go from what they might use more with their friends in social situations to what would show up on TV. Emmanuel instead of saying "me Emmanuel" uses a higher register to introduce himself. So they needed to learn to speak as an anchor would speak on TV. And when he's talking about the cheetah, again, the signs are a little bit more reserved, a little bit less than what they would be if he was talking -- telling the same story in a social setting. Now, the students need to be able to read the script in English and sign that, translate it into ASL. And during the workshop, you saw during when we were talking about the three portions, the three production and post production, I was sitting with a little boy and we were analyzing what he was signing and I was encouraging him, giving him feedback on the language he was using and encouraging him to practice. So we're really empowering the students to recognize difficulties with language on their own and to improve them. And we're giving them strategies to improve them. And as well to be very proud of their ASL language. Now, we learned about ASL gloss, you know, we've got an English word and then ASL, how do you gloss it, how do you -- we have to emphasize ASL is not English, they're very different languages. So when you've got an English word, it's very difficult always to match things word for sign. You've got to -- sometimes you use glosses to make the translations effective.

So also with clothing, we provided them with clothes so that everybody wore the same thing. That's obvious. Backgrounds students wanted to have a lot of color, they wanted to have a lot going on, that's beautiful, yes. But it's better if the backgrounds are more simple because then the pictures can show up more effectively and it makes it easier on the eyes as well. Now, eye contact is our next important feature. We -- we're reminding the students during again you saw during the clips to look at the camera. The script is often aside but they need to make eye contact to the camera so it looks like they're speaking to their audience. There were a lot of lessons on pacing, speed, and the clarity. The speed, you've got a picture behind you if you sign too fast and

pictures are coming up and going down. So we have to teach them to you know match the pictures that are showing up on the background as well clarity. The third in our many lessons, clarity, everything has to be finger spelled clearly, the signs have to be clear.

Now, we would often put a newer signer on a more experienced signer so that they could learn the more -- less experienced signer could learn more from the experienced signer.

Now, there's one area where we talk about hand shape. You can see this hand shape. This is the - there's the three hand shape. You'll see one there. There's another clip in the math problem of the week like 4 times 5 equals 20. And we incorporate that into -- and then there's as well a story about the zoo. And we incorporate the math problem into the story about going to the zoo.

>> I'm a know nothing. I'm a cat. Judge. Boat. Boats must know nothing to the fish doors hmm, I don't know what that is. I'll eat it. I dive in and swim. My air comes out of my SCUBA tube. One time I had a dream and there were five tanks. And each tank had four eels. One had four blue eels, one had four red eels, one had four gray eels, one had four purple eels, one had four gray eels. How many eels did I see all together? There were five tanks and four eels in each of the tanks. Hmm. 5 times 4, the answer is 20. 20 eels.

Pretty cool, huh? Now we'll go on to the English portion. And this is what the students have learned through the years we've been working in this. Obviously in research skills there's a lot of reading for information. Script writing, the expressive portions. During the research, there's reading, they've got an e-mail, different staff, they've got to set up interviews. So they're reading English, writing English. The script writing of course they write their own scripts and they have to -- we understand the -- they understand the purpose of writing in English is an important part so that the ASL translations can be based off of that. Next captioning. We have to make -- we have to distinguish between the two languages and make sure that the captioning matches what's on the screen.

They also understand that English and ASL are two different languages and that on both they really need to understand how they differ. So we'll show you in the next part of the software that we used to help them with the English to ASL translations. As you can example, winter, if you click on that you'll either see a picture of snow coming down, winter or you'll see the sign. So in each of the words where there's a picture, you can click on it and it will show you the sign. And this helped them to understand how to put the scripts together and how to express themselves.

Now this student is in 8th grade. He developed a script on his own. And then the girl is doing the social studies. This is what a nebula looks like. And this is in space and you can't see these. So you have to go up into a rocket. We're going to talk about Lewis & Clark. There's a picture here behind me. They traveled from Virginia and went all the way to California. And they did this because Thomas Jefferson the president then wanted to know what does it look like in the western United States.

Second question: How did they get there? Did they walk all that way? And how many miles was it? A, 4,000 miles, B, 3,700 miles, C, 15,000 miles, D, 600 miles. The answer is B. So the students have a tremendous learning opportunity. They come up with the ideas and then they do

the show and then they confront problems that need to be solved. Maybe there's editing issues. Maybe when the actual thing is shown this sign language is not smooth and seamless.

Sometimes the students don't like the background. They think the background doesn't look right. So they have a lot of challenges that they themselves need to make decisions about. They need to plan. Plan out what they're going to do whether the shot is going to be close up or far away. If the shot is close up and just showing their face, they have to understand that signing will not be included in that shot. So there's a lot of planning involved and they have to do a lot of thinking. Thinking out of the box.

If they're just signing and they want to add some new idea, maybe they want to add a new idea that people have never seen before, they need to figure out how to do that and we'll give you an example of that. In the fall, they're doing a lot of creativity. But then in the spring they're even trying to be more and more creative than they were in the previous semester at school. Students learn to copy either students and mimic them and it's really a very difficult process. They work very hard to develop these new ideas. We have three examples. The birthday report and then what's the second one, Rosemary, do you remember? See, I know the third one is the EQ, the emotional quotient. We can't remember what the second one is, we'll see what it is when it comes up on the screen.

>> Hey, this is beautiful. Hello, hello? Could you pay attention to me? Are you out there? Hello?

>> Hi, I'm Wolfgang. This is the birthday report. This week we have two birthdays. Alexandra. Her birthday is May 19th.

>> This gives you an idea of the creative thinking that's gotten involved to indicate who the person is whose birthday it is in a creative way.

>> Our next birthday person is a very good friend, looking forward and excited for this birthday. It's Emmanuel's birthday. When is it? Hmm. Let me think. I think it's May 25th. Am I right? Right. I got that right. Here's interesting facts about braces. This is a really creepy bug. Now, if you slam your door, in Sweden, you can get a ticket. Who knew that?

>> Hi, everybody. I'm Gabriella. My report is about EQ. Do you see what's wrong? What are they doing? Hey, I was using that.

>> But I want to use it.

>> No, I want to use it.

>> I was reading it.

>> But I want to read it.

>> Why did you take it from me?

>> Because I want to read it.

>> You need to help your friends. You need to tell them to stop. You need to tell them no and then you need to actually talk nicely to each other because you are friends. And to resolve the problem.

>> No, this is mine, this is mine, this is mine.

>> What are you fighting about this book for? Why don't you share? Why don't you talk to each other? You're friends. Share the book. Why don't you take turns with one another? Why can't both of you read it at the same time?

>> That's good, EQ. Now, there are more benefits. The students really developed and increased their self-confidence. When they first started they were very timid and afraid of the process. But after seeing the project to fruition, they really wanted to do more and more because they were so proud of themselves. So we see them wanting and asking for more. They also -- it also promoted visual and spatial intelligence. That was developed and then we encourage that. It also built good collaboration skills. The portion about EQ, there was a discussion that went on. And the whole team set up the way to resolve this problem and they set up the whole scenario. As well we incorporated cross curriculum objectives and we were able to put math and science and emotional EQ stuff all in together. As well, it created a community of communicators and learners so they were able to see the English and pictures and learn from that. And it really was beautiful. Way to learn. This is Wildcat News 43. Thank you. Bye.

>> Bye.

>> Thank you very much for coming to our presentation, please don't forget to fill out the surveys. There are two quick questions. I don't know if we have any time for questions and answers. If you have a specific question for us, we'll be outside the room and you can feel free to come up to us and we'll answer your questions. Before we do end, if you'd like to watch all of our shows, are we have a year's worth of shows, 35 shows posted on our blog and it's here at the bottom of the screen. So you can go there and you can see clips of these movies again. Thank you.

>> Are there any questions?

>> (inaudible.)

>> We'll back up to that for you. We don't have time for questions, right? Is that correct? I think -- do we have time for questions? We have two or three minutes.

>> Let me put these papers down. The white paper is the evaluation form for the conversation. If you don't have one, you can go online and fill it out and give it to us out front. This, the green one, this is for our presenters. They need it for the Clerc center. The white paper is for our conference planners and coordinators. So we really need that back for the conference.

