A Multimedia Instructional Design Model for Planning and Delivering Professional Development for Teachers of Deaf and Hard-of-Hearing Students in the Czech Republic

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In 1998 PhDr. Daniela Janáková, CSc. began teaching English to deaf and hard-of-hearing students studying Czech at Charles University.
In 2002 hard-of-hearing students of the Faculty of Education and the Faculty of Medicine, Charles University began attending English classes.

Teaching English at Czech Universities

- In 2000 Dr. Janáková became the Coordinator of teaching English to the Deaf at Czech universities and organized the First International Teacher-Training Seminar on Teaching English to the Deaf.

PEN-International Collaboration with Charles University

- Charles University is an Affiliate Member of the PEN-International Network
- Focus on English Instruction
  - July 2002 Training at NTID
  - ESL Methods and Online Learning
  - August 2004 at Prague

Workshop Goals & Expectations

- Highlight Critical English Language and General Educational Issues in Deaf Education
- Address Specific Needs Identified by Czech Teachers
- Share Best Practices in Teaching English to Deaf Students
- Model Optimal Use of Instructional Technologies

Multimedia Instructional Design Model

- Focus on Outcomes and Web-based Dissemination of Information
- Online Posting of Materials as Being Developed
- Development of Conference Website
- Development of Multimedia CD
- Media Archive of Activities
Conference Planning & Preparation

- Identification of Topics
- Materials Development Process
  - Presenters Accessed All Materials Throughout Development Process
- Pre-conference Communication

Teaching English to Deaf and Hard-of-Hearing Students at Secondary and Tertiary Levels of Education in the Czech Republic

- Week Seminar
  - 12 Presenters
    - 3 Czech, 1 Russian, 2 British; 7 American
  - 66 Participants, 5 Countries
    - 18 University Teachers
    - 10 Teachers at primary and secondary level

Lectures

- An Introduction to Principles of Language Learning
- Optimizing the Teaching-Learning Experience for Deaf and Hard-of-Hearing Learners of English
- Input-Enhancement in Teaching English to Deaf and Hard-of-Hearing Students
- Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults Leading to Success for Deaf Adolescents and Young Adults

- Addressing the Writing Needs of Deaf Students at Different English Proficiency Levels
- English Classroom Communication and Management
- Practical Strategies Used for Teaching English to Deaf Students at Bauman Moscow State Technical University
- Learning Strategies of Deaf and Hearing-Impaired Students in Higher Education

Workshops

- Assumptions and Expectations Regarding People Who Are Deaf
- Practical Strategies for Teaching English to Deaf Czech Students
- Various Methods Used in EFL Teaching of Deaf and Hard-of-Hearing Students in Heterogeneous Classes
- Evaluating English Teaching Materials to Identify Factors That Maximize Deaf Students’ Success
- Coding Deaf and Hard-of-Hearing Students’ Successful and Unsuccessful English Productions

- Practical Strategies for English Classroom Communication and Management
- Using Rhetorical Modes to Reinforce Deaf Students’ Writing Skills at Different English Proficiency Levels
- Creating a Language-Rich Environment for a Deaf Learner: The Experiences of Two Deaf Parents of Deaf Children
- The Challenge & Strategies Involved in Aiding Deaf Students’ Retention of Their English Language Learning in Their Undergraduate & Post Graduate Lives

A paper presented at the Instructional technology and Education of the Deaf Symposium, National Technical Institute for the Deaf
Rochester, New York     June 27, 2005            M11C
Workshop Web Page

- How to Access Resources
  - http://www.pen.ntid.rit.edu/ewc/access.pdf
  - http://www.pen.ntid.rit.edu/ewc/schedule.htm

Conference Facilities

- Computers & Software
- LCD Projection
- Conventional chalkboards or whiteboards
- Videocassette players and TV monitors
- Video-recording
- Audiotaping
- Digital Photography
- Slide projection
- Technical Support

Conference Evaluation

- Evaluation Design & Procedures
  - Each Lecture & Seminar
  - Final “Overall” Evaluation
- 45 of 60 Participants Completed the Final Evaluation
- Published Evaluation Report

Final Evaluation Results

Figure 1: This workshop experience was a very positive professional development experience for me.

Figure 2: Based on what I learned at this conference, I plan to make some changes in my course planning and teaching.

A paper presented at the Instructional technology and Education of the Deaf Symposium, National Technical Institute for the Deaf, Rochester, New York, June 27, 2005
**Final Evaluation Results**

![Bar chart showing evaluation results for various aspects of the lecture.]

**Highest Ranked Lectures**

<table>
<thead>
<tr>
<th>Rank</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highest</td>
<td>6. English Classroom Communication and Management</td>
</tr>
<tr>
<td>Second Highest</td>
<td>5. Addressing the Writing Needs of Deaf Students at Different English Proficiency Levels</td>
</tr>
<tr>
<td>Third Highest</td>
<td>4. Reading and Writing English as a Foreign Language: Factors Leading to Success for Deaf Adolescents and Young Adults</td>
</tr>
<tr>
<td>Fourth Highest</td>
<td>3. Input-Enhancement in Teaching English to Deaf and Hard-of-Hearing Students</td>
</tr>
</tbody>
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**“What Did You Like Best…”**

- Discussions, sharing ideas, experiences
- Presenter style, expertise
- Friendly atmosphere
- Networking, meeting new colleagues
- Organization of conference
- Good selection of topics

**Collective Results: High Level of Satisfaction**

- The conference was a very positive professional development experience
- Participants felt relatively comfortable asking questions and interacting with others
- The conference topics were largely relevant to participants’ needs as teachers
- Participants planned to make changes in their course planning and teaching
- The conference experience inspired in participants a new commitment address critical issues

**Dissemination & Archiving**

- Web Site Available for Reference
- CD of All Resources Available for Participants
- Proceedings
  - 2000
  - 2004

**Conclusion**

- Development Model Employed Throughout Planning, Preparation, Delivery, Evaluation and Archiving.
- Very High Ratings Validate the Model for Teacher Training Initiatives
References

- 2000 Proceedings
- 2002 Website
- 2004 Proceedings
- 2004 Website Resources
  - 2004 Evaluation Report