
Captions

(T2A)

MultiChat: A Multi-Person, Browser-Based, Real Time Text-as -You-Type Chat System Designed to Facilitate Face-to-Face and In-Class Interaction Between Deaf and Hearing Students

Jonathan Schull

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\par >> We want to thank today's interpreters, Lorie and
Christina}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And the
presenters will introduce themselves}{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 There is a handout, and it's being passed
around.

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\fs26\insrsid16145312 >> Good}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
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\fs26\insrsid16145312 >> Supposedly.

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{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 >> JONATHAN SCHULL: Hello, my name is
John Schull}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I'm in the
I.T. department at Rochester Institute of Technology

}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is
Larry Quinsland, here at NTID, in the science department}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is Mike Axelrod, also from I.T., information technology, on the other side of the campus}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 And we're going to talk today about some work we've been doing exploring the pros and cons of interpreters and the chat systems for mediating face_to_face interactions in the classroom}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We've developed some technology}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

We've done some comparative research, and we want to give you an overview of what we are and show you some work in progress}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

We have effects here.

\par We are also joined by Qing Quan, who is somewhere back there}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I can't see}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }

{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 He was one of the participants in the usability test we're going to\~_ there he is, OK\~_ we're going to show you today}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 INES Winkler may be here}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

She also participated, and LIZETT Ching Shawn and two other students that I mentioned, Brian Ijeoma, were involved in this research in its earlier stages as well}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 [sound effects]

\par And I'll let Larry just sort of help us find out a little bit more about you, and then we'll compare notes}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> LARRY QUINSLAND: We're just curious, how many of us I.M. in your own social communications}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 How many for a business}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 And how many of you limit your kids' use of I.M.}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 A few}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 All right}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

And how many of you have used it in classroom situations?

\par >> JONATHAN SCHULL: We will ask you during our talk, after our talk, and any other time to share your experiences with us, as\~_ once you catch on to what we're trying to do here, your own experience will be quite useful to us}{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Our premise is that increasingly in education, there's a move from the notion of the sage on the stage, or in this case, th

e sages on the stages, towards the notion of the guide on the side, where the students are working with each other, and it's our job to facilitate that}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

The key notion is the student discussion, collaboration, hands-on learning, all promote active learning, but when you have deaf or mixed populations in the classroom, it poses special challenges

. Larry and I got together on this research when, actually, we jointly submitted

or rather, we in parallel submitted proposals to a research fund here at R.I.T.

called the Provost Learning and Innovation Grant, and it turned out we both had been using chat in the classroom and thinking about some of the special opportunities that could arise

And we will begin just by showing you some examples of some of the kinds of ways we have used chat in the classroom.

>> LARRY QUINSLAND: OK Before I jump right into that, you have two handouts

. One is just contact information for future use

The second, we would appreciate getting these back at the end of the session, where you can share some information with us, and if you would care to continue this dialogue, please give us your information, and we'll be in touch with you

. OK, cut to my what's going on here ?

Where did my desktop go ?

\ltrch\fcs0 \fs26\insrsid16145312 There it is.

\par >> JONATHAN SCHULL: Oh, what happened the screen resolution has changed}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> LARRY QUINSLAND: Yes}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Excuse us, technical difficulties}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I need to get down into the corner.

\par >> JONATHAN SCHULL: Show the desktop}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 It should be on your desktop, so if we look here}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> LARRY QUINSLAND: I'll get them all set to go right here}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

All right, that will help}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 That's one}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 That's two}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 That's three}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 That's four}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 One more}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We'll try to take these in

order}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 I wanted to give you an example of a few
classroom situations where I.M. seems to be beneficial}{\rtlch\fcs1
\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is a human genetics
class, we're reviewing for an exam}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

Ordinarily in the past it would take me an hour and a half, an hour and
40 minutes to go through three pages of questions.

\par In this case, 12 deaf students are all communicating at the same
time, each with his or her own laptop}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

And the discussion moves about this quickly}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 It's an opportunity for me to jump
in}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 That's me on the right in blue}{\rtlch\fcs1
\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312

Opportunity to give positive reinforcement, select correct
answers}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 In this
case, Kelly KELBEL gave the right answer, so then everyone has an
opportunity to see what she said}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 And this goes on for, I believe,
somewhere in the neighborhood of 25 pages}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

Secondly, just so you know that it's not limited to the

sciences}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is an art history class}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is where, again, exam review}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

Seems to be a particularly good application of this}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 In my case, it went from about an hour and a half to 45 minutes}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 OK, another example, this is a mainstream class in polymer chemistry, taught in the manufacturing, processing\~_ or packaging major at R.I.T.

\par Students need to know ten most common packaging polymers backwards and forwards}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

The hearing teacher was asking the questions, which are in blue}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 There were two deaf students and two hearing students on computer,

and in this case, their answers were voiced, so the teacher could write their answers on the board}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 At the end of the session, interestingly enough, of the 40 students in the class, about 50% of the message on the board came from these four students}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Here'

s an example, two of my colleagues, Todd PAGANO and David Templeton and I have several times made contact with professionals in the field, in chemistry, where our chem majors have an opportunity to

speak with someone who is well known in the field}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1
\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We contact them, give
them the screen name to sign on, and we're off and
running}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

And, finally, this is another example of collaborative research, where
students were given the topic thalidomide, and in groups of four we're
asked to review, or to research the drug}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 They
were given several questions to ask}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

They were also asked to make up three questions and answer
them}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

And they were asked to answer the opinion question, should the drug
be outlawed}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312
. }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So they
had to figure out who is going to do what}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1
\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 They had to share their
sources, somebody had to produce a summary paper}{\rtlch\fcs1
\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 All of this took
about a half_hour.

\par OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I've got a
clip of\~_ I think we'll\~_ should we show that when we're
doing the other clip}{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 I can do that right now}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

This is an example}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 This would be a class\~_ all
right}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is what my screen
looks like}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 You can see
the two\~_

I've got two windows, two discussion groups that I'm attending
to}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I've had
three or four sometimes, depending on groups of three}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1
\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Four groups of three,
three groups of four}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 I could jump in and out any of the
discussions}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

Ordinarily we're limited, when we're walking around the room, to
paying attention to one discussion at a time}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The
other advantage in this is at the end of the discussion, we've got a
transcript of what took place}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 Students have made comments such
as, the first time I felt like a hearing student, where everybody can
talk at the same time}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 Now, here's an example of \~_ it isn't all typing}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

There are pauses for human interaction, as well, as we'll see in a second here}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 This is one group of four sharing the same table}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 They can see each other}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

And they'll have an exchange, talk about something that someone said, face to face, and then go back to their individual responses}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

Clarifying question, one student, a student in the back, is going to answer and clarify _ _ is going to answer and clarify}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

So those are a few examples of actual applications.

\par >> JONATHAN SCHULL: You know, the promise of all of this is, of course, that with regard to scenarios like remote inte

ractions with authorities in the field or in mixed conversations between deaf and hearing students, chat has the potential to level the playing field}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 The attraction for us is the possibility that as this technology becomes more and more ubiquitous, it has

the potential to turn deafness from a supposed disability to the kind of disability that nearsightedness is, that is, something for which there is a common and available device that really just makes it not be an

issue}{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Now, I became quite involved in this when I was doing my own work in my own classrooms}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 I teach interface design, and our students do most of their work in that course, working in small groups}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

As it happens, we often have several or more deaf students, and many hearing students, and they adventure Owsley often allocate themselves into mix groups, and mixed groups, and in fact, in this case, Scott, Ching, and Jeff were all hard of hearing}

{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Brian and Brett are hearing students, and they took on the task of trying to collaborate with each other

er in the development of chat software that would actually be optimized for facilitating face-to-face conversations}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Because the irony is that while chat software is widely used and even widely used in these kinds of situations, it would seem that no one

has actually thought through what would you do to chat software in order to make it be particularly good for mediating face-to-face conversations}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ?

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And the way we try to explore this is by identifying various kind scenarios and challenges, and, in fact, we

find that in homogeneous groups, whether you're dealing with the sage on the stage situation or the guide on the side situation, it's not problematic}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 It's what we do all the time}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 In mixed groups when you have deaf students involved, well, first of all, y

ou need an interpreter, and second of all, when you divide the students up into small groups around here and most of the time, you're lucky if you have one interpreter, and suddenly it would be nice if you had more than one interpreter}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 One way of thinking about what we're trying to do is put the interpreters out of business, but, of course, interpreters will go the way of the paperless office}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We will always need their invaluable services}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

And there are undoubtedly some things they will do better than computers will ever do}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The question is:

What are the pros and cons, the strengths and weaknesses of these various systems}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ?

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And that was really the subject of the research that we are now going to talk about}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 Not too long ago we had these students and six oth

er students, and four other students acting as observers, come into our laboratory, the same room that you saw in the video clip a few minutes ago, and we asked them to give us help cataloging situations

in which deaf and hearing students interact, to gen

erate anecdotes, working in groups of four, two hearing and two deaf, and to try to enumerate the challenges and issues that arise in that situation} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 So it was not an arbitrary task} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 It was, in fact, one that was quite meaningful given the situation, and, i

n fact, we're very interested in what they had to say} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 But, we also had them engage in that discussion under several different situations} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 They were in two groups, and during the first time block, the first group had a conversation mediated by an interpreter, where the other group used I_chat} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We then had them fill out an assessment questionnaire, the results of which we'll be showing you, and then the conditions reversed} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The people who had been conversing with the interpreter switched over to I_chat and vice versa} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And then at the end we had them use a prototype that we're developing of our own chat system called MultiChat, which is meant to address some of the issues that we will show you} {\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The results were actually pretty clear} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

We got the same basic pattern

from looking at the assessment evaluations as well as working with a focus group that we had with these same people, and in fact, during the discussion period you have, you may want to ask some questions yourself

. The results were that every system works sort of pretty well.

But there are big differences.

The interpreter in a small group, especially a good interpreter, and we had an excellent interpreter, will tend to regulate the discussion, so that one person is talking at a time, and so that everyone is in a position to track what's going on

. There were, therefore, fewer separate interactions in the interpreted discussion.

.

On the other hand, it was substantially more orderly, and, of course, students did end up noting that one of the interesting things

about having a conversation involving an interpreter is that you're dependent upon the interpreter.

On the other hand, they reported that chat was a more informal kind of an interaction, that people were able to type in parallel at the same time, which is something that's actually common in face-to-face interactions among both hearing and deaf groups

{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 It gives you a written record, but it can get confusing, and you lose the opportunity for face_to_face interaction}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Now, those data are perhaps visible here}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

The main effect on this page is that if you look at }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 the number of discrete utteranc}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 es, they are\~_ _

there are far more of them in the circled conditions, which was the chat condition}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

People were able and did, in fact, interject whatever they wanted whenever they wanted}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

Whereas the other ends of every other of those lines represents the interpreted condition}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

And you can see that there were far fewer utterances}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 On the other hand, there were not a big difference in the number of words spoken or typed}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 And, in fact, people seemed to report that they were\~_ _ that the two systems were comparable}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312

Some people thought the chat was easier to participate in}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Some people thought that interpreting was easier to participate in}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 You can see that this person here, wi

th the line diving down, really found that chat was just too hard to keep up with, and so she dropped out at some point, and, in fact, that person, not surprisingly, was one of the few who said it was harder to participate in chat}{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 On the other hand, other people thought it was easier to participate using chat}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 Our observations, their observations, our prior work, have identified a number of key issues, which we think need to be taken into account if you try to develop a chat system that will be really, really good for face_to_

face interaction in this kind of a situation}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The issues seem to be physical layout and allocation of visual attention}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 There is, of course, the issue of what technology is available}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 There are questions having to do with the tempo and the mode of communication}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 There are issues having to do with what it looks

like on the screen, and can you figure out where you are in the conversation} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 And there are issues of document sharing and collaboration} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 There's actually a fairly well_establishe

d literature in the interpreting literature about how things get even more complicated when mixed groups of deaf and hearing participants are looking at documents while trying to attend to the interpreter, while trying to attend to each other} {

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 They can onl

y look in one place at a time, and, in fact, unless the moderator of the discussion gives the deaf participants time and context to allow them to identify the documents in question, things can really fall apart} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 .

\par } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Chat systems to date do nothing to aid that situation, and they just create another visual target between which visual attention has to be distributed} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The basic problems might be broken down this way} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

On the one hand, this is the typical situation for homogeneous groups, people sit in a circle} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The

y can see each other, and they can interact with each other while moderating and modulating each other, using face_to_face and gestural interaction} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

This doesn't actually work all that well when you have mixed groups. If people use chat in our classroom situation today, they are no longer face to face.

They are typically elbow to elbow or front to back.

It's not a particularly good setup, even though it's a frequently used technique.

With the interpreter in small groups, typically everyone is oriented so that they can look at the interpreter, but, in fact, the deaf students are looking at the interpreter, and that's the only information they have about the person who is speaking.

Speaking people can look at the interpreter, can hear voices in parallel and so on.

So there are problems there.

And, in fact, I think we have a clip which gives an example of that coming up right here.

So you can see here by the way that people are typing in parallel.

They are also interacting, they are looking at each other.

They are having a good

time}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

There's a lot of information being exchanged, but when they're actually working at it, which I think is coming on now, they're looking at the screens, and, in fact, what I'm hoping for is a moment coming up when the woman in the red says, "{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I have something to tell you,\'94}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 and the woman in the gray just never got it}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 She's waving, and it turns out she goes back to this funny technique of interacting by way of the computer}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And, in fact, they're obviously having a good time}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 There's all s

orts of things that are better conveyed through bodily interaction, and there's no particular reason why chat software has to prevent face_to_face interaction}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 So that's one of our challenges}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

\par >> AUDIENCE MEMBER: I just wanted to add, in a classroom situation, we're constantly breaking away from the discussion, for me to clarify, define terms, do something that would take way too long in print, and when I can just explain it, get it out, and we're finished}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Students invented the code when I need eyes on me, I type 911, and everybody just stops typing and looks my

way}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

. }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So there are ways, there are ways around that.

\par >> JONATHAN SCHULL: All right}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So here we are going to scoot through a number of ways of changing spatial attention}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Here I just want to alert you to the fact that there are two styles of chat available today}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 One is what we call type and then send}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

It's probably what you're familiar with}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 You type, type, type, type, type, when you're done typing, you hit enter, and then people hear what you are\~_ can read what you are typing}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 A strange way to have a conversation}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The alternative would have the text be transmitted as you type}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

There are a number of ways in which you might try to capture the fact that parallel conversations do occur}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And there are

ways in which you might try to deal with the problem that text will fly

off through the screen when you have one person who is doing a lot of typing in a large room in a group of people chatting

The students who I talked about imagined that you would have everyone's text aggregating in an individual window, and a transcript here

And, in fact, what we have now done, and because time is tight, I think I'm going to invite you to ask for an actual demonstration afterwards

We have been able to take a basic web

browser, we're using Firefox, and it turns out it's possible to set it up so that you have any number of these arbitrary little notes on the page

You can click here to create a new note

You can double click on a note in order to edit it, and you can type

, and what you type is seen by everyone else looking at that U.R.L., that location on the web

So in principle, you have a situation where people can see what each other are typing as they type

It's a web browser, so you could in principle put in streaming video content or share a document that people can edit and look at

together} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 And it's a flexible enough environment that we think we'll be able to work on some of these transcribing systems} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 In fact, what we\~_ this was the software that we used i

n our third condition, when students were working together actually composing their lists, and in that situation, at least, this system seemed to have real advantages over the conventional web systems} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 What's looking in the\~_ lacking in the system today is a transcribing system so you can keep track of the ordering of the conversation} {\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 . } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 But within this web_based environment, we expect to be able to give people the ability to modify their transcribing situations} {\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 .

\par } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So our goal, and we're making progress towards it, is a common denominator, browser_

based system, requiring no specialized software, that will transmit text as people type, give them a flexible layout, allow them to edit documents and to put together any materials, streaming or static, that they wa

nt for the conversation in such a way that they'll be able to look at each other and interact using text, using sign, using gesture, using whatever seems comfortable, without imposing unnecessary, arbitrary constraints} {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 .

\par } {\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So

that's our overview}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312

\par >> Good}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 We have a couple of minutes for
questions}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Please take a moment
and fill out your processing form and give us some
feedback}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

We'd be interested in hearing from those of you that have used I.M. in
the classroom as well}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 And we have INEZ and HUA here also can

give you their impressions of the different chat methods, if you care to
ask.

\par >> Just a reminder, if you have questions, and I hope you do,
please remember to come to the microphone if you're hearing so that
everyone can hear you, including the captioner}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And fill out your yellow
evaluation forms.

\par >> OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .
}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Those of
you who have no questions, we'll take you first}{\rtlch\fcs1 \af2\afs26
\ltrch\fcs0 \fs26\insrsid16145312 . }{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 [Laughter]

\par >> I have a question}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0
\fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >>
Yes, Susan}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> So can we see this thing}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ?

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> JONATHAN SCHULL: All right, that's where I'm going, since we seem to have a few extra minutes}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 Well, that's where we should be able to go, but this machine doesn't seem to have a live connection.

\par >> LARRY QUINSLAND: While they are getting that ready, let me mention that these guys, along with six of their student colleagues put in a pretty intense 2~1/2 hours of trials and feedback, and provided us with a tremendous amount of information}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So we really appreciate your input}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 This whole project grew out of a~_ it was really a forced shotgun marriage, I say, between two different groups applying for provost innovation learning grant funds to study I.M. in a little bit different ways}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And it's worked out really well.

\par >> JONATHAN SCHULL: All right}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So mike, who actually did most of the development of this actual system, is going to go to this page}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 When he gets there, he will find a note like this, and will probably find text coming in}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And he, as you can see, has created a note}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

He can change the color}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And using this, you can do all sorts of things, including HTML tricks, for example, which would allow me to~__ actually, let's see, yes}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

And so what mike sees now on his screen is what you see here, which is that you can actually include other webpages in there, and so what he types or what he wants to show me is seen by everyone looking at that page in parallel at the same time}{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 It become as common, shared space within the browser universe}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 That's right}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }

{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Thank you very much.

\par >> LARRY QUINSLAND: And generally we've got four of these windows open at the same time, with four students communicating with each other simultaneously}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 OK}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 I think that~__ are we~__

\par }\pard\plain \ltrpar\s16\ql \fi432\li864\ri2116\sl285\smult0\nowidctlpar\faauto\rin2116\lin864\it ap0 \rtlch\fcs1 \af2\afs24\alang1025 \ltrch\fcs0 \f2\fs24\lang1033\langfe1033\cgrid\langnp1033\langfenp1033

{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 >> There's time for a few more questions}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> Any more questions, comments?

\par }\pard\plain \ltrpar\ql
\fi432\li864\ri2116\sl285\smult0\nowidctlpar\faauto\rin2116\lin864\it ap0 \rtlch\fcs1 \af2\afs24\alang1025 \ltrch\fcs0
\f2\fs24\lang1033\langfe1033\cgrid\langnp1033\langfenp1033
{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 >> AUDIENCE MEMBER: You've demonstrated how you have used it in the classroom for collaborative discussions}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

Have you ever used it for collaborative document creation, like a collaborative writing assignment with your students}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

Have you ever used it that way}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 ?

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> JONATHAN SCHULL: The answer is yes}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

One of the interesting scenarios that became poss

ible when we did this, if the document in question is a webpage, you can, in fact, have five or ten people all developing different pieces of the webpage in parallel together, each working in their own little panel}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Only one person can edit a panel at a time. But, in fact, we've done that}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

We've also used it for things like phone conferences, where people will maintain notes in one window and a to_do list in another window, and other references in other places}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We've used it in classroom situations where it's sage on the stage, but the entire stage, everyone in the class has their own window, so I can ask the question}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And instead of that one person waving their hand getting to answer, everyone answers in parallel, and everyone sees their answers}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So it turns out to be a quite a potentially plastic, collaborative environment}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 .

\par }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> LARRY QUINSLAND: And I've used it as well, not with the MultiChat, but with traditional\~_ you saw with the drug example, the students' goal was to produce a summary paper that wa

s structured}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 And they did this four people to a group.

\par You know, we didn't mention the technical, some of the technical, considerations as well}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Why Macs}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 ? }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 In thinking about the exportability of whatever we come up with, the nice thing about Macs is they easily communicate with each other}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 Whether or not you can get on Internet, whether or not\~_ we go through A.I.M., but you don't have

to}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{

\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 These can talk to each other side by side in the same room}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

So when you think about the student out at a community college or in a high school, having an opportunity to sit down and talk with hearing students, on an even par, it makes it relatively inexpensive and easy to do.

\par >> JONATHAN SCHULL: Having said that, while, for example, the chat software and a number of other things on the Mac are much easier to organize that way, this application is meant to work cross_platform}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 The browser is becoming the common denominator, and so this was the one way in which we realized we could have something where anyone with access to

a computer and an Internet connection could be assured that they had the same tools as anyone else with access to the same thing}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312

So it's a cross_platform solution, although getting the platform to work is indeed, easier on the Mac.

\par [Laughter]

\par >> I think we're out of time}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 We have to give the captioner a rest as well as everybody else}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0

\fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 So thank you very, very much for a stimulating presentation.

\par >> Thank you}{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 >> Please return your evaluations}{\rtlch\fcs1

\af2\afs26 \ltrch\fcs0 \fs26\insrsid16145312 . }{\rtlch\fcs1 \af2\afs26

\ltrch\fcs0 \fs26\insrsid16145312 [Applause]

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