

Summary

(T1D)

Enhanced Reading/Writing Tutor: Hypertext Literacy Supplement for Deaf Students

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This presentation will demonstrate the "Enhanced Web-based Reading/Writing Tutor: Hypertext Literacy Supplement for Deaf Students," a project developed within the Department of Liberal Arts Support at NTID in 2003-4 with funding from the Provost's Learning Innovations Grant, Faculty Evaluation and Development Grant and Carl D. Perkins Vocational and Applied Technology Education Act Grant.

This unique and attractive Web site is currently divided into five sections: Short Stories, Poetry, Drama, Non-Fiction and Grammar. When students access a selection, a smart menu system automatically lists related files, including annotated texts and learning/author resources, in a sidebar. The annotated texts contain hypertext notes which alert students to important prompts which aid in comprehension and analysis. The "Learning/Author Resources" include quizzes, story/play/poem/author links, a photo gallery, as well as streaming videos which provide introductory materials for students (in ASL) to enable them to have additional contexts for reading the texts. Finally, students can view a concluding videotape that gives closing commentary on the text and invites them to consider certain themes. For the poetry selections, there are ASL interpretation of the poems so that students have additional help in understanding poetry. Through the Reading Tutor, critical reading processes are reinforced.

The Enhanced Writing Tutor has 14 grammar streaming videos using ASL. These video files can be used in at least two major ways. One use would be for students

who have been alerted to certain grammar errors by their instructor. They can go the Writing Tutor and view an ASL explanation of a particular grammatical point. They can also do some practice exercises on line related to the 14 grammar areas. Another use would be through electronic submission of student writing. Instructors using the IdeaTools course management system can highlight a particular error in a student text and link the hypertext to the appropriate ASL videotape. Students who receive electronic feedback can simply click the hypertext and review the English rule in ASL.

The Enhanced Reading/Writing Tutor Web site can serve as a comprehensive stand-alone resource for department-wide use. Or, individual instructors can import selected modules into their own courses. While this project focused on reading/writing topics used in postsecondary Literature courses, the same approach and technology can be used to promote reading/writing development in various disciplines and for all levels of deaf education.