

Captions

(M230C)

Using C-Print to Support Learning in Secondary and Postsecondary Settings

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National Technical Institute for the Deaf

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>>SPEAKER: OKAY WE ARE GOING TO HAVE TO START BECAUSE THESE ARE VERY

SHORT SESSIONS. I WOULD LIKE TO ROW DEUCE OR PRESENTERS TODAY WE HAVE

DR. LISA ELLIOT, A RESEARCH ASSOCIATE AT IN THE RESEARCH. DR. MIKE

STINSON. A PROFESSOR HERE AND CURRENTLY WORKING ON THREE DIFFERENT

GRANTS ON C-PRINT AND VOICE RECOGNITION. AND OUR FINAL PRESENTER IS

PAM FRANCIS WHO IS NOW WITH NTECH, THE NORTHEAST
TECHNICAL ASSISTANCE

PROGRAM. AND SHE ALSO IS INVOLVED IN THREE DIFFERENT
GRANTS WORKING

WITH C-PRINT AND VOICE RECOGNITION. GO AHEAD. ONE MORE
THING BEFORE I

SIT DOWN, THERE IS A BROCHURE CALLED COMPUTER AIDED
SPEECH TO PRINT

SYSTEM WHICH IS AVAILABLE FOR YOU TO PICK UP AT THE BACK
ALSO.

THANK YOU.

>>LISA ELLIOT: HI. I WOULD LIKE TO WELCOME EVERYBODY TO OUR

PRESENTATION TODAY. AS GAYLE SAID I AM LISA ELLIOT AND WITH
ME ARE

MIKE STINSON AND PAM FRANCIS. AND BARB MCKEE IS UNABLE TO
JOIN US

TODAY.

I WANT TO REMIND EVERYBODY THAT PORTIONS OF THE WORK WE
ARE

PRESENTING TODAY ARE SUPPORTED BY A GRANT FROM THE U.S.
DEPARTMENT OF

EDUCATION, THE OFFICE OF SPECIAL EDUCATION PROGRAMS.

WE ARE GOING TO BE TALKING ABOUT THREE DIFFERENT TOPICS
TODAY.

THE DEVELOPMENT AND EVALUATION OF THE C-PRINT SYSTEM, HOW
C-PRINT

SUPPORTS INDIVIDUAL LEARNERS AND NATIONWIDE
IMPLEMENTATION OF C-PRINT.

AND ALSO DURING OUR PRESENTATION, FOR A BRIEF AMOUNT OF TIME, PAM IS

GOING TO ACTUALLY BE DEMONSTRATING THE C-PRINT SYSTEM FOR US AND THAT

ROUGH ASCII

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WILL OCCUR ON THIS SCREEN. AND AT THAT TIME, YOU WILL NOT BE ABLE TO

SEE THE OVERHEADS BUT IT WILL BE FOR A SHORT AMOUNT OF TIME.

RIGHT NOW I WOULD LIKE TO TURN THE PRESENTATION OVER TO MIKE.

>>MICHAEL STINSON: OKAY. SO I AM GOING TO TALK JUST A FEW WORDS

ABOUT THE SYSTEM AND GO TO THE NEXT -- WHICH ONE THIS?

OKAY. I AM GOING TO TALK ABOUT THE DESCRIPTION OF THE SYSTEM.

TALK ABOUT THE HISTORY OF THE SPEECH TO TEXT SYSTEM. BECAUSE WE HAVE

QUITE A LONG HISTORY OF USE OF THE SYSTEM AND THE THIRD THING I WILL

TALK A LITTLE BIT ABOUT AT THIS POINT IS THE C-PRINT HISTORY.

IN TURN, HOW C-PRINT WORKS, AS YOU WILL SEE, TWO MAIN THINGS WE

HAVE. WE HAVE AN ABBREVIATION SYSTEM. SO THE PERSON TYPES

ABBREVIATIONS OF THE WORDS AND THEN THE FULL WORD EXPANDS ON TO THE

SCREEN.

THE SECOND THING WE HAVE IS A TEXT CONDENSING. THIS IS A LITTLE

BIT DIFFERENT THAN COMPUTER ASSISTED OR COMMUNICATION ACCESS REALTIME

TRANSLATION, OR CART, WHERE EVERY SINGLE WORD IS DONE BECAUSE SHE IS

ONLY USING A TYPING KEYBOARD.

SO THIS TECHNOLOGY, THE MAJOR THING IS YOU HAVE A STANDARD LAPTOP

COMPUTER AND THEN THERE IS ABBREVIATION SOFTWARE THAT AUTOMATICALLY

CONVERTED THE FULL WORD. AND THEN THERE IS ALSO COMMUNICATION SOFTWARE

TYPICALLY THE WAY WE DO IT, THE STUDENT HAS THEIR OWN LAPTOP SO THE

WIRELESS COMMUNICATION, SO THE CAPTIONIST WHO IS TYPING IS THEN A

MESSAGE -- THERE'S NO CORD. THE STUDENT SEES IT ON HIS OWN LAPTOP.

SO NOW, I WILL DO SOME EXAMPLES OF ABBREVIATIONS. ONE OF THE

ROUGH ASCII

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THINGS THAT THE C-PRINT CAPTIONIST WRITES. WE HAVE ABOUT 10,000

ABBREVIATIONS IN THE COMPUTER. SO, THE RULES THAT THE CAPTIONIST

LEARNS SO THAT THEY ARE NOT MEMORIZING EVERY ONE OF THESE WORDS -- THEY

DON'T HAVE TO MEM10,000 WORDS.

THE WORDS THAT ARE ABBREVIATED ARE LONG WORDS USED FREQUENTLY OR

SPECIALIZED VOCABULARY FOR THE CLASS. SOME EXAMPLES HERE, THAT THE

CAPTIONIST WOULD TYPE THIS, "SLBGT-PBLM." THEN THERE IS ANOTHER

EXAMPLE OF WHAT THE ABBREVIATION IS. SO THEY ARE SAVING A LOT OF KEY

STROKES. IT MAKES IT EASIER ON THE WRISTS AND ALSO SPEEDS IT UP QUITE

A BIT.

SO NOW, WE ARE GOING TO DO A DEMONSTRATION. AND SO, JUST SO YOU

CAN GET A FEELING. I WANT TO SAY PAM'S MAJOR JOB IS TRAINING, NOT IN

THE CLASSROOM. IT'S NOT A HIGHLY PRACTICED PERSON BUT SHE USED TO DO

THIS QUITE A BIT. SO YOU GET SOME FEELING FOR IT.

SO I WILL TALK ABOUT THE HISTORY OF SPEECH TO TEXT SYSTEM. FROM

1982 TO 1986 WE USE IT IN THE CLASSROOM. CART, COMMUNICATION ACCESS

REAL-TIME TRANSLATION. AND WE DID THE EVALUATION AND THE HISTORY TO MY

KNOWLEDGE THAT HAS EVER BEEN DONE, EVEN THOUGH CART IS USED FOR

EDUCATION AND MANY OTHER SITUATIONS. IT IS STILL THE MOST COMPREHENSIVE EVALUATION THAT HAS BEEN DONE HERE.

THEN IN 1989, UNTIL 1996, FOR 7 YEARS WE WORKED ON DEVELOPING THE

C-PRINT ABBREVIATION SYSTEM. AND WE DECIDED TO DO IT BECAUSE THERE

WERE TWO MAJOR ISSUES. FIRST MAJOR ISSUE WAS THE HIGH COST OFFERING OF

CART AND THE SECOND ONE IS TO GET IT FOR EDUCATIONAL SITUATIONS CAN BE

QUITE DIFFICULT. SO THERE WAS THE AVAILABILITY ISSUES.

ROUGH ASCII

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IN 1996, UNTIL NOW, WE STARTED TO DO C-PRINT TRAINING. SO C-PRINT

TRAINING IS ONLY ABOUT FIVE YEARS OLD. AND IN 1998, WE STARTED WORK

WITH AUTOMATIC SPEECH RECOGNITION. TRYING TO ACHIEVE THE SAME THING

WITH C-PRINT WITH AUTOMATIC SPEECH RECOGNITION.

AND -- BECAUSE WE ARE TRYING TO CONSTANTLY IMPROVE OUR TECHNOLOGY.

WE HAVE GOTTEN ABOUT TWO AND A HALF MILLION DOLLARS IN GRANT

FUNDING TO SUPPORT OUR EFFORTS. OUR FIRST GRANT WAS IN 1993. WHERE WE

WERE ABLE TO HIRE PAM TO WORK FULL-TIME ON DOING C-PRINT CAPTIONING AND

THEN DEVELOPING THE TRAINING MATERIAL. AND WE HAD THE FULL-TIME PERSON

WHO WAS A RESEARCH ASSOCIATE START TO EVALUATE THE EFFECTIVENESS. IN

1996, WE HAD AN IMPLEMENTATION GRANT, WHERE WE WORKED WITH THREE

SECONDARY PROGRAMS, LARGE CENTRAL PROGRAM, EYE TIN RANT PROGRAM AND ONE

THAT COMBINED BOTH CENTRAL AND ITINERANT PROGRAMS.

AND WE ACTUALLY HAVE DONE SOME REPORTS, AVAILABLE ON OUR WEBSITE.

WE ARE CONTINUING TO ANALYZE THE DATA. AND PUBLICATIONS THAT ARE

COMING UP.

IN 1999, WE STARTED OUR GRANT FOR NATIONAL NETWORK OF C-PRINT

TRAINING. WE ESTABLISHED ABOUT 14 C-PRINT TRAINING CENTERS AROUND THE

COUNTRY.

SO NINE ARE WITH THE NATIONAL NETWORK PROJECT AND FOUR OTHERS WITH

THE NORTHEAST TECHNICAL CENTERS.

SO WE HAVE ABOUT 20 TRAINING A YEAR. 20 DIFFERENT TRAINING

SESSIONS GOING ON SOME PLACE AROUND THE COUNTRY. AND ABOUT 20

DIFFERENT LOCATIONS. SO FAR WE HAVE TRAINED ABOUT 300 PEOPLE. SO WE

HAVE DIFFERENT TRAINERS WHO GO AROUND AND CONDUCT THE WORKSHOPS AT

ROUGH ASCII

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DIFFERENT PLACES.

NOW, I AM GOING TO TURN IT BACK OVER TO LISA.

>>LISA ELLIOT: OKAY I THINK I NEED TO SKIP AHEAD HERE A FEW SLIDES.

AS MIKE MENTIONED, WE HAVE BEEN EVALUATING THE C-PRINT SYSTEM FOR

QUITE SOME TIME. I WOULD LIKE TO TELL YOU ABOUT THE DIFFERENT ASPECTS

OF C-PRINT WE HAVE EVALUATED. AS YOU CAN SEE THERE ARE A NUMBER OF

DIFFERENT THINGS THAT WE HAVE LOOKED AT SO FAR.

FIRST OF ALL, STUDENT EVALUATIONS OF C-PRINT. ONE OF THE THINGS

THAT WE LEARNED IS THAT STUDENTS REALLY LIKE C-PRINT A LOT. WE

CONDUCTED A NUMBER OF BOTH QUALITATIVE AND QUANTITATIVE STUDIES WITH

STUDENTS WHO USED C-PRINT AT THE HIGH SCHOOL LEVEL AND AT THE COLLEGE

LEVEL.

OVER ALL, THE STUDENTS SEEM TO REALLY ENJOY C-PRINT. BECAUSE OF

THE COMPLETENESS OF THE INFORMATION THAT THEY RECEIVE. C-PRINT IS BOTH

A REAL-TIME SYSTEM AND ALSO WE GIVE THE STUDENTS HARD COPY NOTES OR

THEY CAN RECEIVE THEM IN THE ELECTRONIC MEDIUM. SO THEY ARE GETTING

THE NOTES TWICE.

ONE OF THE THINGS THAT THEY ENJOY ABOUT THE REAL-TIME SYSTEM IS

THAT THE DISPLAY STAYS UP ON THE SCREEN FOR ABOUT A MINUTE. AND THAT

ALLOWS STUDENTS WHO ARE USING BOTH AN INTERPRETER IN C-PRINT TO GO BACK

AND FORTH, OR IF THE STUDENT IS LIP READING THE TEACHER THE STUDENT CAN

GO BACK AND FORTH.

IT HELPS STUDENTS WHO ARE MISSING THINGS TO JUST CATCH UP AND FILL

IN THE GAPS. AND IT GIVES KIDS AN OPPORTUNITY TO SPENDS SOME TIME

ROUGH ASCII

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ABSORBING THE MATERIAL AS WELL.

EVEN THOUGH THE TEXT IS NOT VERBATIM, AS YOU CAN SEE, STUDENTS ARE

VERY SATISFIED WITH WHAT THEY ARE READING. AND OFTENTIMES THEY THINK

IT'S VERBATIM.

BUT WE WILL TALK ABOUT THAT IN A MINUTE.

IN TERMS OF THE HARD COPY NOTES THE STUDENTS RECEIVE. IN THE PAST

STUDENTS MAY HAVE RECEIVED NOTES FROM A NOTETAKER THAT MAY BE A

VOLUNTEER OR ANOTHER STUDENT IN THE CLASSROOM. SO STUDENTS TEND TO

PREFER THE NOTES THAT THEY ARE RECEIVING FROM C-PRINT FOR A VARIED OF

REASONS.

FIRST OF ALL, THEY ARE CLEARLY WRITTEN BECAUSE THEY ARE

TYPEWRITTEN AS OPPOSED TO HANDWRITTEN.

THEY ALSO CONTAIN TECHNICAL VOCABULARY THAT MIGHT BE MISSED

OTHERWISE.

AND THEY CONTAIN MORE INFORMATION. SOMETIMES, FOR EXAMPLE, THE

STUDENT IS DOING THE NOTETAKING. THEY MIGHT SAY OH, I ALREADY KNOW

THAT. SO THEY WILL JUST SKIP THE INFORMATION. WHEREAS THE C-PRINT

CAPTIONIST IS TRYING TO TAKE IN AS MUCH AS POSSIBLE. AND IS NOT MAKING

VALUE JUDGMENTS ABOUT WHAT THEY THINK IS REALLY IMPORTANT OR NOT.

SO THE STUDENT'S GETTING MORE INFORMATION THAN THEY MIGHT IF

SOMEBODY ELSE WERE TAKING THE NOTES.

IN TERMS OF THE AMOUNT OF INFORMATION CAPTURED, AS I SAID MANY OF

THE STUDENTS IN THE EVALUATIONS THINK THEY ARE GETTING 100 PERCENT OF

THE INFORMATION. BUT IT'S NOT EXACTLY TRUE.

IN THE RESEARCH THAT WE HAVE DONE, IT SEEMS THAT WE ARE CAPTURING

ROUGH ASCII

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ABOUT 66 PERCENT OF ALL OF THE INFORMATION THAT'S GIVEN. AND 76

PERCENT OF THE IMPORTANT INFORMATION.

YOU SHOULD REALIZE THAT ONE OF THE THINGS THAT C-PRINT CAPTIONISTS

DON'T INCLUDE IS THEY DON'T INCLUDE REPETITIONS. SO THEY PICK IT UP

ONCE. HOPEFULLY ALL.

WE ALSO HAVE BEEN TRAINING CAPTIONISTS SINCE 1996. AND SO WE HAVE

A PRETTY SOLID TRAINING PROGRAM IN PLACE RIGHT NOW AND IT REALLY

CONSISTS OF THREE DIFFERENT PARTS.

FIRST OF ALL, PRESCREENING TESTS. AND THE TRAINING WORKSHOPS AND

THEN THE IN CLASS EXPERIENCES.

IN TERMS OF THE PRE-SCREENING TEST, PEOPLE HAVE TO QUALIFY TO BE

ABLE TO BE TRAINED AS A C-PRINT CAPTIONIST.

AND THE PRESCREENING INCLUDES A TYPING TEST. APPLICANTS NEED TO

TYPE A MINIMUM OF 60 WORDS PER MINUTE BEFORE THEY CAN TRAIN. THEY ALSO

RECEIVE A BASIC ENGLISH SKILLS TEST AND A PHONETIC TEST THAT TESTS ONE

ABLE TO HEAR THE SOUNDS IN WORDS.

THAT'S REALLY IMPORTANT FOR USING THE ABBREVIATION SYSTEM THAT YOU

SAW BEFORE.

THE TRAINING WORKSHOPS TAKE PLACE IN A VARIETY OF DIFFERENT WAYS.

WE TRIED A BUNCH OF DIFFERENT VARIETIES.

RIGHTED NOW MOST COMMONLY WE ARE HAVING PEOPLE COME FOR ONE WEEK

OF TRAINING. BUT THERE ARE FOUR TO FIVE-WEEKS OF INDEPENDENT LEARNING

THAT TAKE PLACE BEFORE THAT. AND IT TAKES PROBABLY ABOUT TEN WEEKS

AFTER THAT BEFORE A CAPTIONIST CAN REALLY FUNCTION, TOTALLY INDEPENDENTLY IN THE CLASSROOM. SO THEY HAVE PRACTICING TO DO AFTER

ROUGH ASCII

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THE WORKSHOP AS WELL.

IN TERMS OF THE PLUSES AND PIT FALLS. NOTHING IT PERFECT. AS MUCH AS WE WOULD LIKE IT TO BE.

AS I MENTIONED BEFORE ONE OF THE BENEFITS TO THE STUDENTS IS THEY

GET HARD COPY NOTES AND THEY HAVE THE OPPORTUNITY TO SEE THINGS IN THE

CLASSROOM FOR LONGER THAN THEY HAD PREVIOUSLY BEEN ABLE TO DO.

BUT WE ALSO FINDS THAT OTHER PEOPLE ARE BENEFITING FROM THE

TECHNOLOGY AS WELL. WE THINK THAT'S AN IMPORTANT PART OF HAVING THE

TECHNOLOGY ACCEPTED.

SO WE INTERVIEWED TEACHERS OF THE DEAF AND REGULAR CLASSROOM

TEACHERS AS WELL, AND THEY ALSO FIND GREAT BENEFIT WITH C-PRINT. FOR

EXAMPLE, THE TEACHERS OF THE DEAF WHO AREN'T SPENDING TIME IN THE

CLASSROOM, GET A MORE ACCURATE PICTURE OF WHAT'S GOING ON BECAUSE THEY

TOO RECEIVE THE NOTES.

THE REGULAR CLASSROOM TEACHERS TEND TO BENEFIT IN MANY DIFFERENT

WAYS. FOR EXAMPLE, NOW THEY HAVE A RECORD OF WHAT WENT ON IN CLASS.

WHICH CAN HELP THEM, ESPECIALLY IF A TEACHER IS TEACHING THREE OR FOUR

DIFFERENT SECTIONS OF THE SAME CLASS. IT HELPS THEM TO KEEP UP WITH

WHAT THEY ACTUALLY SAID IN CLASS.

BUT IT ALSO HELPS THEM, FOR EXAMPLE, IF ANOTHER STUDENT WAS ABSENT

THEY CAN SHOW THE STUDENT THE NOTES AND SAY HERE'S WHAT YOU MISSED.

AND SOMETIMES TEACHERS USE THOSE NOTES TO HELP PREPARE TESTS.

SOMETIMES THEY NEED THE NOTES TO DEFEND THEMSELVES. A STUDENT WILL SAY

BUT YOU SAID THIS IN CLASS AND THE TEACHER SAYS OH, NO I DIDN'T. SEE

IT'S WRITTEN RIGHT HERE.

ROUGH ASCII

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SO TEACHERS FINDS THESE TO BE VERY USEFUL AS WELL. AND EVEN THE

OTHER STUDENTS, THE OTHER HEARING STUDENTS IN CLASS OFTENTIMES WILL

SNEAK UP BEHIND THE CAPTIONIST OR THE DEAF STUDENT USING THE C-PRINT

DISPLAY AND FOLLOW ALONG.

IT COULD ALSO COME IN HANDY FOR STUDENTS WHO FOR ANOTHER REASON

CAN'T TAKE NOTES FOR THEMSELVES. SO WE FOUND ALL OF THOSE APPLICATIONS

TO BE VERY WORTHWHILE.

IN TERMS OF THE DISADVANTAGES OF THE SYSTEM. GRAPHICS ARE DIFFICULT. BECAUSE THIS IS A TEXT BASED SYSTEM. SO WE DON'T HAVE A

WAY AS YET TO PUT PICTURES INTO A DISPLAY, FOR EXAMPLE.

FORMULAS FOR MATH OR SCIENCE CLASSES ARE DIFFICULT ALTHOUGH THERE

ARE PEOPLE WHO USE THOSE. IT'S KNOTS IMPOSSIBLE.

SOMETIMES STUDENTS WHO HAVE RELIED ON INTERPRETERS EXCLUSIVELY IN

THE PAST COMPLAIN THAT IT'S DIFFICULT TO LOOK AT A TEXT ONLY SCREEN

BECAUSE THE EMOTIONALITY ISN'T THERE. SO THAT'S SOMETHING THAT WE ARE

WORKING ON.

IN OTHER THINGS THAT PEOPLE -- SOMETIMES ARE CONCERNED ABOUT --

EQUIPMENT DOESN'T ALWAYS WORK AS IT SHOULD. AND OFTENTIMES THE OTHER

PROBLEM THAT SEEMS OCCURS BUT NOT VERY OFTEN IS RECEPTIVITY BY TEACHERS

OR OTHER STUDENTS IN THE CLASS. ALTHOUGH IT DOESN'T HAPPEN TOO OFTEN.

ONE OF THE THINGS THAT WE DIDN'T HAVE -- WE WILL TALK ABOUT IN A

MINUTE -- IS WE RECENTLY SURVEYED CAPTIONISTS WHO HAVE BEEN IN THE

FIELD AND WHO HAVE BEEN TRAINED BY US.

AND WE ASKED THEM OPEN-ENDED QUESTION, WHAT ARE ALL THE PLUSES

WHAT ARE THE MINUSES OF WORKING AS A C-PRINT CAPTIONIST.

ROUGH ASCII

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ONE OF THE THINGS I FOUND VERY INTERESTING SINCE THE CAPTIONISTS

DIDN'T HAVE TO TELL US ANYTHING THAT WAS GOOD ABOUT IT. THEY DIDN'T

HAVE TO SAY ANYTHING THAT WAS BAD. BUT FOR MORE OF THEM SAID POSITIVE

THINGS ABOUT THE CAPTIONING EXPERIENCE THAN NEGATIVE THINGS.

AND THERE ARE SOME OF THE THINGS THAT THE CAPTIONISTS SAID. ONE

OF THE THINGS THAT THEY FOUND TO BE WONDERFUL WAS THE APPRECIATIVE

STUDENTS, IN PARTICULAR OLDER STUDENTS AND STUDENTS WHO HAVEN'T HAD

SERVICES BEFORE, SOMETIMES PEOPLE WHO RESISTED TO RECEIVING SUPPORT

SERVICES HAD TRIED C-PRINT AND REALLY ENJOYED IT.

ALSO THE CAPTIONIST FOUND SATISFACTION FROM PERFORMING AN

IMPORTANT TASK. PROVIDING COMMUNICATION ACCESS TO STUDENTS IN THE

CLASSROOM. THEY APPRECIATED WORKING WITH CLASSROOM INSTRUCTORS AND

BEING PART OF AN EDUCATIONAL TEAM.

NOW, THE DEMAND FOR C-PRINT HAS GROWN BY LEAPS AND BOUNDS. AND WE

-- IN THE LAST WEEK WE SAT WITH PEOPLE WHO ARE BEING TRAINED TO TRAIN

OTHER CAPTIONISTS. AND I WAS JUST AWED BECAUSE THERE WERE FEEL FROM 20

DIFFERENT STATES SITTING IN THE ROOM. I THOUGHT HOW COOL IS THIS.

SO YOU CAN SEE FROM THE MAP, EACH STAR ON THAT MAP REPRESENTS A

STATE FROM WHICH WE HAVE TRAINED A CAPTIONIST.

THIS DOESN'T MEAN ALL OF THEM ARE CURRENTLY WORKING AS CAPTIONISTS

BUT WE TRAINED PEOPLE. THE TWO OUTLINED STARS REPRESENT SOMEONE FROM

OTTAWA, CANADA AND PUERTO RICO. WE WILL BE TRAINING IN THE VERY NEAR

FUTURE PERSONS FROM AUSTRALIA AND SOUTH AFRICA. SO C-PRINT DEMAND IS

SPREADING INTERNATIONALLY AS WELL.

NOW I THINK I WILL TURN THIS BACK OVER TO MIKE. AND HE WILL BE

ROUGH ASCII

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TALKING TO YOU ABOUT HOW C-PRINT SUPPORTS INDIVIDUAL LEARNERS.

>>MICHAEL STINSON: SO THOSE ARE THE FOUR THINGS I WILL TALK -- A FEW

WORDS. I WILL SAY ABOUT THE REAL-TIME TEXT, IDEAL LEARNERS, IDEAL

ENVIRONMENT.

IN REGARD TO THE REAL-TIME TEXT, ONE THING, THE MAIN THING WE

REALLY KNOW FOR SURE, WHAT'S HAPPENED WITH THE REAL-TIME TEXT IS WE DO

HAVE GOOD COMPREHENSION. THAT MEANS THAT THE STUDENT IS ABLE TO LIKE

JUST COMPENSATE, THEY HAVE THE INFORMATION, THEY CAN COMPENSATE IN THE

LEARNING. AS OPPOSED TO TRYING TO FIGURE OUT WHAT IS BEING SAID IN THE

CLASS, WHICH CAN BE A REAL ISSUE FOR DEAF STUDENTS.

ANOTHER THING THAT IS IMPORTANT IS THAT THE INFORMATION IS PERMANENT. THAT IT STAYS ON THE SCREEN, MOST OF THE TIME FOR A LAPTOP

TYPICALLY A LINE STAYS FOR AT LEAST A MINUTE. THAT MEANS THE STUDENT

CAN LOOK AROUND, AND THEN GO BACK, CHOOSE A LINE, OR MAYBE THEY ARE

TRYING TO LIP READ THE TEACHER OR SOMETHING, AND THEN A COMMENT THAT IS

MADE, IT TAKES -- FROM ANOTHER STUDENT. THEY CAN LOOK AT THAT COMMENT.

AND THEN GO BACK AND FORTH.

ONE OF THE THINGS FOR ME, AS AN INTERPRETER EVEN THOUGH I USE

INTERPRETERS A LOT. SOMETIMES I HAVE DIFFICULTY. BECAUSE WHEN A WORD

IS FINGER SPELLED ONE TIME, IT'S GONE. IF IT'S A NEW WORD, I DON'T

KNOW WHAT THAT WORD IS.

ANOTHER THING THAT WE HEARD A LOT FROM OUR RESEARCH, OUR

INTERVIEWS AND THINGS, IS THAT THE STUDENTS REALLY APPRECIATE THE

TECHNICAL INFORMATION AND THE EXACT VOCABULARY THAT THE TEACHER USED.

ROUGH ASCII

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I HEARD COMMENTS FROM STUDENT FROM THE PAST THAT ONE OF THE THINGS

WONDERFUL IS IF THAT WORD IS ON A TEST, THE SAME WORD USED IN THE

CLASS, THEY CAN MATCH WHAT'S ON THE TEXT WITH WHAT WAS SAID IN THE

CLASSROOM.

WE HAD STUDENTS SAY THIS HAS BEEN GREAT FOR MY ENGLISH

DEVELOPMENT. MAYBE THEY HAVE AN ASL BACKGROUND. IT HAS HELPED ME A

LOT TO SEE, THE TEXT IN ENGLISH. IN REAL-TIME AND THEN LATER IN THE

NOTES.

AND ANOTHER THING -- AND WE HAD THIS MORE -- WE PRIMARILY A

COMMENT FROM TEACHERS IN HIGH SCHOOLS THAT THEY THINK SOMETIMES THIS

WILL HELP THE STUDENTS CALM DOWN AND BE A LITTLE MORE FOCUSED. IF THEY

ARE CONFIDENT THEY WILL BE GETTING THAT INFORMATION IN THE CLASSROOM.

HERE'S ONE STUDENT COMMENT. YOU CAN READ THAT.

SO WE ARE NOT SAYING THAT ALL STUDENTS FEEL THIS WAY. BUT HERE IS

A STUDENT WHO SAYS, THE C-PRINT HAS REALLY HELPED THAT STUDENT TO

UNDERSTAND WHAT IS GOING ON IN THE CLASSROOM.

C-PRINT NOTES -- I DON'T HAVE FOR EXAMPLE. BUT TYPICALLY FOR A

COLLEGE CLASS, FOR ONE HOUR, THEY WOULD BE A SMALL FONT SIZE, THEY

WOULD BE LIKE 6 OR 7 PAGES FROM ONE HOUR. BUT IN CONTRAST TO CART,

WHICH IS OFTEN LIKE 20 OR MORE PAGES. IT'S JUST A LOT MORE TIME TO

REVIEW AND STUDY.

SO, WE POST THE NOTES IN MANY DIFFERENT WAYS NOW. FOR EXAMPLE, WE

OFTEN POST THEM ON THE WEB OR WE POST THEM ELECTRONICALLY THROUGH

E-MAIL OR WE GET THEM ON A DISK FOR SOMETHING LIKE THAT. WE ALSO

PRINTOUT PAPER COPIES. WE STILL DO THAT TO SOME. BUT THAT'S BECOMING

ROUGH ASCII

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LESS AND LESS MEANS THE NOTES ARE AVAILABLE. ONE BIG ADVANTAGE TO THIS

AS OPPOSED TO NOTETAKING NOTES, IS THAT NOTETAKER NOTES YOU HAVE TO

SCAN THEM OR GET THEM INTO AN ELECTRONIC FORM. IT WOULD BE MORE

DIFFICULT IF THEY ARE HANDWRITTEN NOTES.

YES?

>>AUDIENCE MEMBER: I HAVE A QUESTION ABOUT THE NOTES. IS THERE A

DELAY AFTER THE CLASS TO WAIT FOR THE PRINTED COPY OR THE ELECTRONIC

COPY OR CAN A STUDENT LEAVE CLASS WITH THE DISK IN THEIR HAND?

>>MICHAEL STINSON: IT'S DONE MANY DIFFERENT WAYS ALL OVER THE

COUNTRY, JUST ABOUT EVERY SYSTEM. SOME PEOPLE THEY HAVE TO WAIT A DAY.

SOME PEOPLE GET THE DISK IMMEDIATELY. SO THAT IS VERY COMMON.

PROBABLY MAYBE PAM, PROBABLY THE MOST COMMON WAY IT'S DONE NOW.

>>PAMELA FRANCIS: I WOULD SAY THE MOST COMMON WAY THAT IT'S DONE NOW

IS THE CAPTIONIST GO AND THEY EDIT. AND THEN THEY DISTRIBUTE THE

NOTES. THERE ARE SOME PLACES WHO DON'T DO EDITING. AND FOR THOSE

PLACES, THE STUDENT BRINGS IN A DISK AND THEY PUT IT IN. COPY IT AFTER

CLASS AND THEY HAVE IT.

SO, IT REALLY DEPENDS ON THE EDUCATIONAL SETTING. WHO'S MAKING

THE DECISIONS.

>>MICHAEL STINSON: SO, THE THING ABOUT SOME OF THE WORDING AFTER

CLASS, CLARIFICATION. I FOUND WITH SOME TIME AGO, THAT THE MAJOR

PROBLEMS THAT MANY STUDENTS FELT THEY WERE HAVING HERE AT THE CLASSES

AT R.I.T. MAINSTREAM CLASSES, MAJOR PROBLEM IS SOMETHING WOULD BE

SAID, THE TEACHER WOULD PRE DEUCE A NEW TERM. THEY WOULD SAY SOMETHING

ROUGH ASCII

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QUICKLY OR SOMETHING LIKE THAT AND THEY DON'T GET IT. THEN THEY GO

BACK WITH A TUTOR OR SOMEONE, WHO COULD EXPLAIN WHAT IT WAS THAT THE

TEACHER SAID, WHAT CAN BE DIFFICULT IF THEY DON'T HAVE ANYTHING TO

REFER TO. THAT REALLY CLEARS THAT UP. BECAUSE FIRST OF ALL THEY CAN

LOOK AT IT THEMSELVES. IF THEY STILL CAN'T MAKE SENSE OF IT THEY CAN

TAKE IT TO A TUTOR OR A TEACHER SAND SAY HEY, WHAT IS THIS?

WHO BENEFITS FROM THIS SYSTEM? BEST THING IS, MAIN THING IS A

PRETTY GOOD COMMAND OF ENGLISH FOR A DEAF STUDENT OR HARD OF HEARING

STUDENT. THAT'S THE NUMBER ONE THING.

WE HAVE SEEN IT WORTH A MINIMUM OF FOURTH GRADE READING. THERE

HAVE BEEN SOME ELEMENTARY, MIDDLE SCHOOL STUDENT. MORE USED -- YOU

HAVE ABOUT 25 PERCENT OF OUR USERS BASED ON A SURVEY ARE FROM THE

SECONDARY K-12 LEVEL ABOUT. SO IT'S MORE USED IN THE HIGH SCHOOLS IN

THIS LEVEL.

WE ALSO FOUND A RELATIONSHIP, WHICH HAS BEEN CORRELATION BETWEEN

READING ABILITY AND HOW MUCH THEY FEEL THEY CAN BENEFIT FROM THE SYSTEM

AND STILL FIND THAT WITHIN THIS COLLEGE LEVEL. SO THAT IS A FACTOR.

BUT IN CONTRAST ONE THING I WANT TO POINT OUT IS THAT SIGN

LANGUAGE HAS STILL A RELATIONSHIP WITH HOW MUCH THEY LIKE THINGS. I

HAVE DONE THAT TWO DIFFERENT SEPARATE STUDIES AND IT'S ALWAYS STILL A

RELATIONSHIP.

SO SIGNING DOES NOT SEEM TO BE A FACTOR. OTHER THINGS ARE THEY

VIEW THIS SYSTEM IN THE PAST. DID THEY LIKE IT. AND ALSO THAT THEY

KNOW HOW TO USE COMPUTERS. AND THAT THEY USE SPEECH. THEY DON'T HAVE

TO USE SPEECH BECAUSE THEY CAN TYPE ON THE KEYBOARD AND THEN THE

ROUGH ASCII

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CAPTIONIST BY THE COMMUNICATION SYSTEM CAN SAY THAT ALOUD. BUT

TYPICALLY IT WORKS FASTER, SMOOTHER SOPHISTICATION IF THEY USE SPEECH.

IDEAL CLASSROOM. IT WORKS BETTER WITH AN ELECTOR CLASS THAN A

DISCUSSION PICTURE LOOKING AT THE SCREEN AND THEN THERE'S SOME LAG TIME

ISSUES.

IT DOESN'T WORK NECESSARILY RIGHT WITH DISCUSSION EITHER.

IT'S BETTER USED FOR LIBERALITY ARTS THAN MATH CLASSES BUT IT'S

USED FOR MATH AND TECHNICAL CLASSES. WE GET A LOT OF REQUESTS FOR MATH

AND TECHNICAL CLASSES. BUT IN GENERAL IF YOU TRY IT WITH A STUDENT IN

THE FIRST TIME, WE RECOMMEND YOU DO IT WITH A LIBERAL ARTS KINDS OF

CLASS.

I'M DONE WITH MY PART.

PAM.

>>PAMELA FRANCIS: YOU CAN TELL WE REALLY -- YOU HAVE AN HOUR. WE ARE

RIPPING THROUGH THIS FAST. DON'T HESITATE TO RAISE YOUR HAND IF YOU

HAVE A QUESTION.

LISA TALKED ABOUT CAPTIONIST TRAINING. ACTUALLY WE HAVE SOMEONE

HERE WHO ATTENDED CAPTIONING TRAINING, WHICH IS GREAT.

AS LISA MENTIONED WE TRAINED OVER 300 PEOPLE. THE TRAINING ITSELF

DOES -- HAS BEEN DONE IN DIFFERENT FORMATS. THE MOST COMMONLY LISA

MENTIONED WAS THE ONE WEEK WORKSHOP WITH THE INDEPENDENT STUDY PRIOR TO

THE WORKSHOP.

TRAINING HAS BEEN DONE IN A TWO-WEEK INTENSIVE TRAINING. IN OTHER

WORDS, THEY DON'T GET THE MATERIALS AHEAD OF TIME. THEY CRAM FOR TWO

ROUGH ASCII

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WEEKS.

IT'S ALSO BEEN DONE -- OR IS BEING DONE IN COLLEGE SETTINGS,

CLASSROOM SETTINGS. MEANING, WE HAVE SOME INSTITUTIONS WHO HAVE ASKED

IF THEY CAN ENTER INTO AN AGREEMENT WITH US, AND THEY USE OUR

MATERIALS. AND THEY EITHER HAVE A SEMESTER LONG COURSE WHERE THEY

TRAIN CAPTIONISTS OR THEY MIGHT HAVE A CERTIFICATE PROGRAM WHERE THEY

DON'T JUST DO THE C-PRINT TRAINING BUT THEY ALSO, YOU KNOW, INCLUDE

COURSES IN DEAF CULTURE, TECHNOLOGY COURSES, ENGLISH COURSES, THOSE

TYPES OF THINGS.

SO IT'S BEING -- TRAINING'S BEING DIN A LOT OF DIFFERENT WAYS.

IT'S ONE OF THE THINGS THAT'S NICE ABOUT THIS TRAINING IS THAT I THINK

IT CAN BE MOLDED INTO DIFFERENT SITUATIONS.

EQUIPMENT, WELL, I DIDN'T -- AS YOU CAN SEE I BROUGHT -- I DIDN'T

HAVE A LOT OF EQUIPMENT THAT I BROUGHT WITH ME. AND I APOLOGIZE FOR

THAT.

THIS IS IT FOR MOST OF THE CAPTIONIST EQUIPMENT ANY WAY. A LAPTOP

IS THE BASIC EQUIPMENT. A PERSON WOULD NEED SOFTWARE AND THE SOFTWARE

THAT'S INSTALLED ALLOWS THE ABBREVIATIONS TO EXPAND.

THERE'S ANOTHER SOFTWARE IF YOU HAVE TWO PEOPLE, IN OTHER WORDS IF

YOU HAVE CAPTIONISTS AND YOU HAVE A STUDENT WHO HAS A LAPTOP, SO WOULD

YOU HAVE TWO LAPTOPS YOU WOULD NEED THE HARDWARE THAT WOULD CONNECT THE

TWO LAPTOPS. IT COULD BE A CABLE. OR IT COULD BE WIRELESS, LOCAL AREA

NETWORK CARDS.

AND YOU WOULD NEED A SECOND LAPTOP. YOU WOULD ALSO NEED SOFTWARE

THAT WOULD ALLOW THE TWO LAPTOPS TO COMMUNICATE. SO WHEN YOU GET TWO

ROUGH ASCII

LAPTOPS IT GETS A LITTLE MORE COMPLICATED. NOT SUPER COMPLICATED JUST

A LITTLE MORE COMPLICATED.

A LOT OF TIMES WHEN YOU HAVE TWO LAPTOPS IT'S WHEN YOU NEED

TWO-WAY COMMUNICATION. IF YOU HAVE A STUDENT WHO DOESN'T IMMEDIATE TO

USED COMPUTER TO TYPE BACK, IT'S POSSIBLE THAT YOU DON'T NEED A SECOND

COMPUTER. AND THEREFORE YOU DON'T NEED THE ADDED EXPENSE. YOU MIGHT

BE ABLE TO DISPLAY ON A SEPARATE MONITOR OR YOU COULD MAKE THE FONT

LARGER AND HAVE THE STUDENT SITTING NEXT TO THE CAPTIONIST. THERE'S --

AND HAVE AN EXTERNAL KEYBOARD, THE CAPTIONIST USING AN EXTERNAL

KEYBOARD. THERE'S MANY, MANY DIFFERENT CONFIGURATIONS THAT CAN BE USED

WITH THIS TECHNOLOGY. IT'S PRETTY FLEXIBLE.

THE ONLY THING I WOULD SAY, THAT'S IMPORTANT TO KNOW, IS THAT IT'S

NOT -- IT'S ONLY A PC PLATFORM. THAT IT CAN BE USED ON. IT DOES NOT

WORK WITH A MAC PLATFORM.

OKAY. SO WE HAVE OUR LAPTOP. WE HAVE OUR SOFTWARE. THERE ARE

EXTRA THINGS THAT SOME CAPTIONISTS HAVE. IF YOU NOTICED I HAVE A

LITTLE STAND THAT CAN BE USED WITH A LAPTOP. THIS IS GOOD FOR

ERGONOMIC PURPOSES. I USUALLY HAVE A LITTLE ROLLING CARRYING CASE

BECAUSE I DON'T LIKE TO ADD THE WEIGHT IT MY BACK.

SO THERE'S LITTLE THINGS. BUT THE MAIN EQUIPMENT THAT WE ARE

TALKING ABOUT IS A LAPTOP COMPUTER. OR TWO IF YOU ARE USING TWO

TOGETHER.

PERSONNEL. WELL, I THINK THE ONE THING I WOULD EMPHASIZE HERE IS

WHEN YOU ARE IMPLEMENTING ANY KIND OF A SERVICE, WHETHER IT IS C-PRINT

OR YOU KNOW, EVENTUALLY VOICE RECOGNITION, WHATEVER DEFINED ROLES ARE

ROUGH ASCII

18

VERY IMPORTANT.

IT'S VERY IMPORTANT TO KNOW WHO IS RESPONSIBLE FOR WHAT. TOO MANY

TIMES WE HAVE HAD CAPTIONISTS COME TO THE TRAINING, PEOPLE WHO -- THEY

DON'T EXACTLY KNOW WHAT THEY ARE GOING TO BE DOING. THEY DON'T EXACTLY

KNOW WHAT'S EXPECTED OF THEM. ALL THEY KNOW IS THAT THEY ARE HERE TO

LEARN C-PRINT WHEN THEY GET BACK, THAT'S WHEN THEY WILL KNOW WHAT'S

GOING ON.

WELL, THAT MAKES IT TOUGH. IT MAKES IT TOUGH FOR THE TRAINER AND

TOUGH FOR THE INDIVIDUAL.

PEOPLE NEED TO KNOW WHAT THEY ARE RESPONSIBLE FOR. THERE ARE

ADMINISTRATORS INVOLVED IN THE PROCESS. THE ADMINISTRATORS WILL MAKE

THE DECISIONS AS FAR AS WHAT MONEY WILL BE SPENT. YOU KNOW, WHAT

STUDENTS -- WHICH STUDENTS WILL GET IT. MAYBE THE ADMINISTRATORS WILL

NOT MAKE THAT DECISION BUT THEY WILL MAKE THE DECISION AS TO HOW MANY

CAPTIONISTS THERE ARE AND HOW MANY STUDENTS CAN BE SERVED.

SO THERE ARE ADMINISTRATORS, THERE MAY BE FACILITATORS. THE PERSON

NOT DOING THE TRAINING, BUT THEY ARE SENDING THE CAPTIONISTS TO THE

TRAINING. THEY ARE MAKING THE DECISION AS TO WHAT STUDENTS GET THE

SERVICE.

SO ON AND SO FORTH. IT MAY BE A DISABLE SERVICE COORDINATOR, A

SPECIAL ED TEACHER. SO THERE ARE FACILITATORS.

THERE'S THE CAPTIONIST. THE CAPTIONIST HAS SPECIFIC ROLES. THE

STUDENT. THE STUDENT HAS SPECIFIC ROLES.

SO IT'S VERY, VERY IMPORTANT THAT THE ROLES ARE CLEARLY DEFINED.

EVEN HAVING A TECHNICAL PERSON AVAILABLE -- AND I EMPHASIZE THAT ONLY

ROUGH ASCII

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BECAUSE WHEN YOU START VENTURING INTO STUFF THAT INVOLVES TECHNOLOGY,

WHEN A CAPTIONIST GETS IN A CLASSROOM AND THEY DON'T HAVE ANY TECHNICAL

SUPPORT, IF THEY ARE NOT A TECHY, IF THEY ARE NOT SAVVY WITH TECHNOLOGY, THAT COULD CAUSE PROBLEMS.

THAT PERSON WILL ENTER THE CLASSROOM WITH LESS COMPETENCE. OKAY.

EVERYONE WILL HAVE LESS COMPETENCE BECAUSE THEY ARE NOT SURE -- ARE THE

COMPUTERS GOING TO BREAK? WHAT DO WE DO IF THEY BREAK? IT TOOK TWO

FOUR-HOURS TO FIX IT THE LAST TIME.

SO IT'S VERY IMPORTANT THAT YOU HAVE A TECH PERSON AVAILABLE WHEN

YOU ARE INTRODUCING ANY KIND OF TECHNOLOGY.

AND AS FAR AS PERSONNEL GOES, THE OTHER THING I WANT TO EMPHASIZE

IS RECRUITMENT. NOT EVERYBODY CAN BE A C-PRINT CAPTIONIST, NOT

EVERYBODY CAN BE A ROCKET SCIENTIST. NOT EVERYBODY CAN BE AN

INTERPRETER.

IF YOU ARE EVER THINKING ABOUT HAVING SOMEONE TRAIN AS A C-
PRINT

CAPTIONIST, THINK ABOUT WHETHER OR NOT THEY HAVE THE
APPROPRIATE

SKILLS. AND I'M NOT JUST TALKING ABOUT -- THINK ABOUT
WHETHER THEY CAN

TYPE OR NOT.

THEY COULD TYPE. THAT MIGHT BE -- THAT'S A VERY IMPORTANT
SKILL.

COMFORT ON THE KEYBOARD. ARE THEY COMFORTABLE IN THE
CLASSROOM? ARE

THEY -- DO THEY HAVE GOOD LANGUAGE SKILLS? DO THEY HAVE
GOOD LISTENING

SKILLS? THERE ARE SO MANY SKILLS INVOLVED IN DOING THIS ONE
TASK.

AND TO JUST LOOK AT SOMEONE AND SAY, YOU TYPE 60 WORDS A
MINUTE I

THINK YOU COULD DO IT. THAT DOESN'T WORK. THEY HAVE TO BE
ABLE TO

RECEIVE THE INFORMATION AND PUT IT BACK OUT.

ROUGH ASCII

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IN A PRETTY INTELLIGIBLE FORM. SO IT'S IMPORTANT WHO WE
RECRUIT.

I WOULD SAY IT'S BEEN ONE MUCH OUR BIGGEST BARRIERS. AND
THE OTHER

THING TO REMEMBER IS WHO YOU RECRUIT. AFTER WE -- WE CAN
GIVE THEM THE

TOOLS BUT IT'S UP TO THE INDIVIDUALS TO DEVELOP THEIR SKILLS.

AND THE CAPTIONING, THE C-PRINT IT'S ONLY AS GOOD AS THE PERSON

WHO IS DOING IT.

THE C-PRINT SYSTEM IS A GOOD SYSTEM. BUT THE PERSON WHO IS

ACTUALLY DOING THE CAPTIONING IS THE PERSON WHO IS THE HEART OF IT.

SO IF THEY ARE PROFICIENT AND GOOD AT IT, YOU WILL GET SERVICE.

IF THEY WENT TO TWO DAYS OF TRAINING, DIDN'T FINISH THE TRAINING, AND

THEN TOLD SOMEONE, I AM A C-PRINT CAPTIONIST. THEY ARE NOT GOING TO BE

VERY GOOD.

AND THEY ARE NOT GOING TO GIVE A STUDENT VERY GOOD SERVICES. SO

IT'S IMPORTANT TO KNOW WHO YOU ARE GETTING.

OKAY?

>>LISA ELLIOT: OKAY. WELL, I THINK THAT THAT CONCLUDES THE FORMAL

PORTION OF THIS PRESENTATION. WE WOULD LOVE TO ENTERTAIN ANY QUESTIONS

THAT YOU MIGHT HAVE. YES?

>>AUDIENCE MEMBER: I WORK FOR THE UNIVERSITY IN FLORIDA. AND I WOULD

LOVE TO BRING THIS ON TO OUR CAMPUS AND HAVE ATTEMPTED TO SEVERAL

TIMES.

SOME OF THE PROBLEMS THAT HAVE BEEN PRESENTED TO ME FROM MY

ADMINISTRATION IS THAT SUPPOSE WE SEND THIS PERSON OFF FOR TRAINING.

AND THEY QUIT. THEN WE ARE OUT -- THE MONEY THAT WE TRAINED THEM AND

ROUGH ASCII

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NOW THEY HAVE THIS WONDERFUL SKILL AND THEY ARE GOING TO GO OUT AND

FREELANCE. ANY SUGGESTIONS ON PROBLEM SOLVING BEFORE THAT? I LIKE THE

IDEA YOU HAD AT THE COLLEGE CLASS TRAINING. BECAUSE THAT WAY THEY ARE

TAKING THE TRAINING THEMSELVES AND CAN EVEN SET THEMSELVES UP AS

FREELANCE.

>>PAMELA FRANCIS: THAT IS TRULY AN ISSUE. THE WAY THE TRAINING HAS

WORKED, THESE LAST -- WHERE ARE WE IN 2001. IN FIVE YEARS, HAS BEEN --

THE TRAINING HAS BEEN OFFERED THROUGH FEDERAL GRANT MONIES, WHICH HAS

BEEN GREAT FOR A NUMBER OF CAMPUSES.

BUT IT PRESENTS THE PROBLEM OR THE ISSUE YOU BRING UP THAT, WELL,

WE SEND SOMEONE TO TRAINING. THEY GET COMFORTABLE AND PROFICIENT.

THEY LEAVE. WE INVESTED TIME IN THEM AND IT HAPPENED TO US
HERE ON

THIS CAMPUS. I SPENT 7 WEEKS TRAINING SOMEONE. AND THE
FIRST DAY IN

CLASSES SHE SAID, I DON'T WANT TO DO IT.

IT'S GOING TO HAPPEN. THERE ARE WAYS YOU CAN GET AROUND IT.
YOU

COULD HAVE SOME TYPE OF -- LEGALLY YOU CAN'T HAVE -- YOU
CAN'T HOLD

SOMEONE TO ANY TYPE OF COMMITMENT. BUT YOU COULD BE VERY
CLEAR WITH

SOMEONE UP-FRONT AND SAY WE ARE MAKING THIS COMMITMENT
TO YOU. WE

WOULD LIKE YOU TO STAY OR BE COMMITTED FOR AT LEAST SIX
MONTHS, SO AND

SO FORTH.

NOT SPECIFICALLY WITH C-PRINT. BUT AN EXAMPLE I WILL GIVE YOU
IS

WITH MIKE. WHEN YOU HAVE POSITIONS THAT ARE AVAILABLE
THROUGH SOFT

MONEY, OR GRANT MONEY YOU ALWAYS STAND THE CHANCE, WE
HAVE THIS

POSITION. IT'S GOOD FOR A YEAR. WILL YOU STAY? IT'S THE SAME
TYPE OF

IDEA.

ROUGH ASCII

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SO YOU COULD HAVE SOME TIME OF AN UNDERSTANDING OR
AGREEMENT. BE

UP-FRONT ABOUT THAT.

IS THERE A WAY TO ABSOLUTELY STOP IT? NO. AND YOU KNOW WHAT, YOU

COULD HIRE A SECRETARY, OR ANYONE ELSE AND TRAIN THEM, SPEND A MONTH

WITH THEM AND HAVE THEM QUIT.

THERE'S NOT REALLY ANYTHING KIND OF GUARANTEE IN ANY SITUATION.

HAVING THEM PAY FOR THE TRAINING, IF YOU BROUGHT IT IN AS A COLLEGE

CLASS. OR A COURSE. HAVING THEM PAY AND INVEST IN THE TRAINING REALLY

IS ONE OF THE ONLY WHICHES, WHICH IS IN MY OPINION, NOW THAT WE ARE

STARTING TO -- GRANT MONEY IS STARTING TO LESSEN AND WE WILL HAVE TO

START CHARGING FOR THE SOFTWARE AND SO ON AND SO FORTH, QUITE HONESTLY,

I THINK THAT'S A GOOD THING.

BECAUSE IF PEOPLE ARE WILLING TO PAY FOR THE SOFTWARE AND PAY FOR

THE TRAINING, THEY ARE MAKING THEIR INVESTMENT. SO I THINK YOU WILL

SEE MORE OF A POSITIVE THERE. UNLESS OF COURSE THE INSTITUTION IS

PAYING.

IT MAYBE THAT YOU MIGHT WANT TO HAVE THE INDIVIDUAL PAY.

>>AUDIENCE MEMBER: I AM SURE THE INSTITUTION WON'T PAY FROM IT.

>>PAMELA FRANCIS: SO THEY ARE MAKING THAT INVESTMENT.
THEN YOU STAND

A MUCH BETTER CHANCE OF PEOPLE STAYING WITH THE PROGRAM.

>>AUDIENCE MEMBER: AND YOU HAVE THAT AVAILABLE IN THE
CLASSROOM

CURRICULUM?

>>PAMELA FRANCIS: PEOPLE -- THE WAY IT HAS BEEN WORKING IS
THE

INSTITUTIONS THAT WE HAVE BEEN WORKING WITH HAVE BEEN --
THEY HAVE

SOMEONE WHO HAS TRAINED. THEY HAVE SOMEONE WHO IS ABLE
TO DEVELOP THE

ROUGH ASCII

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-- OR WORK WITH THE TRAINING MATERIALS WE HAVE.

SO THEY WRITE UP A CURRICULUM. THEY SEND IT TO US. WE
REVIEW IT

THEN WE ENTER INTO AN AGREEMENT WITH THEM BECAUSE C-PRINT
SYSTEM IS

COPYRIGHTED. R.I.T.. SO SOMEONE FROM THE INSTITUTION WOULD
HAVE TO

CONTACT US AND WE WOULD SAY, GO AHEAD AND DO THIS AND
THIS AND SEND IT

TO US. WE WILL REVIEW IT. AN WE WILL MOVE AHEAD.

>>AUDIENCE MEMBER: THANK YOU.

>>LISA ELLIOT: ANY OTHER QUESTIONS?

>>AUDIENCE MEMBER: WHAT'S THE STARTING SALARY FOR A C-
PRINT

CAPTIONIST.

>>PAMELA FRANCIS: THAT IS A LOADED QUESTION. ONE OF WHICH I AM -- TO

BE HONEST WITH YOU, OUR TRAIN THE TRAINER WORKSHOP, THAT WAS A COUPLE

OF WEEKS AGO. THAT CAME UP. AND I POINT BLANK SAID YOU DON'T ADDRESS

THAT DURING TRAINING. THE AVERAGE PAY FOR A C-PRINT CAPTIONIST AROUND

THE COUNTRY IS ABOUT BETWEEN \$12, TO \$25 AN HOUR. I AM TALKING ABOUT

MOSTLY SOMEONE WHO IS ON STAFF. MAYBE A FREELANCE. IT CAN GO UP.

DEPENDING ON WHETHER THE PERSON HAS THEIR OWN EQUIPMENT OR NOT.

IF THEY HAVE OVERHEAD, OBVIOUSLY THEY ARE GOING TO CHARGE MORE

BECAUSE THEY HAVE TO MAINTAIN THEIR OWN EQUIPMENT. THEY PAY THEIR OWN

INSURANCE, SO ON AND SO FORTH.

SO IT VARIES. DEPENDING ON WHAT EDUCATIONAL SETTING THE PERSON IS

IN. WHAT AREA OF THE COUNTRY THE PERSON IS IN. QUITE HONESTLY, I WILL

GIVE YOU AN EXAMPLE.

ROUGH ASCII

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WE HAD SOMEONE INTERESTED IN WORKING IN ONE OF -- IN A SCHOOL IN

FLORIDA. AND THIS IS A PERSON WHO IS ALREADY OFFERING C-PRINT SERVICES

AT ANOTHER INSTITUTION. SHE WAS GOING TO MOVE AND WAS OFFERED \$10 AN

HOUR.

THAT'S SO INAPPROPRIATE FOR THE SERVICE THAT THIS PERSON WOULD BE

OFFERING. IF YOU HAVE DONE IT, AND YOU HAVE ACTUALLY SAT IN A

CLASSROOM AND DONE C-PRINT YOU WOULD UNDERSTAND THAT THE MENTAL

PROCESS, THE COGNITIVE PROCESS INVOLVED WHEN YOU ARE IN A CLASSROOM

(COGNITIVE) IS VERY INVOLVED. YOU KNOW, THERE'S MENTAL FATIGUE.

THERE'S PHYSICAL FATIGUE. SO IT'S NOT JUST HEAVILY TYPING AWAY AT A

LAPTOP.

>>AUDIENCE MEMBER: MOST OF THESE PEOPLE ARE HOURLY EMPLOYEES OR THEY

ARE USUALLY EMPLOYED BY A SCHOOL SYSTEM AND SENT OFF WHEN NEEDED OR --

>>PAMELA FRANCIS: THERE ARE THAT VARIES TOO. I FEEL BAD SAYING WELL

IT VARIES BUT IT DOES. IT'S DIFFERENT ALL OVER THE COUNTRY. HERE AT

R.I.T. WE HAVE PEOPLE ON STAFF, PAID, C-PRINT CAPTIONISTS. AT OTHER --

I WOULD SAY THE MAJORITY OF THE INSTITUTIONS ARE PEOPLE WHO HAVE ON

CONTRACT. THAT IN OTHER WORDS WILL CONTRACT WITH YOU FOR 20 HOURS A

WEEK. AND THIS IS WHAT WE WILL PAY YOU. IT'S A CONTRACT POSITION, NO

BENEFITS, BLAH, BLAH, BLAH. THAT'S WHAT MOST OFTEN HAPPENS.

SO, I WOULD SAY THAT IT DEPENDS HOW THEY HIRE THEIR OTHER SUPPORT

SERVICE PROVIDERS. IT USUALLY FOLLOWS ALONG THAT VAIN.

>>SPEAKER: OKAY THANK YOU VERY MUCH. I WANT TO REMIND ALL OF YOU

ROUGH ASCII

25

ALSO ABOUT THE EVALUATION I HAVE. PAPER EVALUATIONS IF YOU PREFER

THAT. YOU DO FILL OUT A PAPER EVALUATION, GIVE IT TO ME. IF NOT, I'M

SURE SOME OF YOU HAVE ALREADY HEARD THIS. BUT I HAVE THE DIRECTIONS

HERE HOW TO DO ON-LINE EVALUATIONS. YOU GO DOWN TO THE NCID, YOU CAN

EVALUATE THE SESSIONS YOU HAVE ATTENDED ON-LINE.

SO IF YOU NEED THAT INFORMATION, I HAVE IT HERE AND IT'S ALSO IN

THE BACK.

THE SESSION IS M 230 C.

YOU MIGHT NEED THAT IF YOU WRITE DOWN THE PAPER EVALUATION. AND

THANK YOU ALL FOR COMING.

>>PAMELA FRANCIS: THANK YOU VERY MUCH.