Faculty Learning Community 8 Academic Year 2008-2009 Portfolio

American Sign Language Learning Tools: Self and Peer Assessments

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Teaching Philosophy

When comes to elucidating my teaching philosophy, two terms comes up in my mind and they are: *Collaboration* and *Balance*. I will explain collaboration and balance individually and how they integrate together to generate a synergy in teaching and learning.

When you are in a classroom, you will find yourself facing many factors that impact on teaching and learning. Some factors may be controllable, whereas other factors may not be controllable. For instance, following a lesson plan dutifully may be uneventful due to unpredictable events such as illness, or majority of students need more time learning on one subject. In other words, when you come in a class, it is ideal to be fully prepared in teaching; however, it is also ideal to expect the unexpected. Be flexible and go with the flow of teaching and learning will undermine some uneventful situations. That is the action that I am aiming by collaborating all various factors that occur in the classroom day by day. A perfect quotation may fit this best, "The great aim of education is not knowledge but action (Herbert Spencer, 1820 - 1903)."

Balance is a force where a person is able to put things in perspective and allows bringing two sides to complement together to bring more productive results. For instance, a student may know the strengths and weaknesses of a certain area. They are good in a certain way because they complement to each

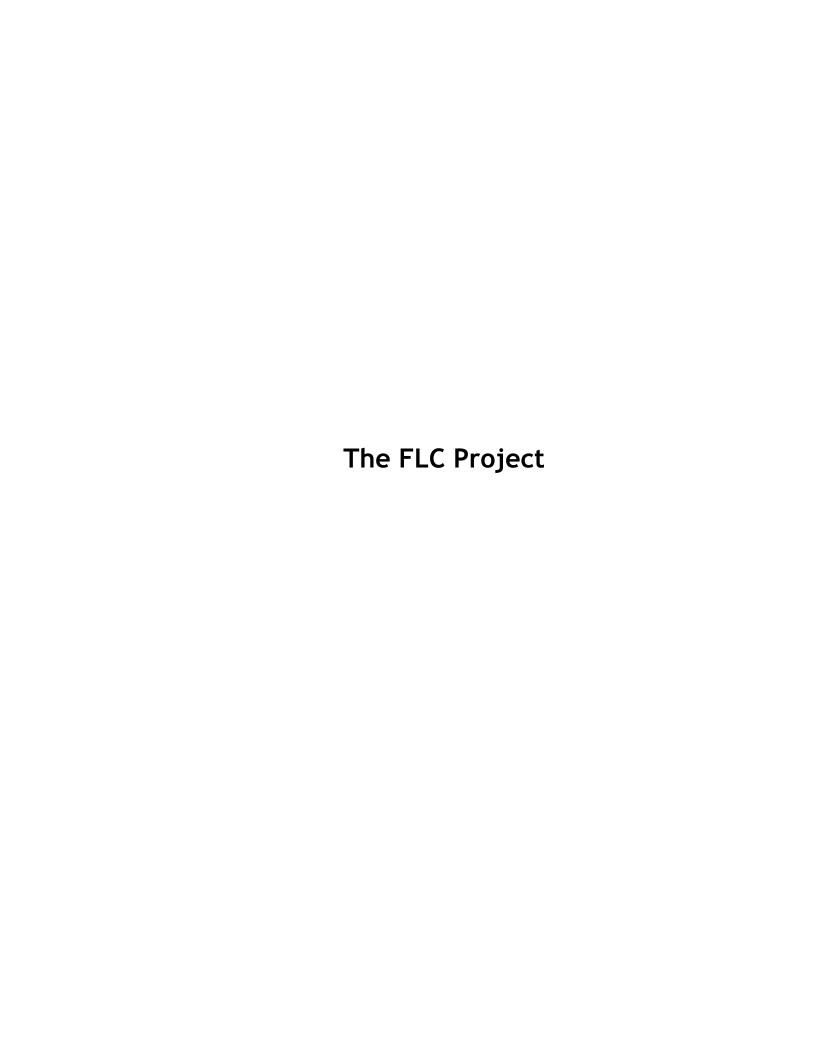
other. The student may use the strengths to work on improving some academic skills. I always am a firm believer in bringing these two qualities and allowing them to work together to bring a much productive result. The complementary of teaching and learning tools is a perfect example because they work interchangeably. The transaction between these tools can be awry when one part doesn't work correctly. For example, maybe a lesson plan is designed flawlessly but students may struggle learning the new materials. Using this as an advantage, find out what is the best way to accommodate students' learning by either tailoring the lesson plan or incorporating different teaching strategies when introducing the new materials.

To synthesize both, *Collaboration* and *Balance*, it creates a dynamic of teaching and learning in the classroom. Versatility and flexibility are necessary for this atmosphere. To maintain collaboration and balance in teaching and learning is a lifetime of both challenges and rewards. Here is a saying that will be appropriate to wrap up my teaching philosophy, "By learning you will teach; by teaching you will learn (Latin Proverb)."

Teaching Metaphor

My teaching metaphor is NOURISHMENT. Each life on the earth needs food to sustain it's living. I find this true for each student's knowledge. He or she will express his or her desire to learn. I do believe that each student wants to be at his/her best. I, as a teacher, will provide nourishment to help them grow intellectually, emotionally and psychologically. It is my hope that they will go out and do their best everyday.





ASL V and VI Course Syllabi

American Sign Language V

American Sign Language and Interpreting Education Department Rochester, NY

Instructor: Cindy Sanders Course Number: 0875-302-01

Office: 60-3608 Credit Hours: 4

Classroom: 60-3635 Office Hours: M/W 10 to 12 Pre-requisite(s): 0875-301with grade of C or better Email: casnss@rit.edu

Course Description:

This course is the fifth in a series of six ASL courses for interpreting students. This course continues to build upon the foundation in the previous courses. Various structures of ASL discourse will be a focus of this class. Students continue learning and using vocabulary, fingerspelling, numbers and grammatical features of ASL.

Goals of the course:

- 1. Develop reading, writing, analytical thinking, and problem solving skills related to
 - ASL linguistic features, cultural protocols and vocabulary.
- 2. Continue the development of functional conversational fluency in ASL using culturally acceptable components and appropriate advanced structures.
- 3. Further increase ASL vocabulary knowledge and use.
- 4. Learn basic ASL Discourse structure for making presentations
- 5. Continue the process of internalizing ASL.

Required Textbook:

Lentz, E., Mikos, K., & Smith, C. (2001). <u>Signing Naturally Level III: Student workbook and DVD</u>. San Diego, CA: Dawn Sign Press.

Moore, Matthew S. and Levitan, Linda (2003) For Hearing People Only. 3rd Edition, Rochester, NY: Deaf Life Press

Moore, Matthew S. and Levitan, Linda (2008) For Hearing People Only Workbook. Rochester, NY: Deaf Life Press

Intended learning outcomes and associated assessment methods of those outcomes:

Learning Outcomes	Tests	Assignments
Demonstrate ASL structure accurately while explaining rules and facts	Х	Х
Demonstrate ASL structure accurately while telling about traditions and card games	X	X
Demonstrate accurate use of fingerspelling/number/classifier/sign production	X	X
Demonstrate accurate ASL discourse structure for narrative and presentation	X	X
Demonstrate ASL non-manual signals effectively during conversation, presentation and narrative	Х	X

Topics:

- A. Traditions
 - 1. American Holidays
 - 2. Christmas different cultures
 - 3. Wedding Traditions different cultures
 - 4. Festivals different cultures
- B. Interesting Facts
 - 1. Whole Part
 - 2. Listing
 - 3. Comparisons
 - 4. Illustrate a fact
- C. Rules We Live By
 - 1. Driving rules
 - 2. Cultural rules/customs
- D. Card Games
 - 1. How to explain card games
 - 2. Teaching card games

Rochester Institute of Technology Rochester, New York

Title: American Sign Language VI Teacher: Cindy Sanders

Course Number: 0875-303-01 & 04 Credit Hours: 4

Pre-requisite(s): 0875-302 (C or above in ASL IV) Class room: LBJ-3635

Office Hours: TTH 8-9:50, and 10-11:50

Course Description:

This course is the last in a series of six for interpreting students, building upon the foundation in the previous courses. Students continue learning and using vocabulary, grammatical principles, and discourse features related to narratives of ASL Students will analyze multiple meaning English words and English idioms for expressing concepts in ASL Issues related to Deaf culture will be continuously introduced based on topics introduced in each unit. (0875-302 with grade of C or better)

Goals of the Course:

- Continue the development of functional conversational fluency in ASL using culturally acceptable components and appropriate advanced structures in narrations.
- 2. Further increase ASL vocabulary knowledge and use.
- 3. Continue to develop ASL expressive fluency.

Student Learning Outcomes and Associated Assessment Methods of those Outcomes:

Learning Outcomes	Assessment Methods
1. Demonstrate the use of role shift to enhance the story	Demonstrated by classroom interaction, tests, and lab work
2. Demonstrate ability to maintain spatial agreement while using role shift in the story	Same as above
3. Learn to sequence classifiers in order to fully describe what happen in the story	Same as above
4. Learn to time their reactions to coincide with falls/trips or other types of mishaps	Same as above
5. Learn to elaborate on the story by giving descriptions, sharing	Same as above

thoughts, and giving reasons.	
6. Demonstrate by analyzing, translating, and adapting the written story in ASL.	Same as above
7. Demonstrate by examining the plot, story structure, characters, meaning, and special features to develop an ASL adaptation of the story.	Same as above

Required Resources:

Lentz, E., Mikos, K., & Smith, C. (2001). <u>Signing Naturally Level III: Student workbook and videotape</u>. San Diego, CA: Dawn Sign Press.

Moore, Matthew S. and Levitan, Linda (2003) For Hearing People Only. 3rd Edition, Rochester, NY: Deaf Life Press

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Topics (outline):

- I. Narrating Unforgettable Moments
 - A. Pass, Throw, and Spill
 - 1. Passing objects between and describe textures of objects
 - 2. Spilled objects
 - 3. Narrative practice
 - B. Tripping and Falling
 - 1. Different types of falls
 - 2. Narrative practice
 - C. Injuries and Mishaps

Results of injuries and mishaps

- D. Kiss, Hug, and Poke
 - 1. Two points of view
 - 2. Four variations on role shift
- E. Unforgettable Moments
 - 1. Elaborating on the story
 - 2. Presenting own narrative
- II. Storytelling

The Purpose of The Pilot Study

In the past, the technology was not advanced and it was a challenge in learning American Sign Language (ASL). The primary reason is that ASL is a not a written but visual language as the primary modality. Back then, the equipments were oversized and expensive. To capture, save and reproduce a video was a time-consuming process. In other terms, it was a technologically challenged learning tool for ASL classes. It impacted on ASL teachers' ability to be creative in providing various learning tools. For instance, if an instructor shows how to sign in a certain way, students watch and practice in class. Then they go home and try to recollect their memory and practice on their ASL skills. They always feel unsure if they are doing the right thing. Ultimately, when comes to learning ASL in class, it was highly ephemeral.

Not until recent few years, technology has been advanced in a short relative time. This becomes an advantage for ASL learning. The equipments (camera, computer, and monitor) are smaller, moveable, and cheaper. To capture, create, and duplicate a video clip is easy. It provides ASL teachers with more learning tools. One of the learning tools is the assessment.

The Conduct of the Study

An assessment is a learning tool. With an advantage of using advanced technology, I decide to create two different kinds of assessments and they are self and peer assessments. In two ASL V classes, I introduced new material and have students practice together on specific ASL skills. Their homework assignment was to read the English sentences in the textbook and use the discourse structure to restructure them into ASL. Then, students videorecorded signing the sentences. They posted their video clips in the dropbox in MyCourses (Rochester Institute of Technology's educational course online). I performed the same task and saved my work in a different file. This is called the 'model' video clips and each clip tended to last about three to five minutes each. In class, they are asked to open their video file and my file. I created five questions for them to watch, compare, analyze and assess both files. They wrote their self-assessment report. Each report was one to two pages long. We discussed the strengths and weaknesses together. In the ASL VI class, I created peer assessment for students. The procedure of performing the tasks was the same with an exception. The students did not watch their video clips to compare with my video. Instead of that, they watched other students' video and compare them with my video. I provided them the five questions. They watched, compared, analyzed and assessed others' works.

Then, they wrote the peer assessment report and met to discuss their strengths and weaknesses.

The Data Interpretation

I created eight questions in the survey for the ASL V classes and eleven questions for the ASL VI class. At the end of winter and spring quarter, eleven students from the ASL V classes and 4 students from the VI class took the survey on the Clipboard online. The surveys and its results are found in the Appendices section.

Discussion

Overall the results look very favorable. Students really loved watching the model video clips because they found this learning tool valuable. The model video clips provided students three ways at enhancing their learning: 1) they helped students to see the actual native ASL signers signing the materials, 2) they served as a study/practice material for them to practice again and again outside of the class, and 3) they helped students to prepare for the test. In both ASL V and VI classes, students watched a total of about 6 to 8 model video clips. Most students spent about 30 minutes watching each video clip. The self and peer assessments are an excellent learning tool because students are able to follow, that is, the "right"

way to sign, watch for various grammatical features, such as classifiers, non manual markers, sign usage, and so forth. A student wrote a comment, "Sometimes it is tedious, but in class when we compared the model to our own videos I saw a vast improvement in my signing and test grade." I concur with this statement because I do see significant improvement in the test grades.

Future Research

It is my intention to continue this study. A few suggestions from my students were made: 1) writing evaluations need to be more efficient, not time-consuming or find another alternative evaluation (I am looking into that), 2) improve the feedback system between me as the instructor with students (I am not sure what students mean but I intend to follow up on this one), and 3) create more model video clips. As of right now, I am incorporating another new learning tool - ASL Lab Activities for the ASL III class during summer quarter (June - August 2009). I am expanding the use of self-assessment as the most integrated learning tool in that class. More model video clips are made and used for this purpose. In addition, the ASL lab activities will be created for the ASL I and II classes next fall. I will pursue this study closely for a year. The survey will be given at the end of each quarter for a year and I will monitor the results closely.



The best part of participating in the Faculty Learning Community is to learn more different teaching tools that teachers share in the group. I realize that we are not alone facing various same issues: cheating, apathy in learning, class management, academic performance, and many more. It was nice to see that they do have their passion in teaching. Ultimately they just want to be the best teachers as they can be.

Being part of this FLC group gives me a chance to explore a new teaching and learning tool. It was a perfect timing because of the advanced technology. I wanted to take an advantage of bringing the advanced technology into ASL learning. This gave me an opportunity to explore and expand a new learning tool for students to use in learning ASL. With the results after two quarters, this shows that it was a very good start. I intend to continue with this study and explore some new learning tools for students to incorporate by using the advanced technology in learning ASL. I am looking forward with this prospect.

The Appendices Section

The Self-Assessment Survey

1. Question #1

Do the ASL model video clips help you with your ASL learning?

Strongly Disagree (0) Disagree (0) Undecided (0) Agree (5) Strongly Agree (6)

Not Applicable (0)

2. Question #2

Does watching ASL model video clips help prepare you for your test?

Strongly Disagree (0) Disagree (0) Undecided (1) Agree (4) Strongly Agree (6)

Not Applicable (0)

- 3. Are ASL model video clips a good tool for you to practice and work on your ASL skills?
 - 11 Yes
 - 0 No
- 4. How much time do you spend watching and comparing each ASL model video clip with your work?
 - 7 30 minutes
 - 3 1 hour
 - 1 2 hours
- 5. Tell me three ways in which watching ASL model video clips, support your

ASL learning and your ASL skills.

- *good model to follow
- * helps me to get my point across
- *keeps me on track
- * shows ASL grammer/discourse helps me correct mistakes I make in my videos
- * It allows me to compare not only the right signs, but my facial expressions as well. It clarifies anything I may have been unclear about when I signed for my video. It allows me to visually see the grammar in use (which is my weakest area in ASL).
- * The ASL model clips showed me appropriate ASL grammar, facial expressions, and another way that the information could be signed.
- * It shows me what I did correctly, what I did incorrectly, and how to fix my mistakes.
- * Seeing your videos helps me understand how to use classifiers

 more. As a student sometimes I am afraid to experiment more in

 my signing.
 - *Just watching videos improves receptive and sign skills.
 - *Your videos can give positive feedback. If I signed something that was in your videos that means I'm doing something right.

Please continue these videos they are great!

- * learning correct sign production
 - -comparing my grammar with that of the model

- -cementing the correct ASL discourse
- * Watch proper grammar being executed.

watching facial expressions

How to sign naturally

- * I can see what you expect and try to do that myself.
- * Grammar, they are good for the formalities.
- *sign usage, these help to show what signs work best in what situations.
- *reference, they are something we can use for future reference any time.
- * The models help me with sentence structure, sign production and non manual markers.
- Tell me how you incorporate watching ASL model video clips into your ASL learning.
 - * i watch then just use it in my class work
 - * Helps me become a more visual signer
 - * Sometimes it is tedious, but in class when we compared the model to our own videos I saw a vast improvement in my signing and test grade.
 - * I like to watch the videos, after I've already signed the information myself, so I can compare.
 - * It is an easily-accessible way to get direct feedback from the teacher. Very convenient.

- * If I need to study for a test I will review the model ASL video clips. If I am struggling with a specific topic I will refer back to the clips.
- * I schedule a weekly time in the lab to record myself and compare it to the model afterwards.
- * I copy facial expressions, and try to show the natural and native type of signing the people do on the tapes.
- * I watch them and compare to mine and also watch before tests.
- * I actually use them to study.
- * When I watch them before I do my homework, they help me to produce a better clip.
- 7. If there were no ASL model video clips provided, would that affect negatively your test grade?
 - 9 Yes
 - 2 No
- 8. Is there anything I did not ask you that you would like to share with me?
 - * more communication. as well as more videos
 - * Nope!
 - * Watching and comparing the videos did get tedious, especially writing the evaluation. Another downfall to it, is that it made me feel that there was only one correct way of signing something.
 - * In response to question 7 I think it is important to have these video clips

available. If you make these clips available to students some will watch them and some will not. I think it is important for them to be available for students who want to learn.

- * More video assignments and models!
- * No.
- * I think that the video are a good tool but it doesn't help the same way actual feedback does. I would be nice for you to give feedback on my own video. Then I can compare my own self evaluation to what you are seeing. This would help me improve. Feedback from you is a lot more helpful than my own observations.
- * Great Job.
- * More models please.

2 users did not answer

The Peer Assessment Survey

1. ASL Learning

Do the ASL model video clips help you with your ASL learning?

Strongly Disagree (0) Disagree (0) Undecided (0) Agree (0) Strongly Agree (4)

Not Applicable (0)

2. Preparation for the tests

Does watching ASL model video clips help prepare you for your test?

Strongly Disagree (0) Disagree (0) Undecided (1) Agree (2) Strongly Agree (1)

Not Applicable (0)

3. Comfort Zone

Does watching other students' video clips, comparing the ASL model video clips with students' video clips, and writing a peer assessment report provide you an opportunity to be outside of the comfort zone and use critical thinking skills to express your knowledge related to ASL learning?

Strongly Disagree (0) Undecided (0) Agree (2) Strongly Agree (2) Not Applicable (0)

4. Sharing constructive criticisms

Do you find a challenge to provide some constructive criticisms to your classmates by writing and share a peer assessment report with them?

Strongly Disagree (0) Undecided (0) Agree (3) Strongly Agree (1) Not Applicable (0)

5. Team Work

This learning tool may bring you an advantage in preparing to work with other interpreters as a team. Do you agree that performing a peer assessment is critical at working with your classmates as a team?

Strongly Disagree (0) Disagree (0) Undecided (0) Agree (2) Strongly Agree (2)

6. Are ASL model video clips a good tool for you to practice and work on your ASL skills?

4 - Yes

Not Applicable (0)

0 - No

7. How much time do you spend watching and comparing each ASL model video clip with your work and other students' work?

- 4 30 minutes
- 0 1 hour
- 0 2 hours

- 8. Tell me three ways in which watching ASL model video clips, support your ASL learning and your ASL skills.
 - * I can observe common mistakes that I make over and over and compare to the right sign method.
 - *It often gives a different perspective to the sign that I hadn't thought about before.
 - *Observing other student works allows me to see what other mistakes students make and help me to not do the same thing.
 - *Helped me see a well structured sentence.
 - *Helped me analyze my work
 - *learn new vocab
 - *It shows how to sign certain key elements correctly
 - *It demonstrates appropriate grammatical structures
 - *It exemplifies certain topic-related vocabulary that we may be unfamiliar with
 - *I learn new vocabulary and am able to utilize it in other areas.
- 9. Tell me how you incorporate watching ASL model video clips into your ASL learning.
- * I compare directly to my own sign and look for what I could improve.
- * For homework
- * It is difficult to do outside of class because I can't connect to the VPN from home. Please put them on mycourses!

- * I incorporate many of the classifiers.
- 10. If there were no ASL model video clips provided, would that affect negatively your test grade?
 - 4 Yes
 - 0 No
- 11. Is there anything I did not ask you that you would like to share with me?
- * Perhaps having other people signing the stories to get a variety of sign receptive experience.
- * Share the news in the morning
- * Make the videos available. Many of the full videos are in the teacher's edition of the DVD, not the student. If we had access to those videos it would really help our learning to develop much better. Put them online for us to watch please!
- * When will NTID offer ASL 7,8 &9?