

# Technology and Classroom Applications

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**Clark, C., Warick, ., Dancer, J., & Sinclair, S.** (1997). Report on Assistive Listening Devices. Stuckless, R. (Ed.), National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students. NY: NETAC. [AN 1708]\*

*This report deals primarily with the relatively new and growing family of devices called auditory assistive listening devices or ALDs, i.e. auditory amplification devices.*

**Clymer, E., & McKee, B.** (1997). The promise of the World Wide Web and other telecommunication technologies with deaf education. *American Annals of the Deaf*, 142 (2), 104-106. [AN 1608]

*The authors summarize a national survey that collected information on the instructional technology resources available at schools serving deaf students in the United States. One of the objectives of the survey was to determine the capability of schools to participate through the Internet in distance learning activities. The authors also explore innovative uses of the Internet and provide examples of specific application for deaf students.*

**Dowaliby, F., & Lang, H.** (1999). Adjunct aids to instructional prose: A multimedia study with deaf college students. *Journal of Deaf Studies and Deaf Education*, 4 (4), 270-282. [AN1640]

*A computer-based science lesson was administered to 144 deaf college students grouped into low, middle, and high reading ability levels. Five instructional conditions were compared: text only, text and content movies, text and sign movies, text and adjunct questions, and all of these together.*

**Egelston-Dodd, J.** (2000). Interactive technology: Empowering teachers and motivating students, In R. Rittenhouse, D. Spillers (Eds.), *The Electronic Classroom: using technology to create a 21st century curriculum*, (pp.206-228). Hillsboro, OR: Butte Publications. [AN 1678]

*While computer technologies have been available to schools in substantial numbers for about 15 years, we are now in a period of transition for technology in education. Choices made now will determine whether our schools successfully make the transition.*

**Hastings, D., Brecklein, K., Cermak, S., Reynolds, R., Rosen, H., & Wilson, J.** (1997). Report on Notetaking for Deaf and Hard of Hearing Students. Stuckless, R. (Ed.), National Task Force on Quality of Services in the Postsecondary Education of Deaf and Hard of Hearing Students. NY: NETAC. [AN 1710]

*This report is indeed to clarify needs for notetaking services and ways of providing these services. Training, supervision, and the responsibilities of those involved in their provision will be discussed, along with suggested policies and procedures for assuring a useful and efficient service to students.*

**Kelly, R.** (2000). Technology and individuals who are deaf, hard of hearing, blind, and partially sighted. In Lindsey, R. (Ed.), *Technology and exceptional individuals*. (3rd Ed.), (pp.353-374). Austin, TX: PRO-ED. [AN 1711]

*This chapter provides an overview of the educational applications of technology for students who are deaf, hard of hearing, blind., or partially sighted. It describes and discusses current, state-of-the-art instructional and educational technology along with practical examples of utilization for each of the identified student populations. Examples from actual classroom applications are included.*

**Lang, H.** (1996). Teaching science, engineering, and mathematics to deaf students: The role of technology in instruction and teacher preparation. In T. McNulty (Ed.), *Proceedings of the Symposium on Technology for Persons with Disabilities*, 3 (2/3). Northridge, CA: California State University. [AN 1586]

*Since deaf students find visual representation of course content to be highly important, it is no surprise that new forms of technology have shown promise of becoming an integral part of classroom instruction. This paper discusses technology being utilized in educating deaf students in the areas of mathematics, science, and engineering.*

**Lepoutre, D., & Smith, M.** (1996). Follow the yellow-brick information superhighway: Using the internet in the classroom. In R Rittenhouse, D Spillers (Eds.), *Modernizing Curriculum: The Electronic Classroom*. (pp.86-98). Hillsboro, OR: Butte Publications. [AN 1587]

*This book chapter discusses the use of the Internet for vocabulary building, with a focus on idiomatic English. The chapter explains how two instructors have used the Internet to reach common goals.*

**McKee, B.G., Keefe, B., & Scherer, M.J.** (1996). MainePOINT: Outcomes of teaching American Sign Language via distance learning. *Technology and Disability*, 5 (4), 319-326. [AN 1684]

*This research project was designed to determine characteristics of students who successfully completed coursework in American Sign Language via distance learning compared to those who were not students who successfully completed coursework in American Sign Language via distance learning compared to those who were not successful. The Tennessee Self Concept Scale, Learning Styles Inventory, Survey of Technology Use and Educational Technology Predisposition Assessment were completed by 120 students prior to beginning instruction in American Sign Language and learning how to operate the course technologies. After completion of ASL I and, for continuing students, ASL II, successful students were compared to those determined to be less successful.*

**Monikowski, C.** (1997). Electronic media: Broadening deaf students' access to knowledge. *American Annals of the Deaf*, 142 (2), 101-104. [AN 1683]

*The author discusses the advantages and disadvantages of classroom use of electronic media currently available. Specific strategies for applying tools, such as Listservs, are discussed along with teacher's responsibilities when using these media.*

**Sims, D., & Gottermeier, L.** (1999). Computer applications in audiologic rehabilitation. In J.G. Alpiner & P.A. McCarthy (Eds.), *Rehabilitative audiology: Children and adults* (3rd ed., pp.556-571). [AN 1655]

*This book chapter discusses recent trends and advances in audiologic rehabilitation using computer-assisted instruction, computer based audiologic rehabilitation (AR), computer- aided speech reading training (CAST), and other computer based technologies.*

**Stinson, M., & Stuckless, R.** (1998). Recent developments in speech-to-print transcription systems for deaf students. In A. Weisel (Ed.), *Issues unresolved: New perspectives on language and deaf education* (pp.126-132). Washington, DC: Gallaudet University Press. [AN 1540]

*This article discusses recent trends in speech-to-text transcription, approaches using stenotype or similar machines, approaches using standard computer keyboards, and future directions of work in this area.*