



# E-Learning Across Cultures: Is It Possible?

Corinne Heschke, Assoc. Project Coordinator, Project Inclusion RIT/NTID, Rochester, New York, USA

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http://www.rit.edu/inclusion



# **Identify Goals**



- provide access to the course material,
- right select the delivery tool,
- right agree on the language the course will be delivered in,
- respect the timing of delivery so all students can equally participate, and design the e-learning experience so it is manageable.



### Access



A dependable on-line internet connection with a minimum one hour connection is essential.



# **Delivery Tool**



- ➤ Internet-based
- Support course material, email and discussion boards
- Technical support for design and delivery
- > Seamless interface
- ➤ User friendly



# **Delivery Tool**



- ➤ BlackBoard
  A leading software infrastructure
  - company for E-Learning.
- A Reader "Inclusion of Deaf People in Education and Society: A Cross Cultural Analysis of Policies and Practices"

  Editors: Patricia Mudgett DeCorp and

Editors: Patricia Mudgett-DeCaro and

Susan J. Foster



# Language



- Awareness and sensitivity to cultural differences
  - •Faculty to student
  - Student to student

# **Timing**



- Select a time that ensures a full audience
  - Quarter vs. Semester
  - Difference time zones

## Design



- ➤ Information Highway Officer
  - One person making changes
  - •Limit Readings to 200 pages per Unit
  - Appoint a Faculty Monitor to generate and focus discussions



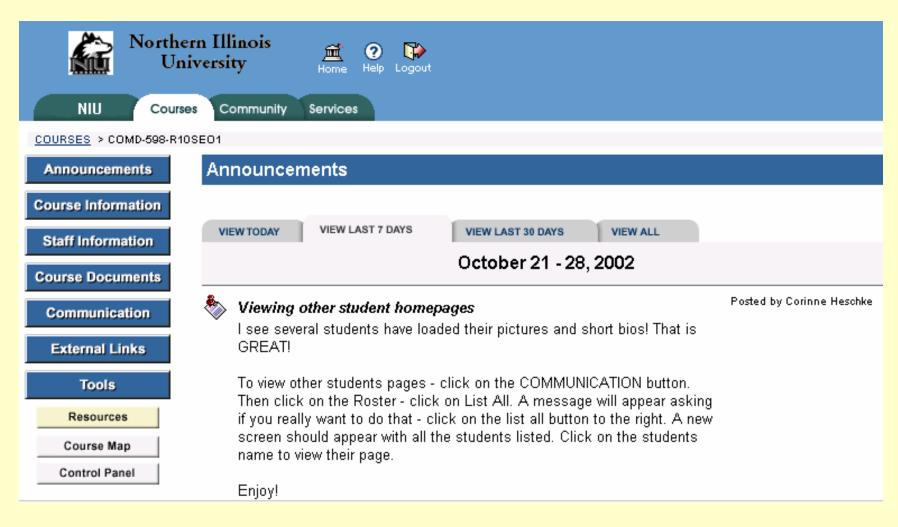
# Design



- •Set-up informal discussions on personal interests (Coffee Pot notion)
- •Required all students to participate in Bb discussions
- •Required all students to upload photo and other bio information
- Reduced faculty Bb discussion

### **Organization of Bb Content**

Each country was responsible for its own content



#### **Bb** Menu

**Announcements** 

Course Information

Staff Information

**Course Documents** 

Communication

External Links

Tools

#### **Course Information**

#### Course Information

#### Current Location: Course Information



#### Course Name

Inclusion of Deaf People in Education and Society: A Cross Cultural Analysis of Policies and Practices



#### Forward

Forward (50764 Bytes)



#### Introduction

Introduction (121995 Bytes)



#### Syllabus

USInclusionSyllabusDraft.doc (64512 Bytes)

Attached is the course syllabus. If you have any questions please contact the faculty member at your institution.



#### Guidelines

Guidelines (26112 Bytes)

Guidelines for an International Learning Community



#### Capping Experience

This folder has information regarding the Capping Experience to be held 9-20 June 2002 in Orebro, Sweden.

#### **Course Documents**

#### **Course Documents**

#### **Current Location: Course Documents**



Unit 1

Country Introductory Material



Unit 2

Human Rights



Unit 3

Diversity



Unit 4

Language



Unit 5

Social History



<u>Unit 6</u>

**Politics** 



Unit 7

Family

#### **Course Documents – cont.**

#### **Course Documents**

Current Location: Unit 5

[ <u>Top</u> ] : Unit 5



#### Social History - GREECE

- 1 Greece by Venetta Lampropoulou (120530 Bytes)
- 2 The Education of Deaf Children in Greece By Venetta Lampropoulou (183024 Bytes)



#### Social History - The Netherlands

- 1 Netherlands by Lieke de Leuw and Jan van Weert (41732 Bytes)
- 2 Education in the Netherlands (80290 Bytes)
- 3 Education in the Netherlands, continued (73804 Bytes)
- 4 Education in the Netherlands, continued (86730 Bytes)
- 5 Education in the Netherlands, continued (90169 Bytes)



#### Social History - Sweden

1 - Sweden - by Sangeeta Bagga-Gupta dn lars-Ake Domfors (174227 Bytes)



#### Social History - USA

1 - Unites States - by Patricia Mudgett-DeCaro and Susan B. Foster (180818 Bytes)

#### **Communication**

#### Communication



Send E-mail



**Discussion Board** 



Virtual Classroom



Roster



Group Pages

#### **Discussion Board – cont.**



#### Discussion Board - cont.

#### **Discussion Board**



VIEW UNREAD MESSAGES ▼

EXPAND ALL + COLLAPSE ALL -SEARCH 7

#### SHOW OPTIONS

$\Box$	greece	:	social	history

■ Re: greece : social history language or social history fi...

Re: greece : social history

□ Culture and schools

Re: Culture and schools

■ Aristotle

□ Everything started in Greece, no?

■ Re: Everything started in Gre...

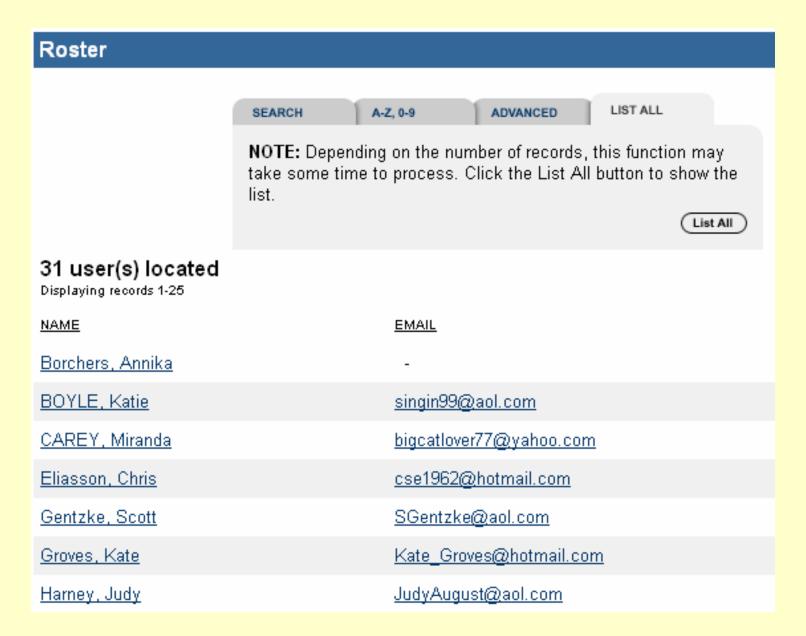
Re: Everything started in ...

■ Adulthood?

Adulthood? add on

Post, Susan	Sun Mar 24 2002 6:46 pm	
Foster, Susan	Wed Mar 27 2002 11:11 am	New
Post, Susan	Sat Mar 30 2002 8:38 am	New
<u>Vlachou, Giota</u>	Tue Apr 2 2002 5:46 am	New
Stewart, Julie	Sun Apr 14 2002 12:41 pm	New
Groves, Kate	Wed Apr 24 2002 8:01 pm	New
Sheppard, Gabrielle	Mon Apr 15 2002 3:14 pm	New
Kim, Kelly	Tue Apr 16 2002 7:22 pm	New
Sheppard, Gabrielle	Wed Apr 17 2002 2:30 pm	New
Groves, Kate	Wed Apr 24 2002 8:22 pm	New
Sheppard, Gabrielle	Mon Apr 15 2002 3:17 pm	New
Sheppard, Gabrielle	Wed Apr 17 2002 3:38 pm	New

#### Roster



#### Roster – cont.

#### Student Homepage - Thore Johansson

#### Intro Message

Hi! Im Thore from the University of Örebro Im studying special Education, and I have been studying at the University for 1½ year. I was born in Gothenburgh, swedens 2nd lagest city on the western coast of Sweden. Sometimes called the frontside of Sweden. I have been living in Örebro for about 6 years now.

#### Personal Information

I love travelling around. Ive been in Norway, Suomi, Denmark, England, Germany, Poland, Chechia, Slovakia, Austria, Hungaray, Greece, Turkey and Sri-Lanka. And when I will get a chance, I will go abroad again! I live in a nice flat with my two lovely curly Cornish Rex Cats. I was born HOH and lost the rest of my hearing when I was 16 by an accident, and I had to learn sign language. And nowdays I am quite well signing. My primary language is still spoken and heard swedish, but it works best with SSL. I have been at an intensive two weeks course with CH, a Swedish woman who has moved to US. So I sign some ASL too, a little bit slow and I dont know all the words, but I love signing ASL!



#### Favorite Links

Dovas dot

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#### **Students Preference**



➤ Students relied more on the Reader (printed version) than on Bb — but Bb was still used for viewing/downloading content.

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#### **Conclusions**



- Technical problems created real barriers but they can be overcome
- Learning styles and personality are important considerations in selecting students

### N.T.I.D ROCHESTER INSTITUTE ÖREBRO UNIVERSITET



- Cost of putting material on Bb was minimal mainly paying a person to put the material on the site.
- The Reader provided the content at a fraction of the cost



- The content must have a editor. Leaving it to each "country" resulted in uneven material.
- A "chat room" and simple web-site could address most of the communication needs.

### N.T.I.D ROCHESTER INSTITUTE OREBRO UNIVERSITET



- Meeting as a group before the eLearning experience will likely increase communication dramatically.
- English did not appear to be a major barrier

### N.T.I.D ROCHESTER INSTITUTE OREBRO UNIVERSITET



- All the faculty reported that the eLearning process was a positive professional growth experience.
- The universities benefited from faculty participation as evident from increased IT and eLearning skills.