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USE OF INSTRUCTIONAL TECHNOLOGIES TO TRAIN INTERNATIONAL TEACHERS OF ENGLISH TO

DEAF STUDENTS

Present: Gerald Berent and E. William Clymer

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>> FACILITATOR: Good afternoon.

Welcome to session T2B.

Our presenters this afternoon are Bill Clymer and Jerry Berent.

Interpreting services are being supplied by Miriam Lerner.

CART by Chuck Motter.

And tech services by Bary Siegel.

We are recording this session.

It's important if you have any questions or any comments to make, that you come to a microphone so

that it gets recorded on the tape properly.

Okay?

Enjoy.

>> GERALD BERENT: Thank you and welcome, everybody.

I'm Jerry Berent and that's Bill Clymer.

Today we're going to talk about a workshop that was put on last July to train -- or to provide

professional development for teachers of English to Deaf students in other countries.

Specifically, in Russia and in the Czech Republic.

This workshop was sponsored by PEN-International, which is supported by the Nippon Foundation,

and as you probably know, the goals of PEN-International are to train faculty for improving their

teaching and learning, to apply new and innovative instructional technologies to the teaching/learning

environment, to provide state-of-the-art equipment to international partners, and to promote program

self-sufficiency.

Bill, could you -- let's see.

Keep going.

Keep going.

Okay.

This workshop was driven by the need to provide special training for these teachers in these programs

for speak -- for Deaf students who are not in an English-speaking environment.

As you know, acquiring good English literacy skills is a challenge for all Deaf learners to -- that is, to

acquire good literacy skills in the spoken language of their community.

Now, here in the United States at NTID, at Gallaudet, at other institutions like that, our students often

struggle with learning English literacy skills, reading and writing skills, and they're in an English-speaking

environment.

So at least they have some sort of exposure every day to the English language and they have the

advantage of very good support services, in terms of interpreters and note-taking and other services.

And often they have access to state-of-the-art English-teaching methodologies.

So imagine the greater challenge for students in other countries, Deaf students in other countries,

who are trying to learn English, which is not even the

spoken language of their community.

So the idea was to organize a workshop that would present to these teachers the latest methods and

materials from two relevant fields.

One is the general field of teaching English as a second language, or English as a foreign language,

and then the other is specifically the field of Deaf education and teaching English to Deaf students in

places like NTID and Gallaudet.

Now, in terms of planning, we solicited input from the two host -- to the two part -- pen partner

institutions that were to participate in this workshop.

Namely, Bauman Moscow state University and Charles University in Prague.

We gathered input to find out specifically what their programs were like and what English-teaching

needs they had.

As it turned out, we were able to invite two additional participants, one from Tusuba (sp) college in

Japan and one from the college of St. Benilde, right, in the Philippines, so we had a total of nine

participants, nine very enthusiastic participants, and one of our participants, Daniela is here for a

second time in two years.

Okay.

In terms of what to offer, we decided that we would try to give a very detailed overview of issues in the

field of English as a second language, so we had six sessions devoted to topics such as teaching

writing, teaching grammar, teaching reading and vocabulary, teaching to the specific needs of adult

learners, teaching the use of the World Wide Web for instruction -- instructing Deaf students, and other

topics such as reviewing program standards that are used in ESL -- that's English as a second

language -- ESL programs in the United States, and trying to see which of those standards would apply

to the needs of international Deaf students.

In addition to the six sessions devoted to English, there were four other sessions that dealt with

general topics in Deaf education.

For example, classroom management and classroom communication, use of assistive devices and

things like that.

So this was a very, very busy, intense, one-week workshop.

>> E. WILLIAM CLYMER: Good afternoon.

One thing Jerry neglected to say is the -- to describe the relationship we had on the development of

this project.

Jerry served as the English as a second language expert, and I served as the instructional designer.

Instructional design is my primary field and it's what I enjoy doing so we used a systematic

instructional design approach to create these workshops

as we do for most of the workshops for PEN-

International.

Instructional design relies on an objective-based training.

In other words, all the materials we develop are created around specific behavioral objectives,

corresponding with teaching experiences, providing the learner with feedback and evaluation.

We try to provide guided practice and feedback during the instruction, so Jerry was very cooperative

with me and he and I formed a good team in terms of developing training that reflected this practice.

We also wanted to show our partners that were here how we use technology in our teaching, so we

wanted to model how we use this type of classroom presentation technology, as well as individual and

tutorial style teaching.

We wanted to provide our partners with resources that they could use to get ready to come to NTID

for the workshop, resources that they would use while they were here for that very brief week, and then

maybe more in-depth resources that they would use when they went home to perhaps study more, to

have more meetings and develop their skills even further.

A major part of instructional technology is an evaluation component.

The way we practice instructional design is to create

evaluation instruments that reflect the objectives

that we set.

So we write concise objectives for our participants, and then we use both a formative evaluation --

which means collecting information so we can do a better job next time -- and then we do a summative

evaluation which means can we make a statement about the skills that our participants acquired while

they are here.

So Jerry was very flexible with me and we had a good working relationship in terms of combining ESL

education theory and practice along with instructional design.

Back to Jerry.

>> GERALD BERENT: We had a variety of workshop activities that included multimedia overviews that

were delivered through PowerPoint or simple Microsoft Word documents.

We had demonstrations of ESL techniques and materials.

One interesting feature was that we produced a videotape of NTID English teachers in action.

The reason for that was that the workshop took place in the summer, so there was no instruction --

there were no instructional activities going on, and we felt like it was a shame that these participants

wouldn't be able to see Deaf students and their teachers interacting in the classrooms.

So during spring before the workshop, we went around and videotaped many different English

teachers at many different levels, and then we analyzed those tapes and took segments to produce a

30-minute videotape which we analyzed along with the participants, and it was quite informative.

Because they got to see the different styles, the different methodologies, the different materials, and

the different interactions that went on in the English-teaching classrooms at NTID.

There were, of course, discussions, there were hands-on activities.

During the session that focused on using the World Wide Web, participants each had a laptop

computer that was -- had wireless connection to the internet, and so they could access websites and do

that kind of thing themselves.

And then sort of as a culminating activity, toward the end of the week, the participants developed

their own ESL lesson plans targeting any particular English phenomenon, vocabulary, reading, writing,

whatever, that they felt they could deliver at their own institution.

>> E. WILLIAM CLYMER: Okay.

For the next six slides or so, what I'd like to show you is how we used instructional technology for this

process.

Some of this may seem clear and obvious to you.

We think it's a good use and an efficient use of instructional technology.

I'll review some of our process.

If you have any questions, you can ask them now or we can wait towards the end.

It's entirely up to you.

We, for the sake of discussion, decided to break down the technology solutions into development

tools, which means the tools that we used ourselves just to be organized and to plan and to be

efficient.

In other words, we -- we have to work quickly and we have to change things rapidly, so we try to use

technology that helps us with that.

We also, obviously, talk about the presentation media, the presentation technology, and by that, we

mean both the technology we use in a situation like this and the technology our users might use at a

computer lab or at their home.

And then what's very important to us at PEN-International is archiving and referencing all the work

that we do.

In other words, we don't want to develop the materials for one time only, we want to have a library

that's there that people can access in the future.

So those are the three categories that we'll review this afternoon.

The development tools.

One of the things that we wanted to do is we conduct a needs analysis.

In other words, we communicated with our colleagues in Russia, in the Czech Republic, about what

they wanted.

We found it was very simple to do this in a word processing format attached to e-mail.

Frankly, it was very quick and easy, and we used Adobe Acrobat a lot for these documents and we

were able to quickly send them back and forth and get feedback from our colleagues.

We also used Word to produce specific instructional objectives, and basically we would just set up

tables that Jerry and I would review and then we would share with the partners and say, "And these are

the topics and the activities that we're going to have," we'd provide them to the partners that were

coming over and they would give us feedback.

We used the web quite a bit to conduct research, literature and materials review.

We were able to go on-line, find out what a college was doing around the world in ESL training.

Jerry was able to go to the T-SAL pages and get materials there.

He was able to order books and materials that we could review very quickly and official on-line.

And then basically, when we developed the workshop

materials, we used the Microsoft office suite,

which was primarily Microsoft Word, going to PowerPoint, again with a heavy emphasis with Adobe

Acrobat.

We found that to be the universal way to share information both as e-mail attachments and as web

pages.

We used formats for both print and World Wide Web that primarily relied on the creation of a shell web

page that used Adobe Acrobat as the main channel -- channel for presentation.

This -- next slide, please, Jerry.

This shows you -- and in a minute, we'll go to the web page where you'll be able to see what we were

able to do.

We would set up -- as you can tell from this symposium, I'm very organized and I love schedules, so

we use tables a lot, and Jerry really bought into that, even though he had -- tends to have more of a

liberal arts background.

(Laughter).

>> E. WILLIAM CLYMER: So I asked Jerry to prepare tables of what he would like to do, what he

would like to cover, and we were able to quickly create these tables that showed the schedule of

events.

And as with the symposium, if you use your time

efficiently, you can do a much better job in the

teaching.

We also did quite a bit of scanning, and a trick that we learned for a lot of the materials was that

rather than -- I'd have students scan 20 and 30 pages of reference materials, and they would get very

frustrated, putting these documents in.

Something that we learned that worked quite well is I could actually fax these documents to myself on

my computer.

I have win fax 10.

It would come in as a scanned document, and then I could create a PDF from it, so I was quickly able

to -- Carol kept saying, "Why are you getting all these faxes" and I had to say, "Well, we're really not

faxing, we're scanning automatically."

So it's a very quick way that we could feed through documents and get a PDF that we could use.

We scanned quite a bit of material, primarily to move it towards Adobe Acrobat, and if you're unfamiliar

with acrobat, it is the primary channel, I believe, for sharing instructional materials.

It has the capability now to not only create graphic images of text, but it also now can create, from a

scanned image, a Word-searchable file, and I can talk more about that later.

But in other words, you can create a 40-page acrobat

document where you could search through it

and find the key words that you're looking for.

Now, basically the classroom presentation technology that we had available to us was the suite of

equipment that we have here in this room.

It was upstairs in 3237, this workshop took place.

You've probably been there for this symposium.

But we found that we're able to offer a variety of instructional presentations really with these few

simple technologies, and with the support of Chas Johnstone, we were able to offer the teaching faculty

whatever they wanted to do in these rooms.

What Jerry neglected to tell you, we haven't mentioned yet, is that many of these topics were not

taught by Jerry himself, but we invited a number of ESL experts to come in from across the NTID faculty,

so they would all come in, we'd show them how to use this technology, and off they would go.

PowerPoint was the primary means of presentation, and from PowerPoint we would then create PDF

files of all these materials that the participants could take home and use when they got home.

The video that Jerry mentioned really was very nice because as with this week, there are no students

here.

And our international visitors want to see students, want to see how we teach the students.

And to be honest with you, we did not use our instructional technology -- instructional television

department.

We simply went out with a hand-held digital video camera and we just set the Tripod up and we just

used it, and at first we were like these came out beautifully, the people were able to see how the

classroom works, the dynamics in the classroom and frankly, it's become a resource that we've used for

other workshops.

In other words, a teacher that might be doing a workshop on classroom management can look at

these videos and get examples out of there.

I'm getting ahead of myself.

Now, one thing that I learned from this just this year is on my computer, I have digital video disk, DVD

capability now, and all newer computers have that.

It is very cool!

What you can do is we are able now, on a simple PC, we can take those digital video segments, put

them on one DVD, and give that to the presenter and they can say, "I want to show the math mat --

mathematics classroom" and they can just click and you can see that segment instantly.

So it's a very nice medium for doing workshops because the DVD can hold, I think, an hour-and-a-half

worth of video.

You can have all these chapter stops on the DVD and so when you're doing a workshop like this, you

can quickly go through the material and see it, rather than swapping VHS tapes.

So I would think that would be a nice thing for you to think about doing.

And it is possible to do yourself.

You can just transfer the video right to the DVD.

One more, please, Jerry.

And if we're successful, I'd like Jerry to just -- we'll show you a little bit of our ESL web page now.

If you can click on that.

Now, this is our web page that we used.

It's still on-line, and hopefully some people are still using it.

If you scroll down, Jerry, to the faculty workshop schedule -- all right.

If you click on "faculty workshop schedule," and again, my love of tables and grids comes through.

Oops, where did it go?

This was a problem during the workshops, too, but it worked out all right.

There you go.

And then, Jerry, you could just pick one of the sessions.

Here were the sessions that folks went to.

You see this is the PDF of that day's session, the

schedule for the teachers.

The beauty of doing these documents in Word is that we could quickly make a change, I could quickly

create a PDF, and just upload it to our website.

I wasn't messing with HTML and any of this.

And Jerry, perhaps you could scroll down.

Maybe there's some links in this.

Now, here are some of the readings and materials that Jerry had selected for the teachers to use.

Now we're looking at a 200% enlargement of the reading material.

Right.

So you can see created in Word and Adobe Acrobat creates -- Adobe Acrobat creates an active PDF

link to a Word -- to a web page.

Open.

I don't know what we selected.

Let's go back.

You can try that.

See, so we're able to jump to other websites related to ESL.

The other thing that I want to point out here that worked very nicely for us is Jerry had selected a lot

of copyrighted reading materials that we had an issue of how to share with our partners.

The RIT Wallace library has an agreement with

publishers that we can scan and post on the library

copyrighted materials for 10-week periods if we use a password.

So we were able to password-protect the copyrighted materials, just give our participants the

password, no one else can get it, so it makes the duplication of all the handouts and things much

easier, and they manage and take care of that for us, so it really works out very nicely.

If we could only remember what the password is.

(Laughter).

>> E. WILLIAM CLYMER: But that's a really nice feature.

If you are affiliated with a university, you may want to check into that.

Now, Jerry, if you'd go down to the bottom and just -- yep.

Great.

One more click.

So we used the web.

Jerry would use the web, and the other faculty would use the web, for just doing their presentation,

and the same materials were available to the students when they got home.

They could then access the web page and get the material that way, too.

Okay.

So as I say, these web resources were available both for

our classroom presentation and for

resources when they got home.

Okay.

So again, the resources are available to people before, during, and after the workshop.

They are archived for people to use and to reference for later on.

We have the video of all the classroom presentations.

The other thing that Jerry didn't mention that we did is we also videotaped each of the faculty doing

their workshops, so that if that person became ill or couldn't do it, we had it on tape and we could cover

ourselves that way, and then we could also, if we travel internationally, play the videotapes for people

overseas.

We can share the web resources with our partners, and they're really available for anyone to take a

look at.

The other interesting thing that we did is one of our students taught me how to do is that you can

download an entire website to a CD as a stand-alone website.

I don't know if you've ever seen that.

But it's very nice.

In other words, what we could do is we could download the entire ESL workshop, bring it down, and

then burn it on a CD and I could send it to Russia, for

example, where they have very slow access to

the internet, and they could see the entire web page from the CD.

So we burned a few of those web pages and gave them to the partners that were here.

As you may know, I'm very interest digital photography, so I took a lot of photographs during the

workshop and we posted them on the web, and we did a similar thing as we have done here by having

digital photographs on the poster boards outside so people could see what happened the day before.

I'll turn it back to Jerry.

>> GERALD BERENT: Okay.

I notice that Bill says another thing that Jerry didn't mention quite often.

(Laughter).

>> GERALD BERENT: We had -- obviously we wanted to know how we did and how -- you know,

what sort of response the participants would have to this workshop, so we developed an evaluation of

each workshop session, and we also developed an evaluation of the entire workshop, and we were

very careful not to let anyone leave the room at the end of a given session until they had completed the

evaluation form.

What we emphasized was that we wanted the participants to be totally honest, that we could not

improve these workshops unless we had their critical

assessment of how we were doing.

So we emphasized total honesty and not to, you know, be polite or, you know, just feel that it's wrong

to criticize.

So in any case, on the -- on the screen, what we did, we have a variety of evaluation sections but the

one here was we took the evaluations for each of the six ESL sessions and we averaged the

participants' responses to each of the questions that you see there.

You might want to just display the whole graph, Bill.

Now, as you can see, despite our encouraging the participants to be totally honest, we hoped they

were and we got quite high evaluations of the six ESL sessions.

SA is strongly agree, A is agree, N is no opinion, D is disagree, and SD is strongly disagree to each of

these statements.

Now, as you see, most of the responses were in the "strongly agree" and "agree" category.

However, note the question regarding the pacing and amount of information.

That got a little bit lower evaluation, and we feel that that's a reasonable result because we

intentionally made the workshop dense.

We wanted to expose the participants to as many issues in the fields of English as a second

language and teaching English to Deaf students as

possible, expose them to those areas and then

know that in future workshops, we could do more in-depth teaching of some specific area.

So it's not surprising that there was a little hesitation there about the pacing.

Could you go to the final workshop evaluation?

Okay.

Now, this is a part of the final workshop evaluation that they did at the end of the last day of the

workshop, and again -- oh, and by the way, these are just the percentages of participants who strongly

agreed to the stay.

We're not showing you the whole graph there.

Again, the responses were -- were fairly high.

One thing to notice here is the slight dip in the second question, based on knowledge I have learned

from this workshop I will make some changes in my teaching.

Now, I mean it's hard to know, based on nine participants' input, but you would expect people to be a

little uncertain of how easy it would be to actually change their teaching styles, to change things that

had been pedagogical traditions in their countries for decades or centuries, so it would make sense that

people would say, "Can I really change my teaching?"

And that they would have to think about how to do that.

I think we have another half of that --

>> E. WILLIAM CLYMER: No, that's it.

>> GERALD BERENT: That's it?

>> E. WILLIAM CLYMER: Yeah.

>> GERALD BERENT: Okay.

So the next slide, then.

We asked the -- some open-ended questions, one of which was how could the workshop have been

improved.

Interestingly, participants wanted more computer use, instruction on computer use.

You know you have serious participants when they say less time on extracurricular activities.

They went to Niagara Falls, they went on a boat -- dinner tour on like Ontario, and these dedicated

participants wanted less of these extracurricular activities and more serious study, and that is a good

sign.

They said some sessions and presenters need more time.

Again, there's that a little bit a feeling of being rushed because of how dense the workshop was.

And then someone says, in the same -- along the same line, "a week is not enough" but added -- and

this is always nice to hear -- "it could not have been better, believe me."

So we like that kind of a thing.

Bill?

>> E. WILLIAM CLYMER: Okay.

We have about 10 minutes left.

We are very happy with how the workshop went.

We have indicators that the workshop was a success and if, Jerry, maybe you could perhaps put

those up, you can read those and we can use this 10 minutes, if you have any questions or comments

or ideas that you would like to share with the group.

Because as coordinator of the symposium, I know how important it is to be finished at quarter of.

>> GERALD BERENT: Bill?

>> E. WILLIAM CLYMER: Oh, yes.

Jerry has a conclusion, yeah.

>> GERALD BERENT: So based on everything that we've shown you and discussed, the conclusion

that we drew from the relatively high ratings and positive comments was that the combination of

technological and traditional educational resources contributes to a highly successful teacher training

experience.

>> E. WILLIAM CLYMER: So thank you.

We should point out, too, that Jerry and I have authored another paper that's been -- was presented

at T-SAL which focuses much more on the language

aspects of this, so this is kind of the technology

part and the T-SAL does more of the language stuff.

So we open the floor up to questions or comments or issues.

>> AUDIENCE: Were --

>> E. WILLIAM CLYMER: Oh, I guess you have to go to the microphone.

>> AUDIENCE: Do I have to.

>> E. WILLIAM CLYMER: Well, or we can repeat the question, if you'd like.

>> AUDIENCE: Okay.

I just wondered about the native languages of the instructors.

Were they -- did you have -- was everything conducted in English or -- okay.

So English was the primary?

>> GERALD BERENT: Right.

One of the requirements for participants was that their English knowledge be sufficient to participate

in an English-delivered workshop.

>> AUDIENCE: And did you find that a difficulty or was that not at all, because I wondered about the

pacing, if that had anything to do with --

>> AUDIENCE: Microphone.

>> GERALD BERENT: Oh, she wondered about whether it was difficult having nonnative speakers of

English participate, did that affect the pacing of the workshop and so on.

Not at all.

The English skill levels of the participants was generally impeccable and we have an example sitting in

the audience.

>> E. WILLIAM CLYMER: And we should add that all the people that were here were all

hearing/speaking people so we did not have to use different sign language as well.

>> GERALD BERENT: While you're thinking of other questions, I just want to acknowledge, as Bill

mentioned, that we had a lot of talent among the NTID faculty, among members of the department of

English, the Department of Liberal Arts Support for English, the Department of Cultural and Creative

Studies.

We had people presenting during the workshop.

We had people who we videotaped in the classrooms.

And so we had -- we recruited a lot of talent to pull off this -- this successful workshop.

Other questions?

>> AUDIENCE: Will you relay me.

>> GERALD BERENT: Sure.

>> AUDIENCE: Do you think you're going to move it to two weeks, probably?

Is that what I was hearing you saying with the --

>> GERALD BERENT: The question is whether we will probably move the workshop to a two-week

workshop.

>> E. WILLIAM CLYMER: Plans aren't there yet.

We're discussing with Daniela another workshop in August of 2004 in Prague and she is going to

invite in approximately 30 teachers --

>> AUDIENCE: 30, up to 40.

>> E. WILLIAM CLYMER: Up to 40 and we will invite and bring in some of the Russians down there so

we can continue this workshop and --

>> AUDIENCE: The plan is just for a week again.

>> E. WILLIAM CLYMER: One week only.

>> AUDIENCE: One week.

One week, right.

>> E. WILLIAM CLYMER: We tried but we haven't been as successful for like regular, you know,

catchups in how is everybody doing.

That was our original plan but it's just difficult to make happen.

>> AUDIENCE: Thank you.

>> GERALD BERENT: Other questions?

Let me just mention that the full manuscript is posted on the symposium website.

I had made 25 or 30 hard copies in case anyone wanted one and I left them at home this morning.

(Laughter).

>> GERALD BERENT: Also, as Bill mentioned, we presented at the teachers of English to speakers

of other languages convention in march a paper that focused more on the methods and materials that

we used, and we are -- we will be writing another manuscript, so there will be, you know, at least two, if

not important more, publications, resulting from this workshop.

(Applause).

>> FACILITATOR: Thank you, Jerry.

Thank you, Bill.

As Jerry said, feedback is important.

You have your evaluation forms.

This is session T2B.

T like Thomas.

T2B.

I will collect the paper evaluations.

If you would like to complete them that way.

Or you may go to the instruction lab on the second -- or the learning center on the second floor to

complete them electronically.

Thank you.

Enjoy the rest of your afternoon.