Outline of Talking Points for STEM Faculty Group

As of June 2, 2008

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Please note: this is a preliminary list in progress. Feedback and contributions are greatly appreciated.

The following points focus on mainstream classrooms where majority of students are hearing. The goal of accommodation should encourage a 2-way (or many-way) interaction between students and instructor. Many of the same issues arise for accommodating deaf and hard of hearing students and a hearing instructor or accommodating hearing students and a deaf or hard of hearing instructor.

- Problems faced by deaf students in mainstream classrooms
  - Visual dispersion
    - Students must divide their visual attention between instructor, overhead slides, handouts, interpreter/captioner, other students, and notes.
  - Access to appropriate accommodation
    - The best interpreter/captioner may not be co-located.
  - Barriers to classroom participation
    - Language barriers, interpreter delay, feeling excluded
  - Barriers to after-class activities
    - Examples include group work, study sessions, etc.

- Accessible teaching styles for d/hh students
  - Pausing for the interpreter/captioner
    - Example: Ensuring hearing students don’t answer questions before interpreter is finished
  - Teaching to the “top of the class” versus more inclusive teaching for all.
  - Turn-taking and discussion
  - Identifying yourself / standing before speaking
  - Likely will have positive affect other hearing students as well
  - Universal design in teaching
    - Example: Having each student take a turn with public class notes)
  - Large lecture style vs. small group discussion
    - The importance of 2-way, N-way communication
  - Accessible use of classroom technology
    - Captioned videos
    - “Talking while doing” increases potential for missed content
      - Students must “follow along” with displayed technology
  - Changes in teaching style due to remote accommodation
    - Increased delay in feedback loop
- Technology setup (cameras, microphones, laptops). Who is responsible?
- Technology failures and recovery

- Communication outside the classroom
  - Encourage/facilitate/moderate group work
  - Email, wiki, pre- and post-class discussion
  - “Blended learning” – hybrid distance learning and in-class learning

- What to expect from deaf or hard of hearing students
  - Deaf students are typically good at self-advocation, whereas hard of hearing students may not have experience with this. For example, the accommodation that has worked well for a student in high school may not work well in large lecture classroom or multi-student group discussions.
    - How to encourage and recognize when students need help.
  - Educational background of students, and how to deal with mixed backgrounds