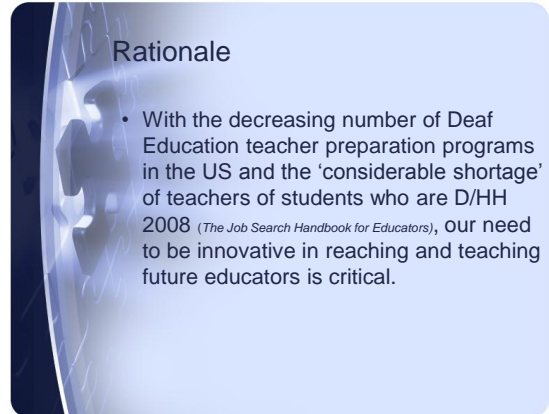


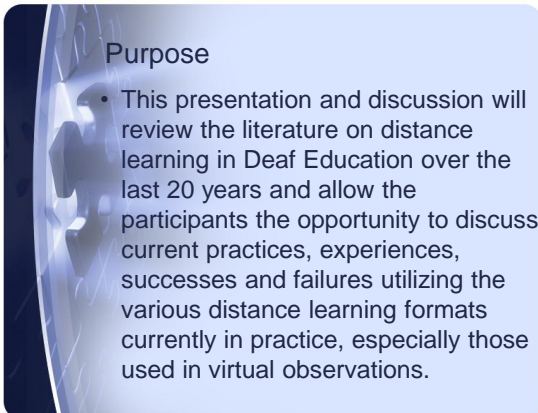
ACE-DHH 2010  
Deborah S. Stryker  
Sam Slike  
Bloomsburg University of  
Pennsylvania

'National IHE Deaf Education Beyond the  
classroom: Distance Learning Discussion'



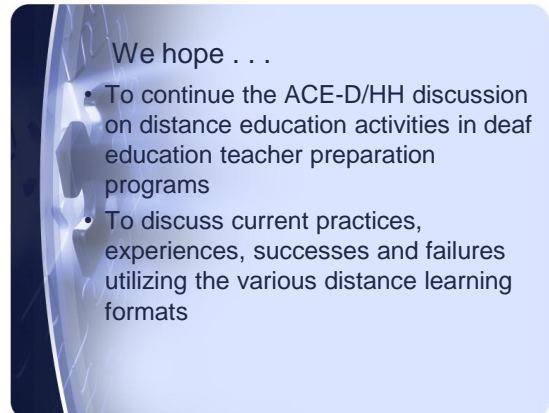
## Rationale

- With the decreasing number of Deaf Education teacher preparation programs in the US and the 'considerable shortage' of teachers of students who are D/HH 2008 (*The Job Search Handbook for Educators*), our need to be innovative in reaching and teaching future educators is critical.



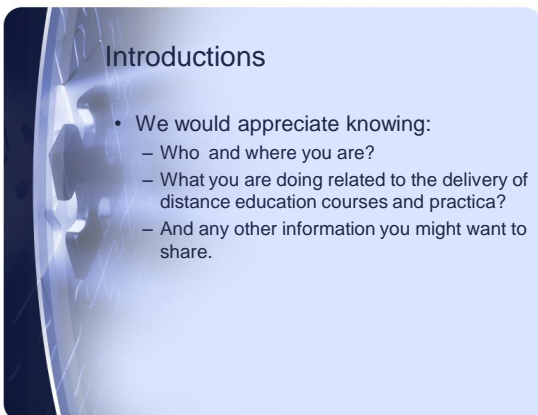
## Purpose

- This presentation and discussion will review the literature on distance learning in Deaf Education over the last 20 years and allow the participants the opportunity to discuss current practices, experiences, successes and failures utilizing the various distance learning formats currently in practice, especially those used in virtual observations.



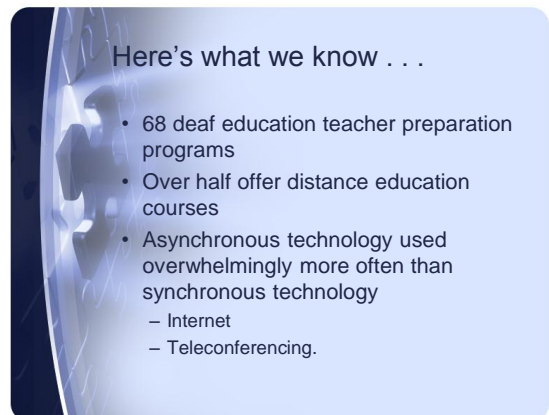
## We hope . . .

- To continue the ACE-D/HH discussion on distance education activities in deaf education teacher preparation programs
- To discuss current practices, experiences, successes and failures utilizing the various distance learning formats



## Introductions

- We would appreciate knowing:
  - Who and where you are?
  - What you are doing related to the delivery of distance education courses and practica?
  - And any other information you might want to share.



## Here's what we know . . .

- 68 deaf education teacher preparation programs
- Over half offer distance education courses
- Asynchronous technology used overwhelmingly more often than synchronous technology
  - Internet
  - Teleconferencing.

## What we are using . . .

- Asynchronous
  - Internet
  - Teleconferencing
  - Videotapes
  - CDs
  - Forums
  - Email
  - Blog
  - Wiki
  - Audiotape
- Synchronous
  - ITV
  - Chat rooms
  - Virtual Classroom
  - Telephone calls
  - Satellite
  - Wimba
  - Adobe Connect
  - Breeze Live
  - Marratech
  - Wiki with IVisit

## Number of years programs have offered courses via distance:

- The majority of us started offering courses via distance in the last 2 to 5 years, n=11.
- Followed by the last:
  - 5 to almost 8 years (n=6)
  - Less than 2 years (n=4)
  - 8 to almost 11 years (n=3)
  - 11 or more years (n=2)
  - And 1 program reporting to always offer distance education courses.

## Virtual Observations, what we know . .

- 39% or 9 programs reported offering virtual observations with their student teachers/interns
  - THEY STATED:
    - Graduate Program courses with field-based experience in addition to a dedicated practicum course or internship option
    - In addition to our 'actual' practicum experiences, we will offer virtual tutoring experiences for our students, i.e., working with students who are d/hh at home, after school, via identified technologies + we will be using video conferencing technologies to place and supervise our students at intern/student teaching sites around the nation
    - Practicum: Deaf/Hard of Hearing
    - Autism Practicum,
    - Applied Behavior Analysis Practicum

## Questions for today's discussion...

- What do we want to learn from each other?
- What is unique to your virtual observations?
- How can we help each other?
- Should we form a DL listserv?
- Do we need to discuss CED certification issues related to online programs?
- Problems?

## Teacher Preparation Program Location Update

- Program Closures (although listed in Annals 2008 and deafed.net)
  - University of Arkansas – Little Rock
  - Southern University
  - Lenoir-Rhyne College
  - University of Cincinnati
  - University of Pittsburgh
- New Programs (not listed in Annals 2008)
  - University of Hartford
  - University of Hawai'i at Manoa
  - Texas Tech University
  - University of Utah
  - Radford University
  - Marshall University