

PAES Instructional Enhancement Initiative

College of Education, The Ohio State University

Important Dates for Spring

- April 8—Proposals due to Darcy for the PAES Collaboration in Instruction Award**
- May 20—Spring Workshop: Faculty Teaching Tips**
- May 23—Deadline for Spring issue of the Newsletter**
- June 6 – Eggheads & Eggrolls: Quality of Life Factors that Impact Instruction**

Spring Workshop: Faculty Teaching Tips—Set for May 20

It's time to start thinking about the Spring Faculty Teaching Tips Workshop. It's an opportunity to share ideas and learn from your colleagues. Each presenter will have 10 minutes to give a brief overview of a "teaching tip" and entertain some questions and dialogue. Please think about sharing one of your teaching tips with your colleagues.

For the last half hour of the workshop, the PAES Technology Committee will showcase

technology for teaching.

Other items already on the agenda: A overview of the project by the winners of the 2005 PAES Collaboration in Instruction Award; tips learned at the Lilly Conference on Teaching & Learning; and changes made to our teaching, by previous participants in the PAES Book Clubs. But, there's still room for more! Hope you'll share your ideas— and put the date on your calendar now!



Spring Workshop

**Friday, May 20
12:00-2:30
Room 387 Arps**

Lunch will be provided

Eggheads & Eggrolls: Next Discussion Date is June 6th

"Lack of time may be the single most commonly experienced problem among American faculty" (Robertson, 2003). PAES faculty have been overwhelmed lately with responsibilities and change. When we get frustrated and overwhelmed, it impacts our teaching, our mentoring, and our quality of life. The spring Eggheads discussion will help us focus on Quality of Life factors that impact our instruction. We know that some factors are beyond our control, but others might be within our ability to change—if we just identified them and worked to overcome them. So, in preparation for the talk, think about, "What's the one thing around Quality of Life that we could do? What do we want to change?" (Sort of a "serenity prayer" approach...the serenity to accept the things I cannot change, and the courage to change the things I can!") Do we make assumptions about how we *have to* spend our time? We will have a guided discussion on the topic.

At the Autumn PAES workshop, we had a WONDERFUL discussion on ideas for removing students from academic programs. During finals week, 26 faculty (including the Dean of the College) met to talk about these issues. We learned that some programs had addressed these concerns with formal procedures, while others found out that they needed to have such processes and procedures in place. Now it's time to follow-up...What discussions have you had in your section or program to take the next steps? Do you have policies or procedures you want to share? Please take a moment to share the results of the discussion at the Spring Teaching Tips workshop.

Proposals due April 8 for PAES Collaboration in Instruction Award

The Third Annual PAES "Collaboration in Instruction Award" will be given during the spring quarter to members of the PAES faculty who demonstrate a collaborative effort in instruction (e.g., several faculty members, a program, a section). Attention will be given to how this collaborative effort enhances the academic plan and/or the mission of the college and school. The winners will receive up to \$1200 to purchase items to further enhance their instructional plans and will be asked to highlight their efforts in instruction at the PAES Spring Instructional Enhancement Workshop. Submissions are due April 8 —and should include a 3-5 page summary of the proposed project, including (a) an overview and description; (b) goals; (c) a description of how the project meets one or more components of the academic plan; (d) a plan for project evaluation, (e) a description of how the money will be spent, and (f) appendices as necessary to support the proposal. Resubmissions are encouraged.



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To become more involved in the initiative,
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PAES TEACHING INITIATIVE WEBSITE:
WWW.COE.OHIO-STATE.EDU/PAES
THEN, LOOK UNDER “INFORMATION FOR FACULTY”

Diversity Update: Working with Students Who Are Deaf or Hard of Hearing

Dr. Wendy Naumann, PAES Diversity Coordinator

Although the number of students who are deaf or hard of hearing is a small percentage of students who are being served by the Office for Disability Services, if you have such a student in your class, knowing the best way to interact with that student is essential.

Information about the classroom

Students who are deaf or hard of hearing rely heavily on visual cues. In class:

- do not speak when your back is to the class such as when you are writing on the board
- make sure the overhead projector doesn't block the view of your mouth from the student who is deaf or hard of hearing
- do not stand in front of a light source that will cast a shadow over your face
- in small classes, arrange desks in a semicircle
- for large classrooms, the student should sit in the front and to the side of the class to have the best view of the instructor, the interpreter, and the class
- when referring to something on the board, point to it
- try to minimize background noise
- when using a PA system in a larger class, make sure the microphone is under your chin so that it doesn't block your mouth

What should you know about communication?

Students who are deaf or hard of hearing use various methods for communicating. Don't make assumptions. Some students use an assistive listening device, captioning or some form of speech to print transcription. Others use interpreters and only communicate in American Sign Language (ASL) with no voicing. Some students use speechreading, voicing, and sign language.

Interpreters must follow a strict code of ethics that includes confidentiality and not interjecting personal opinion. When working with an interpreter, (1) always look at the student when speaking or listening. (2) Because interpreters have to listen to chunks of speech before knowing how to interpret a concept or idea, there is often a lag time between when the idea is presented and when the student receives it. Always pause after speaking to give the student an opportunity to respond. (3) No communication should be carried out “through” the interpreter. For example, never ask an interpreter, “Did she bring her assignment?” Look at the student and say “Did you bring your assignment?” (4) Interpreters stand near the instructor so that the student can see the interpreter and receive visual information from the instructor. When teaching or talking, speak in a clear, normal voice. If

an interpreter needs you to slow down, she/he will tell you. (5) When dimming lights for overheads or movies, make sure the interpreter can still be seen by the student. (6) When the lecture is going to include technical terms or concepts, give the list of words along with definitions to the interpreter ahead of time. (7) Finally, interpreting is very exhausting both physically and mentally, so interpreters should be given a break every hour.

What teaching strategies should you know?

Relying on visual information makes it difficult to take thorough notes at the same time, and these students may use notetakers. Periodically check the notetaker's material for accuracy. Copies of your notes, written descriptions of assignments, and material on the web also can be useful, as is having material in auditory and visual form. Also, for some students, ASL may be their first language and/or they might not have had adequate opportunity to develop their English skills in reading or writing. In these cases, students who are deaf are really second language learners. They may need additional assistance with writing assignments, opportunities to rewrite papers prior to the due date, clarifications regarding idioms, or a referral to the campus' writing center.