

# Using E-Learning to Develop Communication and Socio-emotional skills

Dr Denise Powell, Nirvana May, Kirsty Ryder, Jayne Hazlett  
University of Canterbury and Van Asch Deaf Education Centre

# Background

New Zealand – small country at the other end of the world!

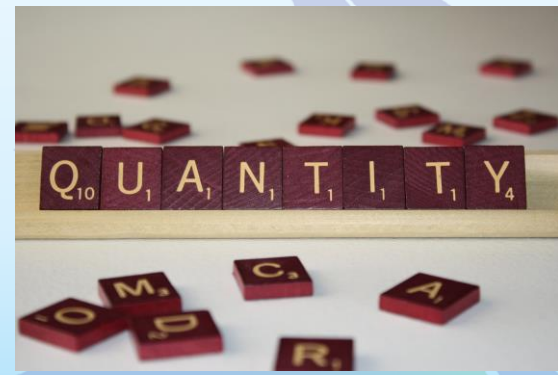
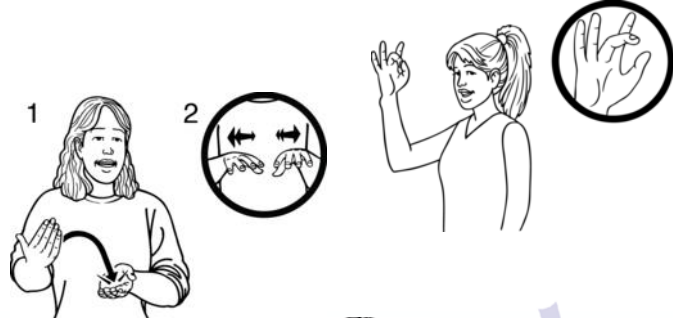
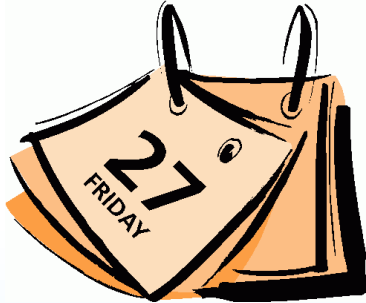
Total area of 268,000 sq km. and a current population of 4.2 million

- Geographically challenging for service providers
- 95% of Deaf children are mainstreamed
- Most are the only Deaf child in their school
- Most are the only Deaf person in their family



# NZSL@school

AIM of NZSL@school programme –



# Background

BUT..... Not all areas have access to good quality NZSL users or role models



So.....

Trialed the use of NZSL conversations and interaction with Deaf role models via 'Zoom' in 2015

1:1 Tutor with kids and adults

1:1 deaf student with another deaf student (peer to peer)

# Which lead to..... E-learning classroom trial 2016

- 3 children whose primary language is NZSL

Aged 11-13 (2 girls, 1 boy)



- 2 Resource Teachers of the Deaf

- NZSL Specialist Resource Teacher whose primary language is NZSL

- an overall facilitator/co-ordinator



# Overall Goals of E-Learning:

- Must be student-driven
- Encourage greater engagement
- Information and communication skills
- Social-Emotional development
- Pragmatic skills
- Building friendships
- Modelling conversations
- Provide the opportunities

to interact face to face - at a distance



# Zoom: a virtual classroom

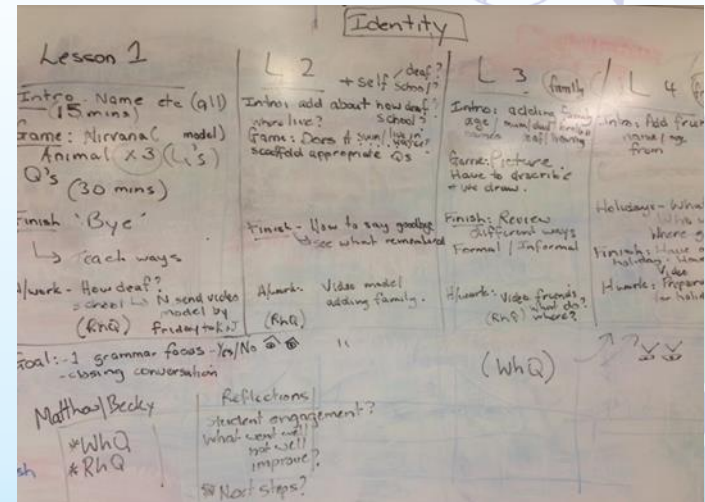
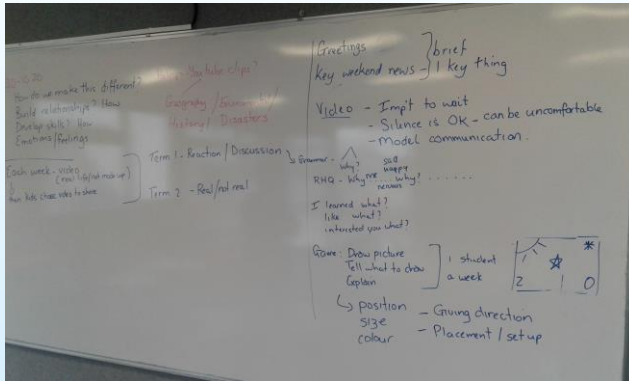




# Joint planning with local RTDs

Before:

- Meetings
- Preparation





# Joint planning with local RTDs

## Term Two: Identity -NZSL Culture and language weaved throughout

### E-Learning via ZOOM

**NZSL Level:** 2, 3 & 4 **Topic:** Identity - Who am I?

- Student driven focus - Start where student starts - Communication - Relationships - Social Competency (life skills) - Structured planning - Bilingual (build from strong base - English)

LESSON 1 13th June	LESSON 2 20th June	LESSON 3 27th June	LESSON 4 4th July	LESSON 5 25th July
Introductions; names etc (all) 15 mins	Introduce yourself plus explain how you become deaf, what school you attend, where you live	Introduce yourself plus talk about your whanau - their names, ages, deaf or hearing	Introduce yourself plus talk about your friends - their names, ages, deaf or hearing, how you know each other	Catch up about school holidays Circle - share with one another and ask questions (clarification)
<b>Game:</b> Nirvana will model - Who am I? e.g. fish (3x) 30 mins	<b>Game:</b> Does it swim in the water? Scaffold appropriate Qs	<b>Game:</b> Picture One person gives a description and the rest have to draw it	<b>Talk about your upcoming holidays</b> What are you doing these school holidays? Who with? Where will you go?	Engage in conversation, ensuring that various question forms are used
<b>FINISH:</b> 'Bye' Teach ways	<b>FINISH:</b> how to say goodbye and see what students remember	<b>FINISH:</b> Review Different ways; Informal and formal	<b>FINISH:</b> Have a great holiday, Safe trip, etc.	<b>FINISH:</b>
<b>Goal:</b> Grammar focus: RHQ, Y/NQ, WHQ, TOPIC COMMENT Closing conversation	<b>Goal:</b> Grammar focus: RHQ, Y/NQ, WHQ, TOPIC COMMENT Closing conversation	<b>Goal:</b> Grammar focus: RHQ, Y/NQ, WHQ, TOPIC COMMENT Closing conversation	<b>Goal:</b> Grammar focus: RHQ, Y/NQ, WHQ, TOPIC COMMENT Closing conversation	<b>Goal:</b> Grammar focus: RHQ, Y/NQ, WHQ, TOPIC COMMENT Closing conversation



How did I become de...



My holiday plans are...



Talking about my frie...



Talking about my wh...



What school did I go ...

# Provide links between national and local curriculums

## Learning Languages Unit Plan Template

### Unit Title:

Year(s)	Level(s)	Duration	Teacher	Classroom
	1 and 2			

### Select the Strand(s) and the Achievement Objectives to be assessed

Proficiency Level

Can understand and use familiar expressions and Level 1NZSL language aimed at the satisfaction of needs of a very concrete type. Can introduce self and others and can ask and answer questions about personal details.  
Can interact in a simple way in supported situations

Communication

#### Productive and receptive skills

Use appropriate NZSL greeting, maintain topic for ..., end conversation.(Prag)

#### Self and others

Give personal information in NZSL, Name, address, phone number (Prag)

#### Interaction

Ask and respond to wh questions. (SLD)

# Linking to the curriculum

## Page 23 of the NZSL Curriculum: Information Skills and Communication Skills

- **Teaching strategy:** Encourage individual students to pick news items and gather information (highlights) on topics which interest them. This could be from the newspaper or they could print out news from online sources, e.g. Stuff Online, Deaf news, etc. These can then be shared with everyone.

Highlight key information using bright colours: **When - Pink, Why - Orange, Who - Blue, What - Green, Where - Yellow, How - underlined**

# Teachers' Reflections – shared Google doc

Were the students engaged?

What a fun session I loved all the conversation that was happening and how everyone stayed engaged. Great news stories too.

I felt J was a bit distracted today, his skin was a problem and he kept looking away and disappearing from the screen. They both shared but they forget the story we talk about on Friday..not enough time to do it Monday morning. I am going to try a different news source or magazine, see if we can get something more interesting

What went well?

Questioning was good and I think our models helped.

They enjoy the game, I need to prompt/model questions a bit more, J is a bit better at this than A.

What did not go well?

I get a bit lost with following some fingerspelling and wonder if we could fingerspell then write it on a whiteboard? What do you think?

Good idea...they all need to be clearer and slower...I get lost too!

What improvements can be made?

All went well thanks

I need a better news source! The kids are looking at opinion in class so I would like to try adding this to their news, maybe instead of feelings...see if it can be weaved in there!

Next steps?

Maybe J&A would like to try what L does with their news story eg. Sign 'When' then the info, 'Who' and info etc to keep news story bulleted. Your thoughts??

L will do the Game next week .

They do have them labeled who, where etc..but on the day they race through it...are not very clear! Work in progress!

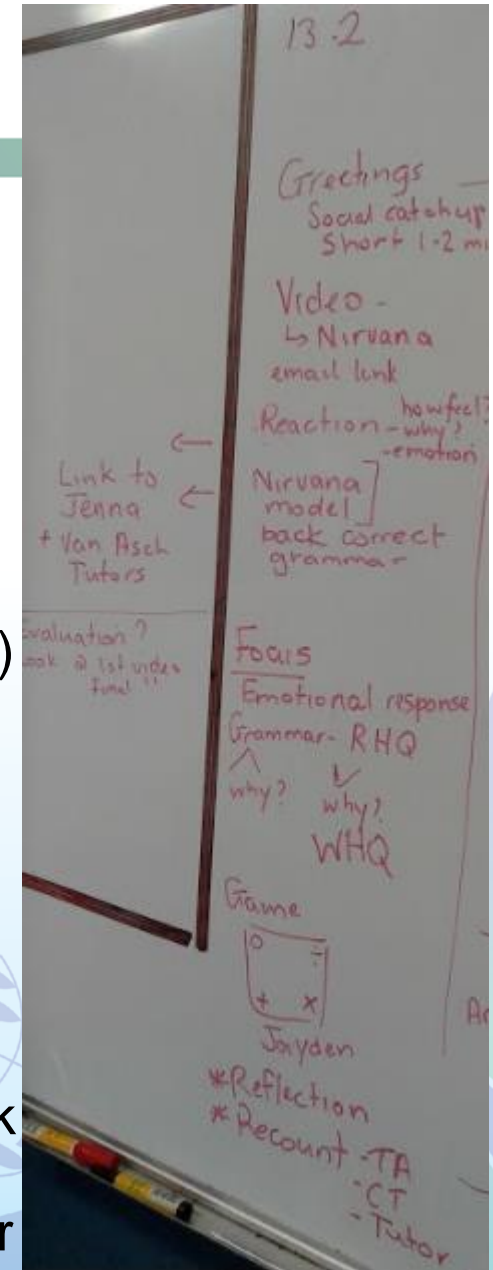
More practice at telling the story clearly and asking questions of others.

It would be great to encourage them to fingerspell if someone don't understand the signs. It is a good skill for them.

# Next steps 2017?

## Term 1: E-learning classroom

- Students choosing short video clips to discuss - specifically focusing on their reactions to the subject matter (what emotions? why they feel?)
- NZSL grammar – continuing with RHQ and WHQ
- Bringing in game that incorporates scene setting and placement
- Starting to incorporate student reflection/ feedback
- Linking back to other 1-1 sessions with NZSL tutor



# What are we noticing with the students?



Early days but.....

Greater independence demonstrated by deaf students as their pragmatic skills and confidence increases

Better conversational skills and self-management within the classroom

Students now talking more about their and other's feelings

Students asking better questions relevant to the topic e.g news





# The benefits of learning together - Teachers

Collaborative teaching - deaf-hearing together

We learn about NZSL as we communicate in NZSL.



The opportunity to learn more about NZSL grammar and Bi-Bi pedagogy

Regular face to face meetings to plan term.. Share knowledge and strategies together. 4 brains better than 1...

Developing stronger links to NZSL tutoring and teachers' own learning plans.

Gives clearer direction to NZSL tutor on what to teach RTDs and TAs e.g WH question, RHQ, yes/no questions, use of space etc

# New initiatives this year and benefits

- Initiating peer to peer zoom sessions connecting students from around NZ
- NZSL @School Immersion Course
- Distance E-learning NCEA NZSL



Benefits :

For the kids - Peer interaction and learning not otherwise available in local area

For the teachers - Share and empower other colleagues, increased networking between regions, further upskilling for RTDs, Teacher Aides and NZSL Tutors

# Questions?



Contact : Dr Denise Powell

[denise.powell@canterbury.ac.nz](mailto:denise.powell@canterbury.ac.nz)

