

*Gallaudet University*  
NCATE Standard 6: Governance and Resources  
Other Resources Including Technology

**Technology Initiatives: 1997 – 2001**

In recent years Gallaudet University has put significant resources, and shown significant development in targeted outcomes aimed at making the benefits of new technologies available to its candidates, faculty and staff. For example, Gallaudet University was one of the first major institutions in the world to use electronic mail as its major communication medium. Integrated technologies (IT) are particularly valuable given Gallaudet's Mission, since many deaf people are visual learners. "New video technologies will make it easier to create interactive visual learning environments, and advances in voice recognition are promising in providing greater access to auditor information. In the computerized world, deaf and hearing people are on an equal footing with respect to instantaneous access to information. Moreover, IT also has the capacity to revolutionize the way in which deaf children acquire literacy" (IT Plan Rationale, 1997).

PEP's commitment to the infusion of technology throughout our programs supports and is supported by one of twelve university-wide Strategic Planning Objective that states that "Integrated Technology supports student's acquisition of skills and knowledge." (SSO 1.4) Through clearly defined targets, this SSO addresses candidates' experiences from their entry into Gallaudet on. Specifically, this SSO targets experiences with and uses of technology, the skills and knowledge candidates develop, and the long-term outcomes and effectiveness of candidates. For example, one of the SSO 1.4 indicators focuses on improved technology skills for first year candidates (graduate and undergraduate). Incoming candidates now participate in a technology orientation and hands-on email training during New Student Orientation. Candidates in the undergraduate First Year Seminar receive instruction and hands-on experience with presentation software and web browsing and searching. In the upcoming year graduate candidates will have parallel experiences in the first academic experience of their programs, the Culture and Language Colloquium. Furthermore, candidates using GDOC/My.Gallaudet in their courses attend training sessions on GDOC and during the last five weeks of each semester, just-in-time support is available during the evenings and weekends to help candidates complete assignments that require use of technology.

In 1996 the university initiated a multi-year, multi-million dollar plan to improve its technology infrastructure. In Fall of 1997 a Town Hall Meeting attended by university candidates, staff and faculty was held to discuss a five year Information Technology Plan intended to make Gallaudet a leader in the use of Information Technology (IT) for learning and administrative systems. As the Rationale for the 1997 IT Plan stated in 1997, "To date, the University has used IT as a supplement to its instructional programs and administrative services. Now that IT is coming of age as a global medium, it is time to make it central to both." In the intervening years, technology planning and support has been centralized and streamlined under Learning Technologies (originally Academic Technology) and an ongoing advisory body has been established (President's Technology Advisory Committee) to provide faculty input into technology decisions.

At the Unit level, faculty development has targeted technology use (see SEHS and PEP unit meeting agendas). PEP faculty integrate technology into their instruction, and ask professional education candidates to do the same, in a variety of ways (see Faculty and Candidate Technology summaries).

Other signs of development in technology use and learning at Gallaudet include:

- Rapidly growing use of on-line/web-enhanced courses and course components (GDOC/My.Gallaudet)
- Increased collaboration and development of critical thinking skills from web-enhancing courses reported by candidates and faculty
- The inauguration in the Fall, 2002 of an electronic portfolio system for all teacher preparation candidates
- Increasing requests for multimedia services
- Increased flexibility in faculty and candidate access to technology support and learning through “just-in-time” services, on-line “Help-Desks” and faculty mentors from Learning Technologies
- The creation of technologically-rich learning environments that support collaboration and enhanced visual learning
- Technologically supported information and systems (PeopleSoft and University Assessment System)
- Frequent faculty use of technology for day-to-day tasks related to teaching (e.g., accessing class rosters, check class schedule, send emails to colleagues, candidates, and school personnel)
- Leadership in the development of internet accessible digital media