

ROUGH EDITED COPY
PEPNET-SOUTH
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SABA CENTRA PRESENTATION

CAPTIONING PROVIDED BY:
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THIS IS BEING PROVIDED IN A ROUGH-DRAFT FORMAT. COMMUNICATION ACCESS REALTIME TRANSLATION (CART) IS PROVIDED IN ORDER TO FACILITATE COMMUNICATION ACCESSIBILITY AND MAY NOT BE A TOTALLY VERBATIM RECORD OF THE PROCEEDINGS.

>> MARCIA KOLVITZ: HELLO AND WELCOME BACK.

THIS IS THE SECOND PRESENTATION OF THE FIRST DAY OF A 2-DAY WEBCAST THAT'S FOCUSING ON ONLINE LEARNING, ONLINE MEDIA AND ACCESS FOR INDIVIDUALS WHO ARE DEAF AND HARD OF HEARING. AS I MENTIONED EARLIER, BECAUSE WE'RE USING THE WEBCAST FORMAT, WE REALLY ENCOURAGE PARTICIPANTS TO LOGIN TO THE LEARNCENTRAL SOCIAL LEARNING NETWORK TO BE ABLE TO POST QUESTIONS, OFFER COMMENTS, AND DISCUSSION ISSUES THAT COME UP DURING THE PRESENTATION. YOU'LL FIND THAT LOG-IN INFORMATION IN THE CONFIRMATION E-MAIL THAT YOU RECEIVED YESTERDAY -- EXCUSE ME, WHEN YOU REGISTERED FOR THE ACTIVITY.

THE SECOND PRESENTATION WILL FOCUS ON SABA CENTRA, AN ONLINE LEARNING ENVIRONMENT.

WE HAVE TWO PRESENTERS FOR THIS PRESENTATION. MARY LEE STEWART WHO IS THE PROGRAM COORDINATOR FOR LIVE ONLINE WITHIN THE OFFICE OF INFORMATION TECHNOLOGY AT THE UNIVERSITY OF TENNESSEE AND MICHELLE SWANEY WHO IS TECHNOLOGY SPECIALIST FOR PEPNET-SOUTH.

WELCOME MARY LEE AND MICHELLE.

>> MARY LEE STEWART: HELLO, THANK YOU FOR JOINING ME TODAY. MY NAME IS MARYLEE STEWART AND WE'RE GOING TO TALK ABOUT SABA CENTRA ACCESSIBLE DISTANCE EDUCATION FOR DEAF AND HARD OF HEARING INDIVIDUALS.

I'D LIKE TO START BY GOING OVER A LITTLE BIT OF HISTORY ABOUT HOW SABA CENTRA HAS BEEN USED HERE ON CAMPUS. IT'S BEEN USED AT UTK FOR APPROXIMATELY 12 YEARS.

IT WAS SELECTED ORIGINALLY AS A DELIVERY TOOL FOR THE PEMBA PROGRAM, THE PHYSICIAN EXECUTIVE MBA PROGRAM.

FROM THAT INCEPTION, THE USE OF THE SOFTWARE HAS GROWN ACROSS CAMPUS AND CURRENTLY, SABA CENTRA SUPPORTS 10 GRADUATE AND THREE GRADUATE CERTIFICATE DISTANCE EDUCATION PROGRAMS. FACE-TO-FACE CLASSES OR TRADITIONAL CLASSES AND TRAINING IN MEETINGS TO REDUCE AND ELIMINATE TRAVEL TIME AND COSTS. I'D ALSO LIKE TO START BY LOOKING AT THE INSTRUCTOR OR LEADER INTERFACE OF THE ACTUAL ONLINE CLASSROOM.

WE HAVE THE CLASSROOM CONTROLS ACROSS THE TOP ON WHAT I CALL THE MAIN TOOLBAR.

THE LARGE PERCENTAGE OF THE DISPLAY IS THE CONTENT WINDOW. AND THE DEFAULT SCREEN THAT YOU SEE THERE OFFERS TIPS TO INDIVIDUALS CONNECTING TO THE CLASS ON HOW TO COMMUNICATE, TEST THEIR MICROPHONE, GENERAL TIPS THAT THEY MAY FIND USEFUL.

ON THE LEFT OF THE SCREEN IS THE PARTICIPANT LIST AND MIC CONTROLS FOR THE INSTRUCTOR OR LEADER. AND THEN AT THE BOTTOM LAST CONTENT AGENDA, WHICH IS WHERE THE CONTENT THAT'S LOADED IN THE CLASSROOM, THAT'S WHERE THE AGENDA LIST APPEARS. JUST CONTRAST THAT SCREEN SHOT WITH WHAT THE PARTICIPANTS SEE.

WE ALSO HAVE THE MAIN TOOLBAR ACROSS THE TOP BUT IT'S TRUNCATED. THERE ARE FEWER ICONS. THE CONTENT WINDOW IS STILL THERE WITH THE SAME TIPS THAT HELP PEOPLE GET STARTED WITH COMMUNICATION. THE PARTICIPANT LIST IS STILL ON THE LEFT AND STUDENTS SEE THEIR NAMES AND THE CONTENT LIST APPEARS.

SO WHAT I'M GOING TO DO IN THE NEXT FEW MINUTES IS TALK ABOUT THE TOOLS AND FEATURES OF THE ONLINE CLASSROOM, WHICH IS WHAT WE HAVE TO SABA CENTRA CAMPUS. WE ALSO CALL IT UT LIVE ONLINE U. THAT'S OUR BRAND NAME. I'M GOING TO TALK ABOUT THE COMMUNICATION TOOLS, CLASSROOM MANAGEMENT, ENGAGEMENT AND SHARING CONTENT.

THERE ARE SEVERAL COMMUNICATION TOOLS IN THE ONLINE CLASSROOM. WE LIKE TO RECOMMEND THAT FOLKS ALWAYS USE THE AUDIO WIZARD WHICH IS ON THE TOOLBAR AND IT'S AVAILABLE AT ANY TIME IN THE ONLINE CLASSROOM. THAT'S -- IT'S AN INTERACTIVE WIZARD THAT PEOPLE CAN USE TO TEST THEIR HEADSET AND MICROPHONE.

WE ALSO LIKE TO RECOMMEND THAT PEOPLE UTILIZE THE TEXT CHAT WHICH IS ALSO AVAILABLE ON THE TOOLBAR THROUGHOUT THE CLASSROOM, THROUGHOUT THE TIME OF THE CLASSROOM.

AND FOLKS CAN CHAT WITHIN THE CLASSROOM AND ASK QUESTIONS, DISCUSS CONTENT AND THAT SORT OF THING. PC USERS IN THE ONLINE CLASSROOM CAN HOLD DOWN THE CONTROL KEY TO SPEAK AND MAC USERS HOLD DOWN THE OPTION KEY.

JUST TO GO OVER A FEW TIPS ABOUT CLASSROOM MANAGEMENT: THE LEADERS OR INSTRUCTORS OF THE ONLINE CLASSROOM HAVE THE OPTION TO BEGIN, PAUSE, RECORD,

PAUSE RECORDING, AND ALSO END THE CLASS AND PUBLISH THE RECORDING. AND WHEN INSTRUCTORS EXIT THE CLASSROOM, THEY'RE PROMPTED TO PUBLISH THE RECORDING NOW OR IF THEY HAVE A COPRESENTER IN THE CLASSROOM SUCH AS A TEACHING ASSISTANT OR A GA ASSISTANT, THAT PERSON CAN ALSO PUBLISH.

I'D ALSO LIKE TO TALK A LITTLE BIT ABOUT ENGAGEMENT WITHIN THE ONLINE CLASSROOM.

THE QUICK POLLING ICONS ARE LOCATED ON THE LEFT OF THE TOOLBAR AND THAT'S TRUE FOR BOTH THE INSTRUCTOR AND THE PARTICIPANT. QUICK POLLING IS WHAT WE CALL ICONS THAT CAN VISUALLY CUE THE INSTRUCTOR INTO INSTANT FEEDBACK SUCH AS SOMEONE CAN RAISE THEIR HAND, GIVE A GREEN CHECK FOR YES, A RED X TO INDICATE NO.

MY PERSONAL FAVORITE IS THE LAUGHTER ONE. AND ALSO A ROUND OF APPLAUSE, WHICH IS NICE TO SEE IN THE ONLINE CLASSROOM. USERS CAN ALSO CLICK THE STEP OUT ICON INDICATED BY AN OPEN DOOR AND THAT WOULD APPEAR BY THE NAME AND INDICATE THAT THEY STEPPED AWAY FROM THE ONLINE INTERFACE. INSTRUCTORS USE THIS FOR EXAMPLE IF IT'S A LONGER CLASSROOM AND THEY WANT TO TAKE A 10-MINUTE BREAK.

SO WE TALKED ABOUT CLASSROOM MANAGEMENT, THE INSTRUCTOR CAN PAUSE THE CLASSROOM, CLICK STEP OUT TO INDICATE THAT THEY'RE AWAY FROM THEIR COMPUTER AT THAT TIME.

ANOTHER WAY THE INSTRUCTOR OR LEADER CAN ENGAGE THE PARTICIPANTS BY USING WHITE BOARD, A VIRTUAL WHITE BOARD LOCATED ON THE TOOLBAR. IT'S AVAILABLE THROUGHOUT THE CLASSROOM. AND THERE ARE MARKUP TOOLS THAT THE INSTRUCTOR CAN GIVE TO PARTICIPANTS TO ASK THEM TO EITHER DRAW ON THE WHITE BOARD ITSELF OR EVEN MARK UP CONTENT THAT HAS BEEN LOADED INTO THE CLASSROOM.

FOR EXAMPLE, PARTICIPANTS CAN MARK UP A PICTURE OR A SLIDE OR PRESENTATION THAT THE INSTRUCTOR HAS LOADED INTO THE CLASSROOM. SINCE THE INSTRUCTOR HAS CONTROL, THE INSTRUCTOR CAN GIVE OR TAKE THAT POWER BACK. HERE'S MORE ON THE TOOLS ON THE MARKUP TOOLBAR. WE HAVE THE ABILITY TO USE A LASER POINTER. WE HAVE ICONS LIKE A STAR AND A SMILEY FACE. ALSO A HIGHLIGHTER, PENCIL, THINGS LIKE THAT. AND THE INSTRUCTOR CAN ALSO ALLOW PARTICIPANTS TO SAVE A COPY OF THE CONTENT OF THE WHITE BOARD TO THE AGENDA OR THE INSTRUCTOR CAN DO THAT AS WELL. SO ANYTHING THAT HAS BEEN DISCUSSED IN THE WHITE BOARD ITSELF, WHETHER IT'S IN THE TEXT BOX WITH A PICTURE OR AN EDIT TO A SLIDE IN THE PRESENTATION, THAT CAN BE SAVED AS WELL.

I'D ALSO LIKE TO TALK ABOUT A LITTLE BIT ABOUT SHARING CONTENT WITHIN THE ONLINE CLASSROOM. DIFFERENT TYPES OF CONTENT MAY BE SHARED, FOR EXAMPLE, IN THE SCREEN SHOT WE SEE A PICTURE, A JPEG PICTURE THAT I LOADED INTO THE CLASSROOM.

INSTRUCTORS MAY SHARE POWER POINT PRESENTATIONS AND WHAT WE'RE SEEING NOW IS A GROWTH IN INSTRUCTORS USING MULTIMEDIA ITEMS IN THE ONLINE CLASSROOM SUCH AS SHARING SONGS AND VIDEOS. UPDATING ITEMS FROM THE WEB AND PUTTING THAT

INTO THE CLASSROOM AND STREAMING CONTENT. SO IT'S A VERY EXCITING THE VARIETY OF THINGS THAT CAN BE SHARED IN THE ONLINE CLASSROOM.

INSTRUCTORS MAY ALSO TAKE STUDENTS ON A VIRTUAL WEB SAFARI. SO THAT'S A WAY THAT INSTRUCTORS CAN CLICK AN ICON ON THE TOOLBAR AND TAKE PARTICIPANTS THROUGH A LIVE SEARCH OF THE INTERNET. INSTRUCTORS CAN ALSO MARK UP, USE THOSE SAME MARKUP TOOLS TO MARK UP THE SLIDE, EXCUSE ME, MARK UP THE WEB SAFARI. AND THEY CAN GIVE CONTROL OF THAT WEB SAFARI TO A PARTICIPANT IN THE CLASSROOM. SIMILAR TO A WEB SAFARI IS AN ICON CALLED THE APP SHARE OR APPLICATION SHARE. THAT'S A WAY FOR INSTRUCTORS TO SHARE CONTENT THAT'S NOT LOADED IN THE ONLINE CLASSROOM.

FOR EXAMPLE, LET'S SAY A WORD DOCUMENT OR AN EXCEL SPREADSHEET, SOMETHING LIKE THAT THAT THEY WANT TO SHARE THAT'S NOT LOADED. THEY CAN CLICK THE APPLICATION SHARE, SELECT WHAT THEY WANT TO SHARE FROM A MENU, AND IT OPENS IN THE CONTENT WINDOW. AND SIMILAR TO THE WEB SAFARI, INSTRUCTORS CAN GIVE APPLICATION SHARE TO PARTICIPANTS IN THE CLASSROOM. SO A STUDENT COULD SHARE SOMETHING FROM HIS OR HER DESKTOP. STUDENTS CAN ALSO BE GIVEN THE ABILITY TO USE THOSE MARKUP TOOLS TO ADD COMMENTS OR MARKUPS TO AN APPLICATION SHARE. AND NOW I'D LIKE TO HAND IT TO MICHELLE.

>> MICHELLE SWANEY: WHAT YOU'RE GOING TO SEE THROUGHOUT THE REST OF THIS PRESENTATION IS A COLLABORATION BETWEEN NUMEROUS DEPARTMENTS ON CAMPUS TO ENSURE THAT SABA CENTRA WAS ACCESSIBLE FOR DEAF AND HARD OF HEARING INDIVIDUALS. WE'RE GOING TO TALK A LITTLE BIT ABOUT IDENTIFYING THE BARRIERS TO ACCESSIBLE ONLINE MEDIA, SPECIFICALLY AS IT RELATED TO SABA CENTRA.

AND AGAIN, MY NAME IS MICHELLE SWANEY. I AM THE TECHNOLOGY SPECIALIST FOR BOTH PEPNET-SOUTH AND THE CENTER ON DEAFNESS. AND I WEAR MULTIPLE HATS WITHIN BOTH OF THESE ORGANIZATIONS. PART OF MY RESPONSIBILITIES ARE TESTING TECHNOLOGY FOR THE DIFFERENT GRANTS AND CONTRACTS WITHIN THE CENTER ON DEAFNESS TO ENSURE THAT THIS TECHNOLOGY IS ACCESSIBLE FOR DEAF AND HARD OF HEARING PARTICIPANTS. AND THAT'S THE PORTION THAT I'M REPRESENTING MOSTLY TODAY. HOWEVER, PEPNET-SOUTH DID PLAY A LARGE PART IN TESTING OF THIS SYSTEM AS WELL.

NOW, SOME OF THE BARRIERS FOR ONLINE MEDIA SPECIFICALLY WOULD BE VOICEOVER IP COURSES THAT ONLY PROVIDE VOICEOVER IP. THEY DO NOT HAVE VIDEO IN THEM AND IT MAY INCLUDE MATERIALS. SO HOW DOES THE DEAF AND HARD OF HEARING PARTICIPANT RECEIVE ACCESS IN THIS COURSE? VIDEO, QUALITY VIDEO CAN ALSO BE A PROBLEM IN THESE COURSES.

THE MATERIALS CAN BE A CHALLENGE. AND THEN, OF COURSE, MOST CERTAINLY ACCOMMODATIONS, INTERPRETING AND CAPTIONING ARE A HUGE PROBLEM.

THE CHALLENGE WAS THAT THE REHABILITATION COUNSELOR EDUCATION PROGRAM NEEDED TO PROVIDE DISTANCE EDUCATION. IN 1992 THE REHABILITATION ACT AMENDMENT CALLED FOR STATE AGENCIES TO DEVELOP A COMPREHENSIVE SYSTEM OF PERSONNEL DEVELOPMENT, CSPD.

THE LEGISLATION DESIGNATED THAT THOSE DELIVERING REHABILITATION SERVICES NEEDED TO HAVE CREDENTIALS CONSISTENT WITH STATE AND NATIONAL STANDARDS FOR COMPETENCE.

REHABILITATION COUNSELORS IN MOST STATES, FOR THEM, THAT MEANT HOLDING THE CERTIFIED REHABILITATION COUNSELOR CREDENTIALS, THE CRC. EDUCATIONAL PREREQUISITES FOR THE CRC WERE GRADUALLY RESTRICTED DURING THE 90S AND NOW A MASTER'S DEGREE IS REQUIRED TO SIT FOR THE CRC EXAM. MANY REHABILITATION COUNSELORS IN STATES AND IN SOME STATES CONTINUE TO BE HIRED WITH ONLY A BACHELOR'S DEGREE.

NOW, WITH THE REHABILITATION COUNSELOR PROGRAM AT THE UNIVERSITY OF TENNESSEE, THEY COLLABORATED WITH THE TENNESSEE DEPARTMENT OF REHABILITATION SERVICES, TDRS.

AND IN 2007 IT WAS ESTIMATED THAT APPROXIMATELY 200 OF THE STATE'S REHABILITATION COUNSELORS EMPLOYED BY THE TENNESSEE DEPARTMENT OF REHABILITATION SERVICES DID NOT POSSESS THEIR MASTER'S DEGREE. SO TDRS WAS SENDING STUDENTS TO DISTANCE EDUCATION PROGRAMS OUT OF STATE AND SOMETIMES WITH RSA GRANT FUNDING AND SOMETIMES USING AGENCY FUNDS.

ONE OF THE PRIMARY MISSIONS OF THE UT REHABILITATION COUNSELING PROGRAM IS TO PROVIDE PERSONNEL FOR THE DEPARTMENT OF REHABILITATION SERVICES. SO OBVIOUSLY THERE BECAME A NEED TO PROVIDE DISTANCE EDUCATION IN THE STATE BECAUSE COUNSELORS COULD NOT LEAVE THEIR JOBS TO COME ON CAMPUS TO TAKE THIS PROGRAM. THIS NEED WAS VERY PRESENT AND IT WAS CATALYST FOR THE DEVELOPMENT OF UNIVERSITY OF TENNESSEE REHABILITATION COUNSELING PROGRAM. THE DISTANCE ED PROGRAM.

THE DE PROGRAM BEGAN IN FALL OF '07 AND IN FALL OF '08 SCHOLARSHIPS WERE ALSO FUNDED FOR A DEAFNESS-FOCUSED PROGRAM UNDER THE MASTER'S DEGREE PROGRAM. IN FALL OF '07, ESSENTIALLY WHAT HAPPENED WHEN THIS PROGRAM WENT ONLINE AND BEGAN DELIVERING DISTANCE -- THE PROGRAM THROUGH DISTANCE EDUCATION, THERE BECAME AN IMMEDIATE NEED FOR EXAMPLE CLASSES STARTED ON WEDNESDAY AND ON THURSDAY A CLASS WAS GOING TO BE HELD AND A DEAF PARTICIPANT WAS ENROLLED NOW IN THIS PROGRAM THE VERY WEEK THE PROGRAM BEGAN.

AT THAT TIME THERE WAS A MEETING OF SEVERAL DEPARTMENTS, MYSELF AS PART OF PEPNET-SOUTH, THE OFFICE OF INFORMATION TECHNOLOGY, THE DISTANCE EDUCATION DEPARTMENT, AND ALSO THE OFFICE OF DISABILITY SERVICES TO TRY TO UNDERSTAND AND DETERMINE WHAT THE NEEDS WERE AND WHAT PROGRAM WAS BEING UTILIZED, SOFTWARE, WAS BEING UTILIZED TO DELIVER THIS DISTANCE EDUCATION PROGRAM AND HOW WE COULD MAKE THESE ACCOMMODATIONS FOR THIS STUDENT WHO DID NOT LIVE AND WAS NOT TAKING THE CLASSES ON CAMPUS. THEY WOULD BE TAKING THEM THROUGH DISTANCE EDUCATION.

AT THAT TIME THE COURSE WAS STRICTLY VOICEOVER IP. AND IT DOES HAVE THE ABILITY TO INCLUDE THE CLASSROOM MATERIALS AS YOU'VE SEEN MARYLEE SHOW WITH SABA CENTRA.

VIDEO CAPABILITY AT THAT POINT WAS NEGLIGIBLE. IT WAS NOT ABLE FOR US TO UTILIZE IT. SO WE HAD TO REALLY GO INTO A SERIOUS BRAINSTORMING SESSION OF HOW TO PROVIDE THESE COURSES FOR THIS STUDENT. WE KNEW AT THAT TIME THAT BLOOMSBURG UNIVERSITY WAS UTILIZING WIMBA TO DELIVER ONLINE COURSES AND THEY WERE ALSO PROVIDING VIDEO OF AN INTERPRETER WITH CAPTIONS.

HOWEVER, GOING BACK TO WHAT WE HAD AVAILABLE AT THAT POINT, SABA CENTRAL WAS

NOT ABLE TO DELIVER VIDEO, QUALITY VIDEO TO WHERE WE COULD PROVIDE REMOTE ACCOMMODATIONS FOR THE REHABILITATION COUNSELING PROGRAM FOR THIS STUDENT. SO THEREFORE, IT BEGAN WITH THE UNIVERSITY, THE OFFICE OF DISABILITY SERVICES ON CAMPUS HIRING INTERPRETERS IN THE COUNTY WHERE THE STUDENT LIVED AND THAT CONTINUED FOR TWO SEMESTERS. IT WAS NOT A FEASIBLE SOLUTION. IT WAS NOT AN EQUITABLE SOLUTION.

OF COURSE, THIS DEAF STUDENT HAD TO HAVE THE INTERPRETERS IN EITHER THEIR OFFICE PLACE, WHEREVER THEY WERE GOING TO BE TAKING THE COURSES. WHEREAS ALL THE OTHER STUDENTS COULD PARTICIPATE OFF-SITE. IT ALSO DID NOT HAVE THE CAPABILITY AT THAT TIME OF DOING ANY TYPE OF RECORDING THAT WAS ACCESSIBLE FOR THIS DEAF AND HARD OF HEARING STUDENT. SO THE OFFICE OF DISABILITY SERVICES AT THAT TIME, AS THEY WOULD PROVIDE INTERPRETERS ON-SITE, THEY WOULD ALSO GO BACK AFTER EACH COURSE AND PROVIDE -- CREATE A TRANSCRIPT USING TYPEWELL TRANSCRIBING OF THE COURSE THAT WOULD BE GIVEN TO THE STUDENT OF THE ONCE AGAIN, THIS WAS NOT EQUITABLE ACCESS BUT IT WAS THE BEST SOLUTION AT THE TIME.

HOWEVER, AS WE BEGAN TO CONTINUE ON, WE REALIZED THAT THERE WAS REALLY A NEED TO MAKE THIS ACCESSIBLE FOR THIS STUDENT TO TRY TO PUSH THE TECHNOLOGY TO THE NEXT LEVEL. AND IN MAY OF '08, ONE OF THE INTERPRETERS IN THE OFFICE OF DISABILITY SERVICES CONTACTED ME ABOUT DOING SOME TESTING AND TRYING TO HELP THEM DETERMINE HOW WE COULD MAKE THIS WORK. SIMILAR TO BLOOMSBURG WAS DOING. THERE WAS A MEETING WITH THE OFFICE OF DISABILITY SERVICES, AGAIN, ITC OR OFFICE OF INFORMATION TECHNOLOGY AND PEPNET-SOUTH TO DISCUSS AND LOOK AT POTENTIAL OPTIONS AND TO REVIEW THE BLOOMSBURG MODEL THAT WAS BEING USED FOR WIMBA.

ITC AT THAT TIME DETERMINED THAT TESTING WAS NEEDED WITH THE CENTRA SYSTEM AND HOW THEY WERE GOING TO WORK WITH US TO MAKE QUALITY VIDEO HAPPEN. SO WE BEGAN TESTING ALL OF THESE COMPONENTS. WE TESTED EQUIPMENT, ALONG WITH THE VIDEO COMPONENT IN SABA CENTRA. AND THERE WERE NUMEROUS TESTS. I CAN'T EVEN TELL YOU HOW MANY TESTS THERE WERE THAT JUST CONTINUED ON. ONE TEST WOULD HAPPEN AND VIDEO QUALITY WOULD BE NOT VERY GOOD. AND THERE WOULD BE A CHANGE SETTING MADE ON THE SERVER.

WE WOULD TEST AGAIN. WE WOULD MAKE PORT SETTINGS AND CHANGE SETTINGS ON THE COMPUTER. IT WAS A HUGE AMOUNT OF TESTING THAT WENT INTO THIS.

FINALLY, AT THE END OF MAY, WE HAD SUCCESSFULLY TESTED THE VIDEO BOTH WITH THE UNIVERSITY SIDE OF THE SERVER AND THE COMPUTERS THAT THE INTERPRETERS WOULD BE UTILIZING. AND WE WERE ABLE TO SUCCESSFULLY PROVIDE ACCOMMODATIONS LOCALLY FROM THE CAMPUS OF THE UNIVERSITY OF TENNESSEE THROUGH THE SABA CENTRA VIDEO COMPONENT.

THROUGH SUMMER OF 2008 UNTIL SUMMER OF 2009, DEAF AND HARD OF HEARING STUDENTS WHO WERE IN THE REHABILITATION COUNSELOR EDUCATION PROGRAM AND AT THAT TIME SOME WERE IN THE DEAFNESS FOCUS, OTHERS WERE STARTING -- WERE NOT

IN THAT, THEY WERE IN THE GENERAL PROGRAM. THEY WERE NOW ABLE TO PARTICIPATE IN THESE COURSES AND THE ACCOMMODATIONS WERE PROVIDED LOCALLY FROM HERE ON CAMPUS.

HOWEVER, RECORDING OF THE COURSE ITSELF WAS STILL A PROBLEM BECAUSE THE UT SERVERS WERE NOT ABLE TO HANDLE THE VIDEO RECORDING AT THAT TIME. IT CREATED PROBLEMS THAT -- THE SERVER JUST DID NOT HAVE THE CAPABILITY. SO THE OFFICE OF DISABILITY SERVICES WORKED DILIGENTLY ON THE RECORDING OF THE INTERPRETER AND THAT WAS MADE AVAILABLE TO THE STUDENTS THROUGH A SEPARATE LINK. ONCE AGAIN, THE STUDENTS STILL DID NOT HAVE EQUITABLE ACCESS, BUT IT WAS A PROGRESSION WHERE WE WERE CONSTANTLY WORKING THROUGH TRYING TO GET TO THE NEXT LEVEL. ASSISTIVE TECHNOLOGY IS ALWAYS A PROGRESSION.

NOW, ONE OF THE THINGS THAT ALSO WENT ON WITH SOME OF THE INSTRUCTORS IS THAT THEY WANTED TO UTILIZE WAS CALLED BREAKOUT ROOMS. AND THAT ALSO BECAME A LITTLE BIT OF A TEST FOR US TO MAKE SURE THAT WHEN STUDENTS WERE SEPARATED INTO BREAKOUT ROOMS, THEN THE INTERPRETER WENT WITH THE DEAF STUDENT SO THAT THE DEAF STUDENT COULD SEE THE VIDEO OF THE INTERPRETER AS WELL. AND THERE WERE ALWAYS CHALLENGES WE WERE FACING THROUGHOUT THAT TIME OF TESTING AND WORKING TOGETHER. BUT ALL THREE DEPARTMENTS JUST STAYED ON TOP OF IT. WE KEPT IN CONSTANT COMMUNICATION.

IF THERE WAS A PROBLEM THAT THE OFFICE OF DISABILITY SERVICES SAW, THEY WOULD COMMUNICATE BOTH WITH MYSELF AND THE OFFICE OF INFORMATION TECHNOLOGY. IF I SAW A PROBLEM, WE WOULD COMMUNICATE.

AND THEN TOO, WE HAD VERY GOOD COMMUNICATIONS WITH THE STUDENT THAT IS IN OUR REHABILITATION COUNSELING PROGRAM AS WELL. CONSTANTLY ASKING FOR THEIR FEEDBACK AND ADVICE TRYING TO ENHANCE THIS SYSTEM. AND COLLABORATION WAS JUST A HUGE PART OF ALL OF THIS.

NOW, IN MARCH OF 2009, YOU SEE A SCREEN SHOT THERE OF HOW PEPNET-SOUTH UTILIZED SABA CENTRA TO PROVIDE AN ADVISORY BOARD MEETING BOTH ONSITE AND REMOTELY FOR PARTICIPANTS WHO WERE NOT ABLE TO ATTEND THE MEETING. IT WAS VERY SUCCESSFUL.

AND THE PARTICIPANTS WHO WERE OFF-SITE, SOME OF WHICH WERE DEAF AND HARD OF HEARING WERE THRILLED TO BE ABLE TO UTILIZE THIS TECHNOLOGY. AS YOU CAN SEE, IT SHOWS A CHAT BOX WHERE WE WERE ABLE TO COMMUNICATE WITH EACH OTHER. AND IF THERE WERE PROBLEMS, THEY WOULD LET ME KNOW. I WAS KIND OF MODERATING WATCHING THIS TECHNOLOGY SIDE OF WHAT WAS GOING ON. YOU SEE THE CAPTIONING BOX.

NOW, I DO WANT TO ALSO MENTION THAT AT THAT TIME SABA CENTRA CAME OUT WITH A CAPTIONING COMPONENT, I BELIEVE AROUND EARLY SPRING OF '09. THE CAPTIONING COMPONENT STILL HAD SOME GLITCHES AND WORKING WITH MARYLEE IN THAT DEPARTMENT, WE WERE ABLE TO WORK WITH SABA CENTRA AND CONTINUE TO INFORM

THEM OF DIFFICULTIES WE WERE HAVING AND THEY WORKED WITH US IN TRYING TO GET THOSE TAKEN CARE OF. AT THAT POINT THE GLITCH WITH THE CAPTIONING WAS THAT IT WOULD QUIT SCROLLING. AND SO THEN THE PARTICIPANT WHO WAS RELYING UPON THAT CAPTIONING WAS HAVING TO TRY TO MOVE THE CAPTIONING DOWN. AND THEY FINALLY WORKED THROUGH THAT PROBLEM. BUT IT ONLY, ONCE AGAIN, CAME THROUGH COLLABORATION.

PEPNET-SOUTH HAS ALSO UTILIZED SABA CENTRA FOR INTERNAL TRAINING WITH PEPNET-SOUTH STAFF. AND WE HAVE USED VIDEO COMPONENT. WE HAVE USED TEXT CHAT AND, OF COURSE, THE CAPTIONING. NOW, OF COURSE, AS TECHNOLOGY DOES, IT CONTINUED TO PROGRESS.

AND THE THREE DEPARTMENTS CONTINUED TO WORK TOGETHER TO PUSH THE PROGRESSION AND TO PUSH SABA CENTRA AS WELL AS OURSELVES TO MAKE THIS CUTTING EDGE TO WORK VERY WELL TOGETHER.

BEGINNING IN FALL OF 2009 WE HAVE BEEN VERY EXCITED WITH WHAT HAS BEEN ABLE TO HAPPEN AND GO ON WITH THIS PROGRAM AND THE TECHNOLOGY. NOW THERE IS A DEAF INSTRUCTOR FROM A REMOTE LOCATION WHO TEACHES A COUPLE OF THE COURSES FOR THE REHABILITATION COUNSELOR EDUCATION PROGRAM. THE INTERPRETERS, AGAIN, ARE ON-SITE PROVIDED BY THE OFFICE OF DISABILITY SERVICES HERE AT THE UNIVERSITY OF TENNESSEE. AND THEY PROVIDE ALL OF THE INTERPRETING ACCOMMODATIONS WHETHER IT'S VOICING FOR THE DEAF INSTRUCTOR WHEN HE IS PRESENTING OR INTERPRETING FOR HEARING PARTICIPANTS WHEN THEY GO TO SPEAK.

WE HAVE DONE VIDEO SWITCHING FROM THE INTERPRETER TO A HEARING STUDENT WITH A MIC OR FROM THE DEAF INSTRUCTOR INTO THE HEARING STUDENT, A VIDEO OF THEM BACK TO AN INTERPRETER. WE'VE DONE A LOT OF VIDEO SWITCHING. THEY ARE ALSO NOW -- BECAUSE A REQUEST CAME IN FROM 1 OF OUR STUDENTS, THERE IS A PROVISION OF TYPEWELL TRANSCRIBING THROUGH THE CAPTIONING COMPONENT OF SABA CENTRA. SO THIS CAPTIONING COMPONENT IS NOT LIMITED ONLY TO CART OR REALTIME CAPTIONING. IT CAN ALSO BE TYPEWELL. WE HAVE NOT YET TESTED C-PRINT BECAUSE THAT'S NOT UTILIZED ON THE CAMPUS AT THE UNIVERSITY OF TENNESSEE.

WE ALSO MADE ANOTHER HUGE LEAP IN THAT THE UNIVERSITY MADE SOME CHANGES, OFFICE OF INFORMATION TECHNOLOGY MADE SOME CHANGES LAST FALL TO HOW THE SABA CENTRA WAS DELIVERED AND THE SERVER THAT WAS UTILIZED. WE'RE NOW ABLE TO RECORD THE WHOLE COMPONENT OF THE CLASS, WHICH INCLUDES THE VIDEO, THE CAPTIONS, AND THE CLASS MATERIALS. TEXT CHAT IS ALWAYS SEPARATE. IT CAN BE SAVED OUT SEPARATELY WHILE YOU'RE IN THE CLASS, BUT IT IS NOT A COMPONENT OF THE RECORDING. SO WE'RE VERY EXCITED ABOUT THE CONSTANT PROGRESSION AND CHANGES THAT HAVE WENT ON WITH THIS PROGRAM.

AND THESE THREE DEPARTMENTS WORKING TOGETHER HERE ON CAMPUS.

NOW, THERE ARE SEVERAL CONSIDERATIONS THAT NEED TO TAKE INTO ACCOUNT WHEN YOU WANT TO PROVIDE QUALITY VIDEO ONLINE. AND THAT APPLIES TO SABA CENTRA OR ANY

TYPE OF ONLINE VIDEO THAT YOU'RE LOOKING AT. YOU NEED TO TAKE THE BACKGROUND INTO CONSIDERATION. IT NEEDS TO BE A SOLID COLOR AND NOT A WEAVE OR ANY TYPE OF THING THAT COULD BE VERY DISTRACTING. IT NEEDS TO BE SOLID.

YOU NEED TO HAVE GOOD LIGHTING ON THE INTERPRETER, ON THE DEAF PRESENTER, THE DEAF STUDENT, WHOEVER THAT WOULD BE. YOU NEED TO ENSURE THAT GOOD LIGHTING NOT COMING FROM THE BACK AND NOT COMING FROM THE SIDE. THE LIGHTING NEEDS TO BE DIRECT ON THE INDIVIDUAL. CLOTHING FOR THE INTERPRETER, AS YOU CAN SEE WITH THE INTERPRETERS THAT WE HAVE TODAY, NEED TO BE A CONTRASTING COLOR THAT IS NOT THE SAME AS THE BACKGROUND. WE NEVER RECOMMEND NAVY OR BLACK IN VIDEO BECAUSE IT DOES CREATE PROBLEMS. COLORS SUCH AS MAROON, GREEN, AND BROWN ARE VERY GOOD COLORS TO UTILIZE.

TESTING IS ALWAYS -- I CANNOT EMPHASIZE ENOUGH HOW CRITICAL TESTING IS. IT IS CERTAINLY THE MAIN INGREDIENT. YOU HAVE TO DETERMINE AND ELIMINATE BARRIERS ONE PROBLEM AT A TIME. ON THIS DAY YOU BRING UP THE SYSTEM, EVERYTHING LOOKS GREAT.

EVERYTHING WORKS GREAT. TOMORROW, IF YOU SIGN IN RIGHT AT TIME, YOU MAY HAVE PROBLEMS WITH THE VIDEO. THERE MAY HAVE BEEN A SETTING CHANGE MADE ON THE COMPUTER.

ANYTHING CAN HAPPEN. SO WE ALWAYS RECOMMEND THE INSTRUCTOR, WHOEVER'S GOING TO BE PROVIDING THE VIDEO, INTERPRETER, INSTRUCTOR, SIGNING IN 15 TO 20 MINUTES EARLY AND MAKING SURE THAT EVERYTHING IS THE WAY IT NEEDS TO BE.

CAMERA TYPES THAT CAN BE USED WITHIN SABA CENTRA AND AGAIN, MOST ANY TYPE OF ONLINE MEDIA. THERE ARE THE LOW COST SOLUTIONS SUCH AS WEBCAMS. WEBCAMS ARE A GOOD SOLUTION. HOWEVER, LET ME CAUTION YOU THAT WHEN THEY ARE MOVED UP TO A LARGE PLASMA SCREEN AWAY FROM THE INSTRUCTOR, THE INTERPRETER, WHOEVER IS GOING TO BE ON VIDEO, THE WEB CAM CAN NO LONGER MAKE THE ADJUSTMENT FOR THE ZOOMING AND THE PICTURE KIND OF BECOMES BLURRY. SO MAKE SURE THAT THE WEB CAM IS A VERY GOOD DISTANCE FROM THE INDIVIDUAL. IT HAD TO MAKE PORT CHANGES FOR US WHEN THESE PROBLEMS CAME UP AND IT FINALLY CAME DOWN THAT WEB CAM WAS THE PROBLEM.

MID RANGE CAMERA SOLUTIONS CAN ALSO BE PROVIDED SUCH AS MID RANGE DV CAMERAS. MAKE SURE IF YOU USE A CONSUMER GRADE DV CAMERA BEFORE YOU MAKE THE PURCHASE YOU WANT TO LOOK FOR A DV CAMERA THAT HAS FIRE WIRE THAT IS COMPATIBLE WITH YOUR COMPUTER. USB INPUTS ARE NOT SUFFICIENT FOR VIDEO QUALITY NEEDED. SO WE RECOMMEND FIREWIRE. AND THEN, OF COURSE, THERE ARE THE HIGH END SOLUTION THAT'S MOST OF US WOULDN'T HAVE THE MONEY TO LOOK AT. BUT THOSE CAN BE USED. AND I WILL EXPLAIN THAT IN THE PREVIOUS PICTURE THAT YOU SAW OF THE PEPNET-SOUTH ADVISORY BOARD MEETING, THAT THAT WAS A HIGH-END CAMERA THAT WAS UTILIZED. HOWEVER, SOME OF THE PICTURES OF THE CLASSES, THOSE ARE ALL WEBCAMS. SO JUST SO THAT YOU KNOW THERE IS A DIFFERENCE.

NOW, WHEN WE LOOK AT BACKGROUNDS, THE COLOR OPTIONS, AGAIN, I WANT TO EMPHASIZE TO CHOOSE A GOOD CONTRASTING COLOR, SOMETHING THAT IS NOT NAVY OR BLACK SUCH AS -- THIS IS ROYAL BLUE AND IT MAKES FOR A GOOD BACKGROUND SETTING FOR BOTH THE PRESENTER AND THE INTERPRETER. YOU COULD GO WITH FABRIC OR YOU COULD GO WITH A PAINTED WALL. EITHER OF THOSE WOULD WORK. LOW COST SOLUTIONS WOULD BE JUST PAINTING THE WALL OR GOING OUT TO A FABRIC STORE AND PURCHASING A PIECE OF MATERIAL.

THEN THERE'S THE HIGH END SOLUTIONS THAT COST MORE AND THAT WOULD BE PURCHASING AN ACTUAL BACKDROP. THIS BACKDROP THAT YOU SEE HERE, ALL OF THE PIECES OF IT WERE PURCHASED AND WE CREATED THIS ON OUR OWN. SO YOU CAN DO LOW COST SOLUTIONS THAT LOOK LIKE THEY ARE VERY HIGH END.

NOW, AS WE BEGIN TO CLOSE DOWN THIS PORTION OF THE SESSION, ACCESSIBLE DISTANCE LEARNING FOR DEAF AND HARD OF HEARING PARTICIPANTS. WHETHER YOU'RE TALKING ABOUT SABA CENTRA OR ANY OTHER TYPE OF PROGRAM, IT DOESN'T MATTER WHAT IT IS. IT REQUIRES COLLABORATION. THIS IS SOMETHING I PREACH CONTINUOUSLY. IT REQUIRES THE TECHNOLOGY PEOPLE, REQUIRES THE OFFICE OF THE DISABILITY SERVICES, EVERYBODY COMING TOGETHER AND WORKING TOGETHER. AND IN THIS CASE BECAUSE OF THIS CENTER ON DEAFNESS HERE AT THE UNIVERSITY OF TENNESSEE AS WELL AS PEPNET-SOUTH, THEN I'M ABLE TO BE A PARTICIPANT IN THESE THINGS THAT WE WORK ON. AND WE CAN ALL TALK TOGETHER.

INDIVIDUALS WHO ARE IN TECHNOLOGY, IT IS NOT THEIR SPECIALTY TO KNOW OR UNDERSTAND WHAT THE NEEDS OF DEAF AND HARD OF HEARING USERS ARE. THAT IS OUR END AND WE NEED TO COLLABORATE AND WORK WITH THE TECHNOLOGY SPECIALISTS TO HELP THEM UNDERSTAND.

AND I'VE SEEN MOST EVERY TIME THAT WHEN I EXPLAIN THOSE NEEDS AND I'M CREATING THAT RELATIONSHIP AND WORK TOGETHER, THEY ALWAYS SAY THAT CAN BE DONE. THERE'S A WAY TO DO THAT.

SO COLLABORATION IS SO CRITICAL AND VERY IMPORTANT. REQUIRES LOTS OF HARD WORK.

IT IS NOT A WE'RE GOING TO TEST THIS ONE TIME AND WE'RE DONE. EVERYTHING'S GREAT.

THAT DOESN'T HAPPEN. IT'S A CONTINUOUS PROCESS TESTING OVER AND OVER AND OVER, LOOKING AT ALL THE PROBLEMS, TRYING TO DETERMINE WHERE IT LIES.

AGAIN, AS I JUST SAID, TESTING IS HUGE: AND YOU HAVE TO BE CREATIVE. AS I SHOWED YOU THE PROGRESS FROM 2007 TO NOW HAS BEEN A HUGE PROGRESSION. AND IT TOOK CREATIVITY IN EACH ONE OF THOSE STAGES TO MAKE SURE THAT THE DEAF AND HARD OF HEARING PARTICIPANT AND USER HAD WHAT THEY NEEDED TO BE ABLE TO PARTICIPATE IN THESE COURSES. AND THE REHABILITATION COUNSELOR EDUCATION PROGRAM AT THE UNIVERSITY OF TENNESSEE IS GREATLY BENEFITING FROM ALL OF THIS COLLABORATION, HARD WORK, TESTING AND CREATIVITY.

AND MOST IMPORTANTLY, ACCESSIBLE DISTANCE LEARNING FOR DEAF AND HARD OF

HEARING PARTICIPANTS, IT CAN BE ACCOMPLISHED. WE HAVE DONE IT. AND WE'RE VERY EXCITED ABOUT WHAT WE HAVE DONE AND WHAT WE HAVE WORKED ON.

OUR INFORMATION IS AVAILABLE AND WE'LL POST THIS ON THE LEARNCENTRAL SITE. IF YOU HAVE QUESTIONS WE'D ENCOURAGE YOU TO POST THOSE UP TO WHERE MARYLEE AND I CAN RESPOND TO YOU AND WE CAN TALK MORE IN DEPTH ABOUT ANY QUESTIONS YOU MAY HAVE ABOUT HOW WE ACCOMPLISHED THIS HERE AT THE UNIVERSITY OF TENNESSEE ABOUT THE REHABILITATION COUNSELOR PROGRAM.

THANK YOU FOR YOUR TIME AND THE NEXT SESSION WILL START IN A LITTLE WHILE. THANK YOU AND HAVE A GREAT DAY.