

## **Deaf Culture, Teaching, and Learning**

### **Resources and Information for Professors and all Fanshawe Community Members**

#### **How to Work With ASL Interpreters:**

**The Top 5 Things to Know About Interpreters in the Classroom**

**The Top 5 Things to Know About Computerized Notetakers in the Classroom**

(link provided with permission from George Brown College, Services for Deaf and Hard of Hearing Students)

<https://www.georgebrown.ca/accessible-learning-services/deaf-and-hard-of-hearing-students.aspx>

**Also review: *Information for Professors: Communication and Accommodations for Deaf Students***

#### **Deaf Culture:**

**What is Deaf Culture?**

By Joanne Cripps

Edited by Anita Small

Canadian Cultural Society of the Deaf

<https://deafculturecentre.ca/what-is-deaf-culture/>

**Deaf Culture and Community**

Canadian Hearing Society

<https://www.chs.ca/deaf-culture-and-community>

### **Deaf Ideology** TEDxUWMilwaukee

Pathological ideology is an imposed view, stemming from values and beliefs, which place high value on speaking and hearing. Hence, the pervasive definition that “deaf” is a condition, a deficiency, which it creates a language delay, has become a fiber of our society. We need to challenge people to “react differently” when encountering the ideology of what it means to be DEAF. Deaf people are a culturo-linguistic community and when they are allowed to create their own ideology in their natural environment, they can, in return, be celebrated for their contributions to society. Marika is a clinical assistant professor at the University of Wisconsin-Milwaukee in the ASL Department.

[https://www.youtube.com/watch?v=pLBw9nYI\\_Ks](https://www.youtube.com/watch?v=pLBw9nYI_Ks)

### **Protecting and Interpreting Deaf Culture** TEDxTulsaCC

Glenna Cooper is Assistant Professor and Department Chair for American Sign Language Education, English As Second Language, and World Language at Tulsa Community College. She was one of a few Deaf nationally certified instructors to provide Deaf Culture training to emergency responders in 40 states. Although she is Deaf, ASL was not her first language. Instead, she learned to speak and lipread English first which presented many challenges.

<https://www.youtube.com/watch?v=io7z5PftOU4>

### **The Dance of Words** (National Film Board)

Over 200,000 people in Canada are deaf. For deaf francophones, Quebec Sign Language is essential to both their identity and their connection to the deaf community. ***The Dance of Words*** features young artists who have embraced their deaf identity in adulthood after spending a difficult childhood in the grey zone between hearing culture and deaf culture. These emerging artists show how they are using the arts to build a deaf culture that makes them proud. They shine a spotlight on their community while promoting and advancing deaf culture with a keen sensitivity.

[https://www.nfb.ca/film/dance\\_of\\_words/](https://www.nfb.ca/film/dance_of_words/)

## **Teaching and Learning:**

### **Teaching Students who are Deaf, Deafened, or Hard of Hearing**

#### **Ontario's Universities - Accessible Campus**

Site includes suggested teaching tips, communication tips, classroom and laboratory accommodations and information on preparing course materials

<http://www.accessiblecampus.ca/tools-resources/educators-tool-kit/teaching-tips/teaching-students-who-are-deaf-deafened-or-hard-of-hearing/>

#### **DeafTEC**

DeafTEC is a US based Technological Education Center for Deaf and Hard-of-Hearing Students, a National Science Foundation Advanced Technological Education National Center of Excellence, that serves as a resource for high schools and community colleges that educate deaf and hard-of-hearing students in STEM-related programs and for employers hiring deaf and hard-of-hearing individuals.

This site offers a range of written and video resources for teaching and learning, including an overview of helpful universal design strategies and videos of students who have transitioned to successful STEM careers.

<http://deaftec.org/resources>

#### **Position Paper on Discrimination and Audism: Canadian Hearing Society**

<https://www.chs.ca/position-paper-discrimination-and-audism>

## **Campus and Community Resources:**

### **Counselling and Accessibility Services F2010**

**1001 Fanshawe College Blvd, London ON**

<https://www.fanshawec.ca/student-success/student-success/student-services/counselling-and-accessibility-services>

Interpreter Booking Facilitator, Accessibility Counsellors and Accessibility Coordinator

### **FanshaweOnline: Resources - Professor Accessibility Services**

Link to information portal for Faculty Guide and addition information on Communication and Accommodating Deaf Students

### **Fanshawe College: Universal Design for Learning (UDL)**

UDL principles benefit all students and particularly those who face accessibility, learning and language difficulties by facilitating equal opportunities to learn.

<https://www.fanshawec.ca/teaching-and-learning/curriculum-design/universal-design-learning-udl>

### **Canadian Hearing Society**

Provides a wide range of programs and services for Deaf individuals, families and businesses including interpreting, accessibility consulting, educational support services, counselling and employment services

<https://www.chs.ca/locations/london>

### **Ontario Association of the Deaf**

OAD is a non-profit organization that has a special focus on education and advocating in the interests of all Deaf Ontarians. OAD provides resources, support and advocacy to the Deaf Community of Ontario and individuals and organizations seeking information and assistance.

<https://www.deafontario.ca/about/>