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# *ISENSE WP3*

## *A3.2 – Conceiving and developing the training activities*

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## INTRODUCTION

The main result of the SONAR – SOcial iNclusion through Augmented Reality – is the development and delivery of the **Training Program on national sign language** addressed to the academic staff (professors, technicians, administrative) and families/friends of deaf and hard-of-hearing students in order to improve their understanding of Deaf culture and the communication with Deaf students.

The training program will include the **basics of five national Sign Languages** (Italian, German, Spanish, Austrian and Polish), the knowledge of **Deaf culture** where Sign Language is the main form of communication, and needed **skills and strategies** to properly **communicate with Deaf people**.

Through the activity A3.2 the partnership intends to develop and organize the innovative training course integrated with the virtual reality scenario (Activity A3.3). At this purpose, this document provides the following information:

- Topics and structure of the training program
- Teaching methodologies to be used during the implementation of the training course
- Evaluation methods and tools
- Piloting package including details and templates to organize the training course and collect main results.

## TRAINING PROGRAM CONTENT

The SONAR training Program includes three learning modules covering 30 hours training, as below indicated:

Number	Module Title	Number of hours
1	Deaf Culture and Diversity Management	6
2	Skills and Strategies to communicate with Deaf people	4
3	National Sign Language basics	20

While conducting the training content, the partners will pay attention to include exercises, role-plays, sign language vocabulary/phrases related to the academic environment aimed at making the training course as practical as possible. In addition, part of the content of the modules will draw on the virtual reality scenario to simulate the conditions of deaf and hard of hearing students in order to encourage empathic emotions leading to improved awareness on the topic of deafness (A3.3) which will be tested at the end of the 30-hour training course with a sample of participants.

Each module is developed based on the following structure:

- Definition of general goal and specific objectives
- Number of hours to be conducted face-to-face and/or online
- Main topics
- Learning outcomes (knowledge and understanding – skills – values and attitudes)
- References and sources. In this section, each national team can add other learning materials and sources related to the national context and national sign language.

## Module 1 – Deaf Culture and Diversity Management

MODULE 1: Deaf Culture and Diversity Management	
<b>General goal</b>	The module aims to help learners understand key aspects of Deaf Culture in order to bridge the gap between deaf and hearing people by encouraging mutual respect and promoting acceptance among all members of society.
<b>Specific Objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- To provide key information on the meaning of deafness and related physical, social, and psychological consequences</li> <li>- To outline practices for diversity management related to deafness</li> <li>- To explain the concept of Deaf culture and identify its unique characteristics</li> <li>- To explore the similarities and differences between the Deaf and hearing culture</li> <li>- To highlight the role of Sign Language in the Deaf Culture and Community</li> </ul>
<b>Duration</b>	6 hours (to be conducted face-to-face or online)
<b>Main Topics</b>	<p>1.1 Practices of diversity management in the deafness context</p> <p>1.2 Deaf Culture and Sign Language</p> <p>1.3 Differences and similarities between Deaf and hearing cultures</p>
LEARNING OUTCOMES	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• The deafness and its social, physic and psychological consequences in people with hearing loss</li> <li>• The practices and policies to manage the diversity in the deaf context</li> <li>• Introduction to Deaf culture and its history</li> <li>• The role of Sign Language in the Deaf culture</li> <li>• Differences and similarities between Deaf and hearing culture</li> </ul>
<b>Skills</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>- Recognize and respect people with hearing loss applying the gained information to provide a more inclusive and welcoming environment to Deaf students</li> <li>- Apply the right practices and methods to manage the diversity of Deaf students respecting their needs</li> <li>- Use critical thinking to analyse and compare the perspectives of Deaf and hearing individuals</li> </ul>

	<ul style="list-style-type: none"> <li>- Demonstrate effective communication with Deaf people recognizing the use of Sign Language as appropriate method to interact with them</li> </ul>
<b>Values and attitudes</b>	<ul style="list-style-type: none"> <li>• Gaining a greater understanding of the importance of diversity and inclusion in all areas of life.</li> <li>• Developing an appreciation for the perspectives and contributions of Deaf people that lead to the accessibility of academic context.</li> <li>• Respecting the diversity of Deaf Culture including its unique customs, traditions and values.</li> <li>• Fostering the appreciation for the importance of communication and language accessibility in the society for the Deaf community.</li> </ul>
<b>References and sources</b>	<p><a href="#">Deafness and hearing loss</a></p> <p>Video "<a href="#">Introduction to Deaf Culture</a>"</p> <p><a href="#">What is Deaf culture?</a></p> <p><a href="#">Differences between Deaf and hearing cultures</a></p>

## Module 2 – Skills and strategies to communicate with Deaf people

MODULE 2: Skills and strategies to communicate with Deaf people	
<b>General goal</b>	The overall objective of this module is to provide effective skills and strategies for communicating with deaf individuals, promoting inclusive and respectful communication that values diversity and enhances mutual understanding.
<b>Specific Objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>• To explain the different type of people with hearing loss in order to adopt the best communication strategies</li> <li>• To equip the learner with the basic elements of non-verbal communication when interacting with a deaf person</li> <li>• To provide tips and techniques to better communicate with people with hearing loss</li> </ul>
<b>Duration</b>	4 hours (to be conducted face-to-face or online)
<b>Main Topics</b>	<p>2.1 The different type of people with hearing loss</p> <p>2.2 Non-verbal communication elements</p> <p>2.3 Tips and techniques to better communicate with deaf people</p>
LEARNING OUTCOMES	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• Differences between “deaf” people and hearing-impaired people</li> <li>• Types and elements of non-verbal communication</li> <li>• Optimal conditions to communicate with individuals with hearing loss</li> <li>• Potential actions to improve non-verbal communication</li> </ul>
<b>Skills</b>	<p>The learner will be able to:</p> <ul style="list-style-type: none"> <li>- Describe the different type of people with hearing loss</li> <li>- Provide examples of non-verbal communication elements</li> <li>- Use communication skills with deaf and hearing-impaired students</li> <li>- Analyse the environment’s suitability for communicate with people with hearing loss</li> <li>- Make use of the tools at his/her disposal to facilitate communication with people with hearing loss</li> </ul>
<b>Values and attitudes</b>	<ul style="list-style-type: none"> <li>• Formulating strategies in his/her approach to optimize non-verbal communication at personal level</li> <li>• Being flexible and adapting his/her communication style to meet deaf students needs</li> </ul>

	<ul style="list-style-type: none"> <li>• Using inclusive communication methods ensuring that deaf students have the same access to information as hearing individuals.</li> <li>• Demonstrating understanding and sensitivity to the challenges faced by people with hearing loss</li> </ul>
<b>References and sources</b>	<p><a href="#">Deaf and hard of hearing</a></p> <p><a href="#">Communicating with people with hearing loss</a></p> <p><a href="#">Communicating with Deaf individuals</a></p> <p><a href="#">Tips for teaching students who are Deaf or hard of hearing</a>, University of Texas at San Antonio</p> <p><a href="#">Ten ways to boost your communication skills with someone who is deaf</a></p>

## Module 3 – National Sign Language basics

MODULE 3: National Sign Language basics	
<b>General goal</b>	This module aims to transfer basic knowledge of the national sign language to the university staff in order to enable them welcome Deaf students and provide basic information about university services, orientation and logistic aspects.
<b>Specific Objectives</b>	<p>The specific objectives of this module are:</p> <ul style="list-style-type: none"> <li>- to provide knowledge of basic sign language dactylology and vocabulary</li> <li>- to learn the phonology, morphology and syntax as structural aspects of sign language on a basic level</li> <li>- to be able to welcome and introduce his/herself</li> <li>- to give information about university services</li> <li>- to provide orientation at basic level</li> </ul>
<b>Duration</b>	20 hours (to be conducted face-to-face or online)
<b>Main Topics</b>	<p>3.1 Dactylology and vocabulary</p> <p>3.2 Phonology, morphology and syntax in the sign language</p> <p>3.3 The basic sentence structure in sign language</p> <p>3.4 Greetings and introducing yourself</p> <p>3.5 Providing information about the university</p>
LEARNING OUTCOMES	
<b>Knowledge and understanding</b>	<ul style="list-style-type: none"> <li>• dactylology (manual alphabet) and name sign</li> <li>• Vocabulary (personal pronouns, space and time, objects, places, etc.)</li> <li>• Specific vocabulary needed in the university context</li> <li>• Minimum sentence composition</li> <li>• Phonology, morphology, syntax at basic level</li> <li>• Existing bilingual dictionaries in national sign language on the web</li> </ul>
<b>Skills</b>	<p>At the end of the module the learner will be able to:</p> <ul style="list-style-type: none"> <li>- use the manual alphabet to sign proper nouns related to people, places, specific objects, etc..</li> <li>- build short sentences in sign language using the correct grammatical structure</li> <li>- properly choose and use signs to give information to Deaf students</li> </ul>

	<ul style="list-style-type: none"> <li>- take inspiration from the available online bilingual dictionaries to increase the knowledge of signs.</li> </ul>
<b>Values and attitudes</b>	<ul style="list-style-type: none"> <li>o emphasizing the importance of learning sign language to communicate effectively with deaf students</li> <li>o applying the needed soft skills (empathy, problem solving, flexibility and adaptability) to manage the communication with deaf students</li> <li>o identifying the needs/requests of deaf students by asking appropriate questions</li> <li>o building confidence in one's ability to learn and use sign language effectively.</li> </ul>
<b>References and sources</b>	<p>As each country has its national sign language, the partner organisations should include learning materials and sources in their national language.</p>

## TEACHING METHODOLOGIES AND TOOLS

Defining appropriate teaching methodologies and tools in SONAR training course is crucial to ensure effective, engaging and adaptable learning that meets learners' needs as well as to assess the course success in achieving its objectives.

Some teaching **methodologies** included in the SONAR training program are:

- *Task-Based learning methodology*: it is based on the spontaneous use of language to complete a task designed to reproduce real-life situations: the teacher assigns a specific task to students who, working in pairs, try to accomplish the task using their knowledge of the language and other skills, without focusing too much on the correctness of the structures used. It is a methodology that prioritizes fluency rather than accuracy and correctness of expression.
- *Cooperative Learning*: Inclusive methodology involving cooperation among the class members (in pairs or small groups) in order to complete the task assigned by the teacher. This methodology generates positive interdependence, individual and collective responsibility, constructive interaction, and the development of interpersonal social skills and the ability to self-evaluate.
- *Experiential learning methodology*: it fosters learning through direct experience and interaction with real situations or realistic simulations. This may include field placements, practical projects and group problem solving activities.
- *Role-playing*: Simulation of behaviour generally adopted in real life, such as the behaviour of individuals in interpersonal relationships in specific situations to find out how to put the skills learnt into practice. This method fosters the development of communication, decision-making and interpersonal skills. Encouraging role rotation within workgroups during training activities allows learners to take on different tasks and responsibilities. This promotes the development of transferable skills and understanding of different aspects of learners' work.

The **teaching tools** to be used during the SONAR Training Program implementation in order to facilitate students' learning and to make it interactive and engaging will be:

- ⇒ Educational videos: video content created specifically for educational purposes can supplement traditional teaching methods by providing additional explanations, demonstrations or real-world examples to reinforce learning concepts; Online Sign language Dictionary (such as [spreadthesign.com](http://spreadthesign.com)); existing sign language videos with avatar.
- ⇒ SONAR Virtual reality scenario (A3.3) including videos recorded in five national sign language concerning the scenarios "before the first lesson" and "In the library". This

tool will enable participants put into practice what they learnt during the training course and assess the acquired skills.

- ⇒ Interactive activities: exercises with sign language videos and interactive games (e.g. spelling competitions, non-verbal exercises).
- ⇒ Collaborative Tools: tools like Google docs, Zoom, Slack or Telegram enable collaborative work and communication among learners and trainers. They allow real-time editing, commenting, and discussion, fostering collaboration and peer learning.

## EVALUATION METHODS AND TOOLS

The evaluation process, including methods and tools, will be relevant to assess the quality of SONAR training program, for the following reasons:

- **Assessment of learning outcomes:** it helps determine whether participants have achieved the learning objectives and outcomes set for the training course. It provides evidence of knowledge acquisition, skill development, and behavioral changes resulting from the training
- **Feedback for improvement:** it provides valuable feedback to trainers and course designers about the effectiveness of the training program. It identifies strengths and weaknesses in the content, delivery methods, and instructional materials, allowing for adjustments and improvements in future iterations of the course.
- **Identification of training needs:** it helps identify gaps in knowledge, skills, or performance that may require additional training or support. It informs decision-making about the design and implementation of future training programs to address specific learning needs or areas of improvement.
- **Quality assurance:** Evaluation ensures the quality and consistency of training delivery across different sessions, locations, or trainers. It helps maintain standards of excellence and ensures that participants receive a consistent and high-quality learning experience.
- **Motivation and Engagement:** it can serve as a motivational tool for participants by recognizing their progress and achievements. Positive feedback and recognition of success can boost confidence, motivation, and engagement in the training process.

Below, some evaluation tools are identified:

- ⇒ Classroom observation: trainers observe learners' behaviors, interactions, and engagement during class activities to gauge understanding and progress.
- ⇒ Think-pair-share: learners individually think about a question or prompt, discuss it with a partner, and then share their ideas with the class.
- ⇒ Self-assessment: learners reflect on their own learning progress and identify areas for improvement.
- ⇒ Quizzes and test: Pre-designed tests administered to assess students' overall understanding of a subject or to compare their performance with standardized benchmarks.
- ⇒ Projects and presentations: learners complete projects or give presentations that demonstrate their understanding and application of course concepts.
- ⇒ Linkert questionnaire filled-in by participants: all the data collected to analyze the participants' improvement will be summarized in the scientific report (A3.5).

## DELIVERY OF TRAINING PROGRAM

The training program will be split in two parts:

1. delivery of the common training program for a total of 30 h in each country (Italy, Austria, Germany, Poland, Spain).
2. Virtual scenario reality implementation during the second transnational meeting in Spain where at least two people per country belonging to the academic staff will be enrolled for the administration of virtual reality scenarios.

In each country, the SONAR training course will be delivered to minimum 10 and maximum 20 participants to be recruited from university staff (front-office, administrative, professors, technical) of both partner universities and other universities in the partner country.

The training course would involve at least 2/3 trainers including at least one Deaf trainer.

The period of training implementation will start in August 2024 and should be completed by the end of February 2025.

## PILOTING'S PACKAGE

Each partner organization will be implementing the pilot experience to test and validate the SONAR training program. This approach will allow for practical testing and feedback on various components of the SONAR program, including the modules content and virtual reality scenario.

The pilot training phase is crucial as it provides an opportunity to identify any potential issues, assess the effectiveness of the developed materials and tools, and gather valuable feedback from users and participants. This feedback can then be used to make necessary adjustments, improvements, and refinements to ensure the success of the project.

Each national project piloting team will prepare a schedule with training agenda and the duration of the piloting (**Annex 1**).

After the completion of the pilot training, all participants will be invited to fill in a feedback form (**Annex 2**).

Each national team will summarize the collected feedback provided by trainers and trainees as well as conclusions and recommendations in a national report according to the common template provided by TUCEP as the lead partner (**Annex 3**). The national report will be elaborated in English so to allow the transnational exchange of the collecting feedback and synthesizing information into a transnational report.

### Piloting workplan

Task	Responsible partner	Deadline
<b>Definition of guidelines</b> <ul style="list-style-type: none"> <li>- Objectives of the piloting, activity schedule, partners' role</li> <li>- Templates: evaluation tools and reporting</li> </ul>	TUCEP	30/04/2024
<b>National training testing</b> <ul style="list-style-type: none"> <li>- Testing of 30 hours</li> <li>- Administration of the evaluation tools</li> </ul>	ALL PARTNERS	Start: December 2024 End: March 2025
<b>National reports</b> <ul style="list-style-type: none"> <li>- Preparation of national report summarising the participants feedback and main conclusions</li> </ul>	ALL PARTNERS	15/04/2025
<b>Transnational report</b> <ul style="list-style-type: none"> <li>- Collection of national reports and summary of main results</li> <li>- Translation into national languages</li> </ul>	TUCEP  All partners (translation)	30/04/2025

## Annex 1. SONAR Training Program piloting timetable

### Piloting schedule and agenda

Date	Time	Module and topic	Teacher/trainer	No.hours

## Annex 2. Training participants' feedback form

### Participants' feedback form

#### 1. General information

A) Gender:

- ☐ Female  
☐ Male

B) Role in the university:

- ☐ Administrative staff  
☐ Technician staff  
☐ Front-office  
☐ Professor  
☐ Other (please, specify): .....

#### 2. Evaluation of the training course/module/topic

2.1. The training course/module/topic, are adequately chosen.

- ☐ Completely agree  
☐ Agree  
☐ Disagree  
☐ Strongly disagree

If, your answer is Disagree or Strongly disagree, please point out the reasons:

.....  
.....  
.....  
.....

2.2. Is the content of the training course appropriate?

Module/topic	Answer				
	Definitely YES	Rather YES	Don't know	Rather NO	Definitely NO
Mod.1 Deaf Culture and Diversity Management					
Mod.2 Skills and Strategies to communicate with Deaf people					
Mod. 3 National Sign Language basics					

If, your answer is Rather NO or Definitely NO, please point out the reasons:

.....

.....

.....

.....

2.3. Are you satisfied with the relevance of the content of the training course to the real work situations?

Module/topic	Answer				
	Definitely YES	Rather YES	Don't know	Rather NO	Definitely NO
Mod.1 Deaf Culture and Diversity Management					
Mod.2 Skills and Strategies to communicate with Deaf people					
Mod. 3 National Sign Language basics					

If, your answer is Rather NO or Definitely NO, please point out the reasons:

.....

.....

.....

.....

2.4. What are your recommendations for improvement of the training course?

.....

.....

.....

.....

2.5. The training course presented is feasible in the practice.

- ☐ Completely agree
- ☐ Agree
- ☐ Disagree
- ☐ Strongly disagree

If, your answer is Disagree or Strongly disagree, please point out the reasons:

.....

.....

.....

.....

2.6. Will you recommend to other institutions/colleagues to get acquainted with the training course and to use it in their practice?

- ☐ Definitely YES  
☐ Rather YES  
☐ Rather NO  
☐ Definitely NO

If, your answer is Rather NO or Definitely NO, please point out the reasons:

.....  
 .....  
 .....  
 .....

### 3. Evaluation of the training session:

Please assess the following aspects of the event in a 1-5 scale where 1 is 'not good' and 5 is 'very good'.

	1	2	3	4	5
Preliminary information about the event	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Event room/ Event web-platform	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Registration support	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Materials provided	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of speaker/s	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Quality of the whole content on the agenda	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Did the event met your expectations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics addressed in the event were very interesting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The topics addressed in the event were very useful	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Additional comments about the training

.....  
 .....  
 .....  
 .....

*All personal data contained in this document are collected during the implementation of the Erasmus+ Programme (2021-2027) and especially of the project I-SENSE, in accordance with the European Commission regulations. The data will be stored and processed by the Programme's*

*beneficiary organisations under the Regulation (EU) 2016/679 of the European Parliament and of the Council of 27 April 2016 (General Data Protection Regulation - GDPR) on the protection of natural persons with regard to the processing of personal data and on the free movement of such data, and repealing Directive 95/46/EC.*

*By filling in the questionnaire below, I confirm that the information provided on this form is true, complete and accurate and that I have read, understood and accept the Privacy Notice.*

## Annex 3. Template for piloting report

### NATIONAL PILOT REPORT – [country]

#### 1. Introduction

*Describe the preparatory work done.*

*Indicate the training's date, venue and number of participants.*

*List the project team members and trainers participated in the piloting.*

#### 2. General participants' information

*Present an overview of the training participants' information using graphs.*

#### 3. Evaluation of the training course/module

*Q2.1: Present an overview of the participants' opinion about the adequacy of the training.*

*Comment the data presented.*

*Q2.2: Present an overview of the participants' opinion about the appropriateness using graphs. Comment the data presented.*

*Q2.3: Present an overview of the participants' opinion about relevance of the content to the real work situations using graphs. Comment the data presented.*

*Q2.4: Present a summary of the recommendations for improvement.*

*Q2.5: Present an overview of the participants' opinion about the feasibility of the training course in the practice using graphs. Comment the data presented.*

*Q2.6: Present an overview of the participants' opinion about their enthusiasm to recommend the trainings to other institutions or trainees using graphs. Comment the data presented.*

#### 4. Evaluation of the training sessions

*Present a summary of the training sessions participants' answers on each of the questions related to the workshop using graphs. Comment the data presented.*