

SONAR Training Program – Piloting Report

NATIONAL PILOT REPORT – Poland

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.

Training based on materials created in the ISENSE project was carried out on the occasion of the Polish Sign Language course led by Pitagoras. All materials were translated into Polish and made available to participants so that they could familiarize themselves with them in their own time, not only during classes. The schedule, training plan and login data for classes were sent by email to participants and the group coordinator.

The training took place from November 19, 2024 to January 28, 2025. We chose the online form, via the Zoom program. A total of 25 people took part in the meetings, all of whom were employees of special educational and care centre for deaf and hard of hearing students and those with other disabilities - Dolnośląski Specjalny Ośrodek Szkolno-Wychowawczy nr 12 dla Uczniów Niestyszających i Słabosłyszających oraz z innymi niepełnosprawnościami im. Marii Grzegorzewskiej.

Piotr Krupa (trainer) and Radosław Kwiecień (technical support) worked on the training.

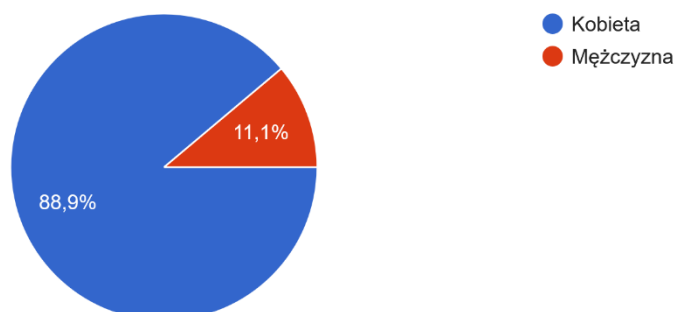
2. General participants' information

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

There were 25 people who attended the training, but only 18 completed the questionnaires after it was over. All data below is based on the responses from these 18 people.

Płeć

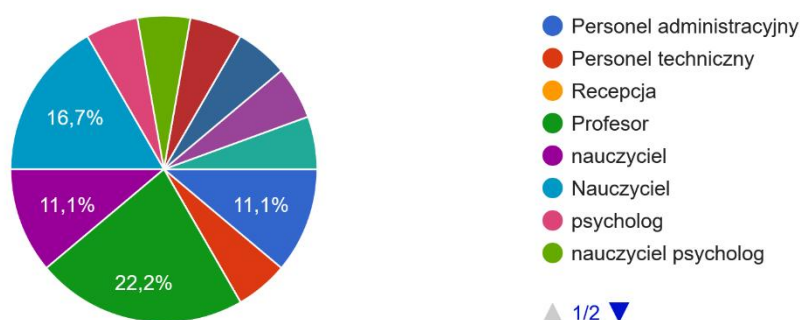
18 odpowiedzi



The vast majority of participants were women (16 people, 89%), with only 11% being men (2 people).

Rola w szkole

18 odpowiedzi



13 participants (72%) are teachers of various subjects, including two with additional positions - 1 person was also a psychologist and 1 was a librarian. 2 people (11%) are psychologists, and 2 more (11%) are administrative staff. 1 person was a technical worker.

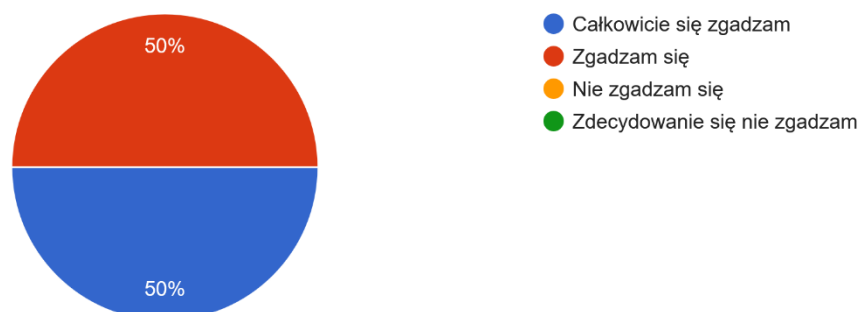
3. Evaluation of the training course/module

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

Comment the data presented.

Kurs/moduł/temat szkolenia są odpowiednio dobrane

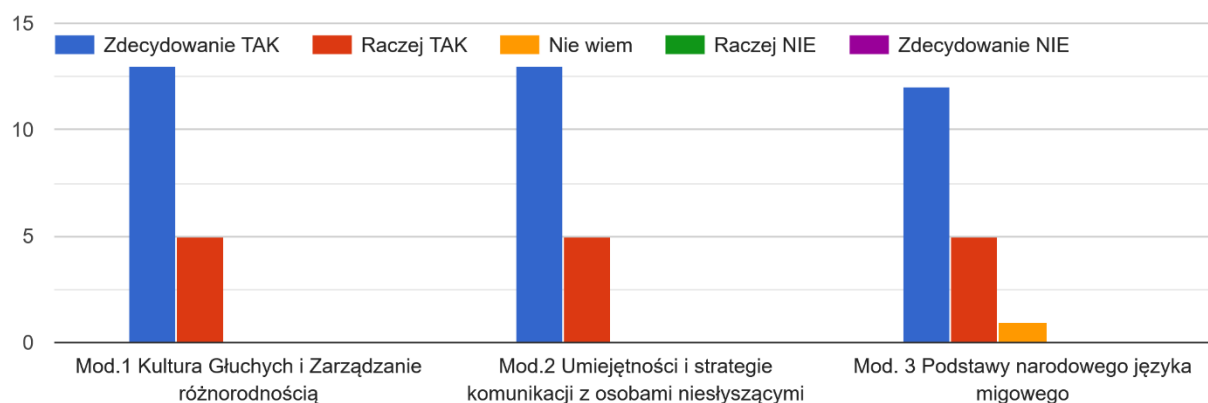
18 odpowiedzi



The selection of training content was unanimously assessed as adequate. Half of the participants agreed with it completely, the other half also expressed their approval by answering "I agree".

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

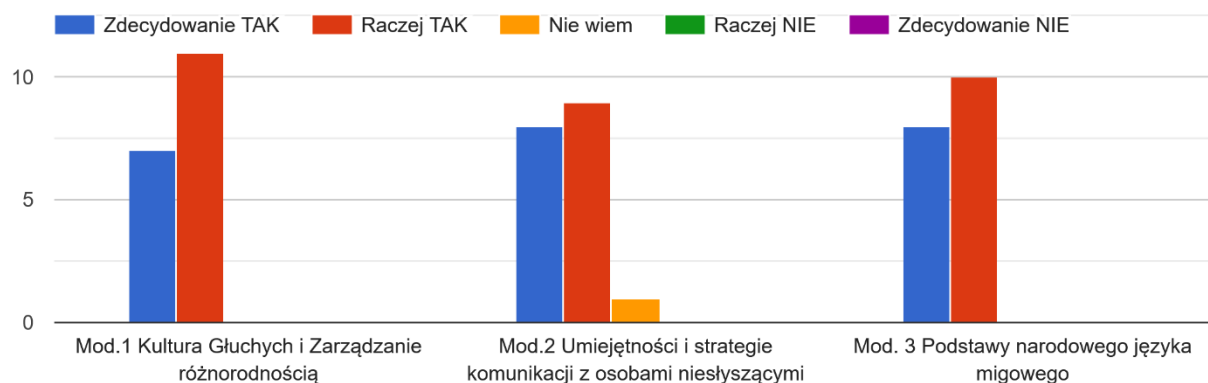
Czy treść szkolenia jest odpowiednia?



The content of the training included in all modules was assessed positively. The assessments of modules 1 and 2 were identical - 13 people (72%) answered the question "definitely yes", while 5 (28%) chose "rather yes". In the case of module 3, one person had a problem with the assessment - 12 people (67%) answered "definitely yes", 5 people (28%) "rather yes", and 1 person (5%) stated "I don't know".

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.

Czy jesteś zadowolony z dopasowania treści szkolenia do rzeczywistych sytuacji w pracy?



Almost all participants were satisfied with the relevance of the training content to real-life work situations they encounter. 7 participants (39%) were definitely satisfied with the translatability of the content of the first module, and the remaining 11 (69%) were rather satisfied. The second module was met with more mixed reviews – 8 participants (44%) answered “definitely yes” and 9 (50%) “rather yes”, while 1 person had no opinion. The third module was definitely well-adapted to real-life situations for 8 participants (44%) and rather well for 10 participants (56%).

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

Of the respondents, 6 people expressed their suggestions for improving the content of the training. Half of the answers concerned increasing the scope of learning content:

- „More topics and concepts related to school subjects”
- „Some industry vocabulary”
- „More words related to different areas of life”

One person suggested a change in the structure of the program - "Alphabet at the beginning of classes".

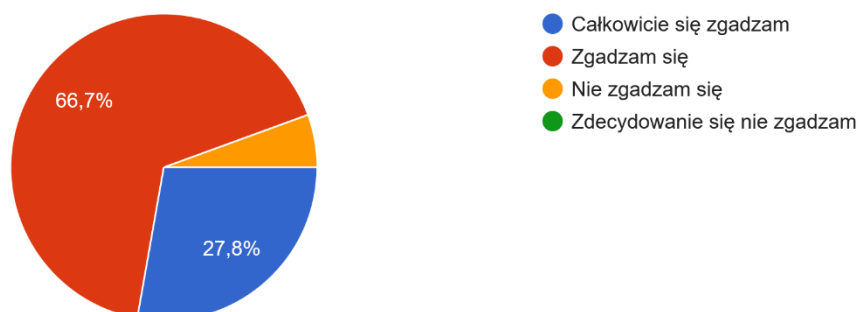
The remaining 2 people provided comments on the organization of the training, regarding the time and size of the group:

- „A longer course. Classes once a week”
- „A smaller group”

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.

Przedstawiony przebieg szkolenia jest wykonalny w praktyce

18 odpowiedzi



Nearly 95% (17 people) of the respondents considered the training course to be feasible in practice, including 5 people (27.8%) who expressed complete agreement, and 12 people (66.7%) who agreed with this view.

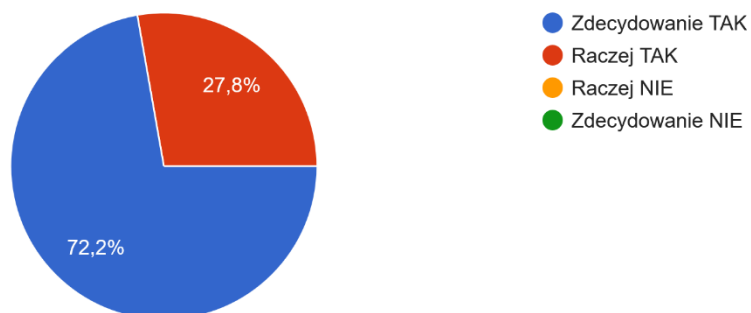
1 person disagreed with this statement, commenting:

"The choice of vocabulary is mostly not related to the subject of my work. I missed getting to know the alphabet at the beginning, because some words use letter symbols and it would be easier for me to remember them, the description of symbols in the textbook is not fully understandable, only after watching the symbol in the film can the notation be better understood."

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.

Czy polecilibyś innym instytucjom/współpracownikom zapoznanie się ze szkoleniem i wykorzystanie go w swojej praktyce?

18 odpowiedzi

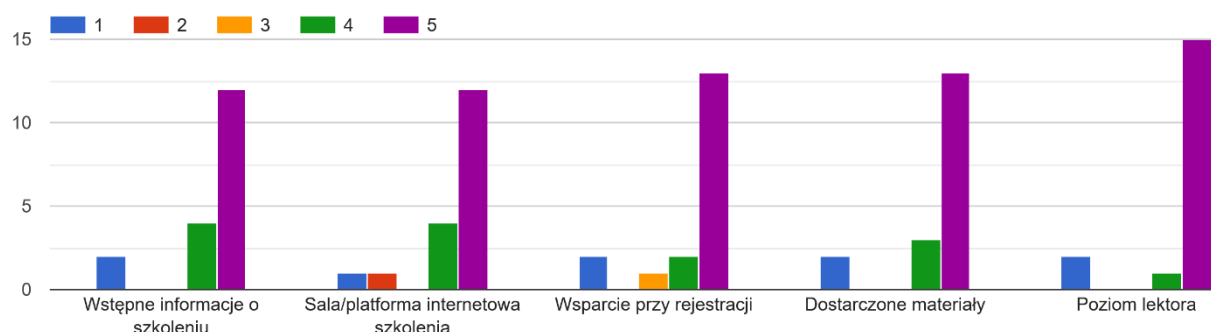


All participants unanimously recommend familiarizing others with the training and using it in their work. 13 people (72%) do it with full determination, while 5 people (28%) with slightly less enthusiasm, but still "rather yes".

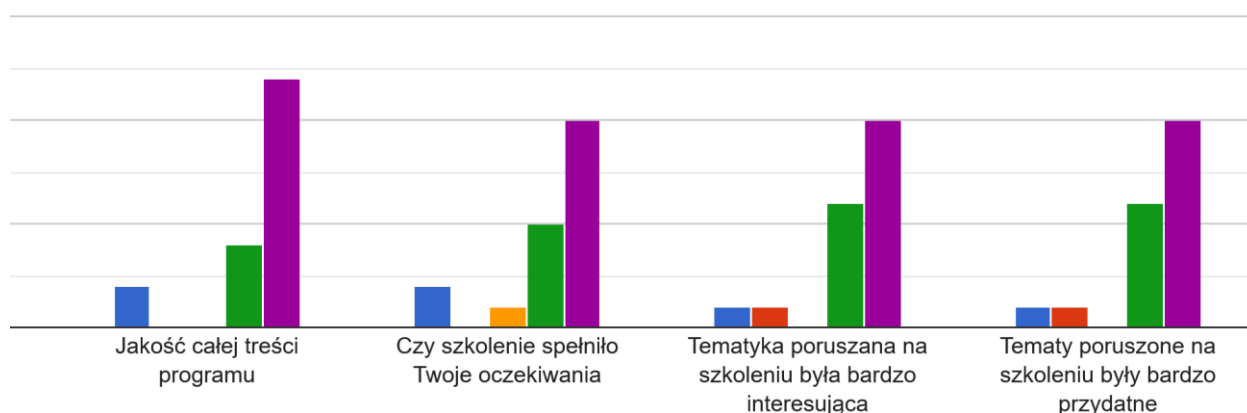
4. Evaluation of the training sessions

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

Proszę ocenić następujące aspekty szkolenia w skali 1-5, gdzie 1 oznacza „niedobrze”, a 5 „bardzo dobrze”.



(from the left - Preliminary information about the event; Event room/ Event web-platform; Registration support; Materials provided; Quality of speaker/s)



(from the left - Quality of the whole content on the agenda; Did the event met your expectations; The topics addressed in the event were very interesting; The topics addressed in the event were very useful)

In all the questions asked, positive assessments with the highest indicated values (4 and 5) definitely prevailed. Two people expressed their dissatisfaction by assessing all aspects with the lowest grades (1 and 2). In the case of two questions - Registration support, Did the event meet your expectations - one person gave a rating of 3, indicating their neutral approach.

Among the comments shared by the participants was a remark about the scope of the content covered: "I have the impression that the scope of the training was developed for deaf adults or their assistants and some topics will not be useful in school situations". It should be remembered that the ISENSE project is aimed at universities, but Pitagoras had problems finding a partner, so we conducted the training in an educational centre for the deaf, which covers a lower level of education.

The advantages mentioned included the relaxed atmosphere of the meetings and the approach of the presenter, his accuracy in imparting knowledge and sense of humour.

For some, the grammar of sign language was a problem: "the difficulty was the arrangement of words in a sentence - for me it is rather sign language for everyday communication purposes".

The frequency of classes was also noted: "The only downside is that the material was not covered adequately to the time. I had the feeling that when the course was conducted with classes once a week, I was up to date with the material being covered. However, when it sped up in January, I started to lose track. Too much in too short a time". - The meeting schedule had to change due to the approaching winter break in schools.

Conclusions

The ISENSE training pilot tests were successful. The vast majority of participants found the presented content helpful and useful in their daily work.

The communication strategies with the deaf included in the second module were of great interest. During the course, a conflict arose between the teachers of the centre and the deaf students. With the help of the presented materials and instructions from the instructor, it was possible to build an understanding between both parties. Although the teachers are only just starting to learn sign language regularly, their efforts and the implemented suggestions from the ISENSE program helped to build mutual trust - the visible willingness of the hearing and active participation opened the deaf students to a broader perspective of the problem, differences in points of view.

The third module containing the basics of the national sign language is equally important. Learning signs and grammar was immediately reflected in practice, teachers used the knowledge they had acquired in contacts with students during lessons. By establishing communication with deaf students in their native language, they not only gained their sympathy, but also learned from them different ways of signing (each deaf person can do it in a slightly different way, which is why there are different variants of performing signs) and new signs that expanded their dialogue.

During the classes, the participants were eager to share positive comments and observations on learning sign language. They often mentioned the duration of the lessons, which in their opinion should have been longer. Sign language, due to its specificity, is difficult to learn by adults who have spent their entire lives in the hearing world. However, this was not an obstacle that could discourage the learners. The approach of the lecturer and the materials created as part of the ISENSE project were a great help and encouragement to develop in this direction.