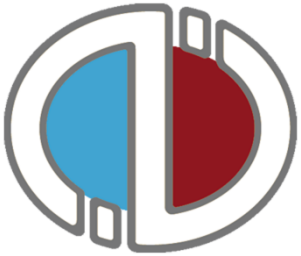
EXAMINING A WEB-BASED EDUCATION APPLIED TO THE HEARING IMPAIRED STUDENTS: “ANAPOD”



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Introduction

•Using of Internet technology has increased in many fields especially in communication, entertainment, advertisement, media, technology and education.

•It is known that using of web-base education models especially in higher education would provide efficient conclusions in education.

Introduction

•“Anapod” application is a new web-based education model in open education as well as formal education.

•Anapod is a network providing free studying hours, sharing of information among students and self evaluation activities in electronic environment.

•It can be utilized in and out of the classroom.

Significance

•It is important repeating the subject matters in terms of permanency of knowledges and providing learning setting appealing many sense for hearing impaired students.

•Using “Anapod” would provide hearing impaired students to improve their self determination and learn their professional knowledge better.

Significance

- Successful applications of Anapod would provide a good example for the education of hearing impaired students in and out of Turkey.

- The volunteer students' and the instructor's perspectives about the application of Anapod will also shared with the audience.

- The results would be discussed in the light of the related literature.

Purpose

Therefore, the purpose of this study is to demonstrate the Anapod Project procedure applied to hearing impaired students at the course titled as “Building Construction I” derived from the Architectural Drafting Program.

Research Questions

- What were the characteristics of the Anapod applied to hearing impaired students?
- What were the components of the emerged Anapod Model?
- What were the functions of the the emerged Anapod Model?
- What were the opinions of the participants about the Anapod Model ?
  - The hearing impaired students
  - The instructor

Case Study

The study is designed as a case study. Case studies make it possible to fully understand the process of Anapod Project.

- By examining all the participants perspectives through either interviews or observations.
- By determining the related needs in detail.
- By providing supportive data through document analysis.

Setting

•Anadolu University has been providing opportunities of distance education for students since 1982.

•Some courses have been offered via Anapod Project in various departments at Anadolu University since 2008.

Setting

•The study is carried out at the School for the Handicapped (SfH) located at the Campus offers professional education to hearing impaired students.

•Considering hearing impaired students' needs for more repetition of the subject matters the SfH joined to the "Anapod Project" applying two lessons from all departments in the school year of 2009-2010. One of the vocational program is the Architectural Drafting.

Participants

All of the participants are from School for the Handicapped,

- 6 Architectural Drafting students taking on “Building Costruction I”
- The instructor

Characteristics of the students

- Most students had bilateral profound sensory-neural hearing loss.
- One student with cochlear implant, they all wore ear level hearing aids.
- The age range was between 19 to 25 years old.
- Mostly verbal interactions occurred during the lessons.
- They all voluntarily participated in the study.

Characteristics of "Building Construction I" Course

- It is a basic compulsory course for Architecture and Architectural Drafting students.

- It's aims are to survey building elements and construction stages and improve students' technical knowledge utilizing various application projects.

- Content of the course "Building Construction I'' was prepared based on Architecture program. However the materials are prepared with the support of various software programs such as Flash,Quiz Creator, Crossword Forge, Powerpoint.

- The materials were designed based on the hearing impaired students' knowledge and language needs and skills.

Principles of preparing the materials

The materials were prepared concerning the hearing impaired students' needs:

- More visual materials
- User friendly
- Reader friendly
- Animation and crossword puzzles
- Illustrated dictionary
- Metacognitive features such as self evaluation.

Teaching &Learning Outcomes of the course

1.The student will able to explain basic concepts related building.

1.1.The student explains type of buildings and usage aims of buildings.

1.2. The student explains construction stages.

2.The student will able to explain properties of building elements and prepare the drawings.

2.1.The student explains functions of building elements.

2.2.The student explains types and properties of foundations .

2.3.She/he prepares foundation plans of buildings.

2.4.The student expresses properties of different structures walls.

2.5. The student expresses properties of different structures floors.

2.6.She /he draws details of foundation, walls and floors.

3.The student will able to explain principles of costruction in mass buildings and use of the technical knowledges in project drawings.

3.1.The student explains properties of mass buildings.

3.2.The student defines building elements of mass building.

3.3.The student explain principles of mass building.

4.The student will able to explain types of isolation using in buildings and use the technical knowledge in drawings of Project.

4.1.She /he defines isolation materials using heat, water, noise and fire and explains usage of place these materials.

4.2.The student draws measured isolation details.

5.The student will able to explain properties of the carrier systems using in buildings.

5.1.The student defines construction methods.

5.2.The student explains properties of the traditional carrier systems.

Lesson plan

Course: Building Construction I
Subject: Isolation of Buildings
Time: 45'+ 45'+45'+45'
Material: Computer, data show, board, course material, pre and post-test.
Goals: Instructor explains why the subject relates to the knowledge are needed and where the students would use the learned.
The students would use the learned while drawing details of architectural project.
Knowledge related goals: The students will be able to answer the following questions:

What is isolation?
Why is the isolation applied at building?
Where is the isolation applied in building?
What are the types of isolation?
How are the isolation details drawn?
Vocabulary goals: Isolation, water isolation ,heat isolation, sound isolation fire isolation heat loss, moisture, vapor balancing

Method

Introduction

The Instructor conducts pre-test to the students thus the instructor evaluates background knowledge of the students for related of the subject.

Progress

The Instructor teaches the subject via Anapod course material. Instructor asks the questions oriented goals of relating to knowledge therefore the students attend to the course. Meantime the instructor summarizes subject.
At the end of the course, the instructor gives to the students coursework. (Criterion Reference Test, Cloze, Writing assignments ,Essays, Crossword puzzle)
The students do coursework related subject out of classroom. (Criterion,Referenced Test, Cloze, Writing assignments ,Essays, Crossword puzzle). The enrichment practices intensify learned of the students.

Final

The instructor reviews and revises the students' coursework.

The Instructor conducts pro-test to the students.

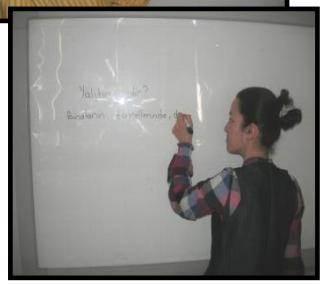
The instructor provides feedbacks. When the students' pre-post test are evaluated the enrichment practices and feedbacks are effective in learning for the hearing impaired students.





What are the types of isolation?
How are the isolation details drawn?
Vocabulary goals: Isolation, water isolation ,heat isolation, sound isolation fire isolation heat loss, moisture, vapor balancing
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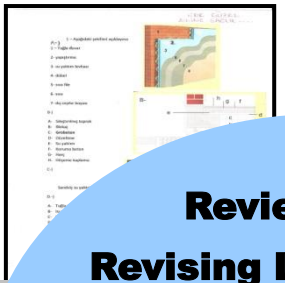


Inserting the Lesson materials to Anapod before the instruction

Initial Lesson

- Using Anapod in the classroom
- Instructor
- Students





udents' coursework.
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learning of the

Reviewing and Revising Lesson in class

- Teacher;
- Revising homework
- Providing feedbacks
- Group and/or individual

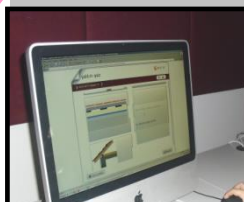
Using of Anapod by students out of classroom

- Criterion Reference Test
- Cloze
- Writing assignments
- Essays
- Crossword puzzle



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encrichment practice
students





The opinions of the students about "Anapod Model "

	frequency
• User friendly	(6)
• Comprehensive content	(6)
• Sufficiency of visual material	(6)
• User friendly dictionary	(6)
• Efficiency of audio-video in learning	(4)
• Appreciation of the visual design	(6)
• Increasing the motivation	(6)
• Sufficiency of criterion referenced test	(6)
• Sufficiency of quizes	(6)
• Efficiency of "Anapod" for learning	(6)

The suggestions of the students about “Anapod Model”

	frequency
• More user friendly dictionary	(3)
• Materials enriched with multimedia	(3)
• Answers for the question placed in the text	(1)
• Loudspeaker system in the classroom	(1)
• Utilization of Anapod for other courses	(1)

The opinions of the instructor about “Anapod Model”

- Course materials are functional thus the students can use while studying the lesson and doing coursework by themselves.
- Although the language at the material is appropriate to the language level of the students, language supports would provide better compherension by the language art instruction. Interdisciplinary instructions would be useful.
- Utilizing software materials increased the students’ motivation out of classroom.
- Moreover, providing feedback to the students in the classroom made the students more active for their learning.

Conclusions

Concerning to the opinions of the participants,

Utilization “Anapod application model ” is functional. Because

- The students could express their understandings of the lesson.
- The students stated that the had many opportunities for working independently out of the class.
- The students emphasized that more software materials, illustrated dictionary, animations, crossword puzzles and criterion tests motivated them to study in and out of classroom.
- The enrichment practices are effective in learning for hearing impaired students.

Suggestions

- Enriching the materials with multimedia such as video-audio stages of building construction would be useful.
- Voice dictionary can be inserted.
- Concept maps can be used.
- Anapod project is applicable for other courses.

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