

TSBVI Mentor Training



Rachael Gilg
Capstone Presentation
April 29, 2005



Today's Agenda



- Overview
- Goals
- Process
- Product
- Next Steps
- Lessons Learned
- Conclusions
- Questions

Project Overview



- **CLIENT:** Texas School for the Blind and Visually Impaired (TSBVI)
 - ◇ Faculty Advisor: **Dr. Hsin-Ling (Oliver) Chen**
 - ◇ Primary Project Supervisor: **Dr. Jim Allan, Webmaster**
 - ◇ Content Developer: **Mr. Jim Durkel, Staff Development**
- **PRODUCT:** An interactive mentor training course to be distributed on CD and on the TSBVI Web site.
- **USER GROUP:** Experienced teachers of the visually impaired (VI teachers) in the mentor program.

Project Goals



“Good design is accessible design.”
- Dr. John Slatin, *Maximum Accessibility*

- Create an **intuitive & engaging** learning experience.
- Facilitate learning with **multimedia and interactive** features.
- Exceed rigorous Web design & **accessibility** standards.
- Maximize usability through **user-centered design**.

Process: Part 1



- **Project Planning**
 - ◇ Web site (schedule, deliverables, etc.)
- **Research & Analysis**
 - ◇ Content inventory
 - ◇ Client interviews (needs, constraints, etc.)
 - ◇ User survey
 - ◇ Accessibility resources
- **Design Prototyping**
 - ◇ Design concept
 - ◇ Functional prototypes

Process: Part 2



- **Audiovisual Content Preparation**
 - ◇ Conversion & Editing (Final Cut Pro)
 - ◇ Captioning (MAGPie)
- **Construction**
 - ◇ Coding (XHTML, CSS, JavaScript)
 - ◇ Dreamweaver Templates
- **Verification**
 - ◇ Usability Evaluation
- **Implementation**
 - ◇ Design Standards & Implementation Guide

Static Content Features




- Intuitive and accessible navigation
- “Liquid” layout scales for larger font sizes
- Accessible images & data tables

TSBVI Mentor Training 4.2 – Categories of support

http://www.ischool.utexas.edu/~rgilg/tsbvi/course/chapter4/section2.1.html

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Chapter 4: How a mentor can support the new professional

Section 2. Categories of support [Print Page](#)

Look at the following chart. Based on interview with new teachers, these categories of support were developed.

DESCRIPTIONS OF CATEGORIES OF SUPPORT DERIVED FROM QUESTIONS ASKED BY FIRST-YEAR TEACHERS

Support Category	Description	Example Question
Instructional	Giving information about teaching strategies, the instructional process, or content.	How do I utilize math manipulatives?
System	Giving information related to procedures and guidelines of the school district.	What tests does the district require I give children?
Resource	Collecting, disseminating, or locating resources for use by the new teacher.	Where do I find a terrarium for the science center?
Emotional	Offering new teachers personal support through empathic listening and sharing experiences.	How do I learn to be a good teacher and also have a life outside the classroom?

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- Mentor Training Home
- Chapter 1
- Chapter 2
- Chapter 3
- Chapter 4**
 - 1. Understanding change
 - 2. Categories of support**
 - 3. Phases of teaching
 - 4. Stages of concern
 - 5. Styles of mentoring
 - 6. The mentors speak
 - 7. Resources

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Interactive Features



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Chapter 1: Issues for the new professional

Section 6. The double barrier to assistance

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Activity E

List 4 reasons why a new professional may not get assistance from an experienced professional.

Reason 1:

Reason 2:

Reason 3:

Reason 4:

[Continue](#)

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Please send comments and suggestions to [Jim Durkel](#), Statewide Staff Development Coordinator

Mentor Training Home

Chapter 1

1. Expectations for new professionals
2. Isolating nature of VI profession
3. Retention rates
4. Phases of teacher attitudes
5. Su
6. Do as
7. Ne sp
8. Re

Chapter 1: Issues for the new professional

Section 6. The double barrier to assistance

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Activity E - Response

How many of your reasons had to do with the new professional and how many had to do with the experienced professional?

While time and availability may have been some of your reasons, also consider this:

There is a "double barrier to assistance": new professionals are reluctant to ask for help for fear of appearing incompetent; experienced professionals are reluctant to offer help for fear of appearing to interfere.

A goal of the mentoring program is to help break down this barrier. By having a mentor/protégé relationship, new professionals can ask for needed assistance without feeling incompetent and experienced professionals can offer assistance without feeling intrusive or interfering.

Your response:

- Not wanting to admit that he or she doesn't know the answer.
- Not wanting to "be a bother".
- Both professionals are too busy.
- Experienced professional may not want to seem intrusive.

A DOUBLE BARRIER TO ASSISTANCE

New professionals hesitant to request assistance

- Accessible forms
- JavaScript "response" technique works with screen readers

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Audiovisual Features

- QuickTime & Real Player formats
- Closed captions
- External players provide more control than embedding
- Transcripts also provided



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Integrated Content



TSBVI Mentor Training 4.2 - Categories of support

http://www.ischool.utexas.edu/~rgilg/tsbvi/course/chapter4/section2.1.html

Resource	Collecting, disseminating, or locating resources for use by the new teacher.	Where do I find a terra... the science center?
Emotional	Offering new teachers personal support through empathic listening and sharing experiences.	How do I learn to be a teacher and also have a... outside the classroom?
Managerial	Managing and organizing the school day.	How should I organize...
Parental	Giving help and ideas related to conferencing or working with parents.	How do I tell parents th... is not doing well?
Disciplinary	Giving guidance and ideas related to managing children.	What do I do? The kids... and I am desperate.



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Activity B

Watch each video clip and decide what category of support each mentor offers. Or, [read the transcript of all clips](#).

Mentor 1	Mentor 1 clip in QuickTime Mentor 1 clip in Real Player	Select category for Mentor 1 ▾
Mentor 2	Mentor 2 clip in QuickTime Mentor 2 clip in Real Player	Select category for Mentor 2 ▾
Mentor 3	Mentor 3 clip in QuickTime Mentor 3 clip in Real Player	Select category for Mentor 3 ▾
Mentor 4	Mentor 4 clip in QuickTime Mentor 4 clip in Real Player	Select category for Mentor 4 ▾

Next Steps



- **Short Term (3-6 months)**
 - ◇ Implement on TSBVI Servers
 - ◇ Pilot with a group of mentors-in-training

- **Long Term (6 months-1 year)**
 - ◇ Develop server-side applications to gather and store user responses
 - ◇ Develop new courses

Lessons Learned



- **Challenges**

- ◇ CSS / Browser Compatibility
- ◇ Locating information on “nuts and bolts” of accessible Web development

- **Success Factors**

- ◇ User participation
- ◇ Project scope and status
- ◇ Client support

Conclusions



- Accessible design IS good design.
- Accessible shouldn't mean boring!
- Multimedia can support different learning styles AND lower access barriers.

Thank You!



Questions....?

Project Planning Site:

<http://www.ischool.utexas.edu/~rgilg/tsbvi>

TSBVI Mentor Training Site (temporary location):

<http://www.ischool.utexas.edu/~rgilg/tsbvi/course>

Contact Rachael:

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