

2nd International Conference on Higher Education Advances, HEAd'16, 21-23 June 2016,  
València, Spain

## Raise awareness in society about deafness: A proposal with Learning Objects and Scenarios

Rojano-Caceres, José Rafael<sup>a\*</sup>, Morales-Luna, Cinthia<sup>a</sup>, Rebolledo-Mendez, Genaro<sup>a</sup>,  
Ortega-Carrillo, José Antonio<sup>b</sup>, Muñoz-Arteaga, Jaime<sup>c</sup>

<sup>a</sup>*Facultad de Estadística e Informática, Universidad Veracruzana, Av. Xalapa s.n., Xalapa, 91000, Mexico*

<sup>b</sup>*Departamento de Didáctica y Organización Escolar, Universidad de Granada, Campus Universitario de Cartuja, 18071, Spain*

<sup>c</sup>*Departamento de Ciencias Básicas, Universidad Autónoma de Aguascalientes, Av. Universidad #940, Aguascalientes, 20131, Mexico*

---

### Abstract

In this article we propose a methodology to create Learning Objects (LO) to sensitize and provide awareness about deaf people. We observed that deaf people become unnoticed by hearing people because there is not visible physical difference in most cases. Hearing people become aware about them when they see the use of Sign Language, but at the end they can not to interact. By means of such LO we propose a mechanism to teach Mexican Sign Language (MSL) in specific scenarios that allows to hearing and deaf people interact by a common vocabulary. We envisage the idea of using everyday life scenarios such as “coffee shop”, “police station”, “doctor’s office”, “municipal service”, among others, to acquaint the hearing people with MSL, and therefore let us to communicate with deaf people. As a case study we describe the setting of a “coffee shop” which is used to train hearing people as a complement of a course in MSL. Finally, according to enrolled students the material becomes very straightforward to use, besides it provides good support for practicing.

© 2016 The Authors. Published by Elsevier Ltd. This is an open access article under the CC BY-NC-ND license

(<http://creativecommons.org/licenses/by-nc-nd/4.0/>).

Peer-review under responsibility of the organizing committee of HEAd'16

**Keywords:** Inclusion; Learning Objects; Deafness; E-Learning, Mexican Sign Language.

---

---

\* Rojano-Cáceres, José Rafael. Tel.: +52-228-842-1700 ext. 14183; fax: +52-228-814-9990.

E-mail address: [trojano@uv.mx](mailto:trojano@uv.mx)

## 1. Introduction

In 2010, according to the official statistics in Mexico, around the six per cent of the total population has some disability. Such percentage represent six million people (Gobierno de la Republica, 2013). Although in contrast, different sources suggest a greater count (WHO, 2015). But talking about specific disabilities such as hearing impaired, the World Health Organization (WHO) identifies that the 5.3 per cent of population experiment hearing loss (WHO, 2014). So, in relation with others disabilities, the hearing impaired group represents the third of the common disabilities in Mexico. Even though this group is the third largest, it goes unnoticed by the hearing population because in most cases it does not exhibit distinguishing physical characteristics as in the case of blindness.

Talking about equity and inclusion, Peres and Suárez state in (Peres & Suárez, 2012) that hearing impaired people has very special needs to satisfy, for example they require access to sign language interpretation service as an essential way to establish communication with others. Thus, the best way to establish a conversation with them necessarily involves the use of sign language. Sign Language is viso-spatial system based on hand movements and facial expressions that hearing impaired people used as their native language. In Mexico the teaching of Mexican Sign Language (MSL) has been mainly responsibility of schools of special education, even though there are a few Not Governmental Organizations (NGO) that promotes such language. Unfortunately, now a days MSL is not is not taught as a second language as the case of English language yet.

Therefore, in this article we present a proposal which aims to support hearing impaired people, hereafter deaf people, by defining a methodology to create Learning Objects (LO) (Wiley, 2001)(McGreal, 2004) which includes Sign Language applied to simple scenarios of everyday life. We conceive a Learning Object as a digital self-contained resource which includes a) learning objectives, b) descriptive or explicative content, b) learning activities and c) an evaluation mechanism. Finally to be accessed in a learning platform such resource is packed with their descriptive metadata based on standards as LOM (Duval, 2006) or IMS (IMSGLC, 2006).

## 2. Scenarios

As we previously stated, hearing people is generally unconscious about deaf people because the absence of distinguishable physical characteristics as in the case of blindness. Therefore what happens in the case of deaf people arriving to some commerce such as a coffee shop? According to our observations in this situation, first waiters usually bring the menu and then they ask for the order after a while. We observe that when the waiters realize that the person is unable to hear and speak, they immediately try to look for a person who to contact in oral language. In other situations they try to communicate by writing a message. Unfortunately, in Mexico only around the 20 per cent of deaf people go the school, this means that most of them are illiterate. Therefore considering different situations where it is necessary establish a communication between hearing and deaf people we design a set of scenarios (see Fig. 1) from everyday life as could be go to a coffee shop, a municipal service or a doctor. In that way our scenarios help to hearing people to learn about deaf culture, and also how to interact in typical situations as those described above by means of learning a common vocabulary.

## 3. Methodology

Firstly, in order to create the scenarios we talked with deaf people to identify their needs, later we made an observation *in situ* to understand the problems of communication. Such observational study is not addressed in this paper. Secondly, we define a systematic process conformed by seven steps listed below. This steps let us systematically create a Learning Object. Each step is described in the following sections.

1. Define the vocabulary of interest
2. Create/translate the vocabulary into sign language
3. Record episodes with deaf people and interpreter
4. Compile materials into learning objects
5. Validate the LO with deaf people and interpreter
6. Release LO to hearing people

Download English Version:

<https://daneshyari.com/en/article/1107198>

Download Persian Version:

<https://daneshyari.com/article/1107198>

[Daneshyari.com](https://daneshyari.com)