

2010 International lectures and 2011 Symposium at NTUT

International Relations Committee Members,
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4-3-15 Amakubo, Tsukuba-shi Ibaraki-ken 305-8520 Japan

Abstract: National University Corporation of Tsukuba University of Technology (NTUT) hosted International Symposium on “Higher Education for People with Hearing or Visual Impairments.” We discussed issues regarding “Higher Education,” “Employment after Graduation,” and “Entrance to Higher Education for Disabled People.”

This year we entitled the symposium “Overseas Education Support for Hearing and Visually Impaired Students in Korea,” as the title of the 2010 symposium was “Experience of Accepting Overseas Disabled Students.”

Keywords: Higher Education, International Lecture, Support, Symposium

1. Introduction

NTUT has been providing a better educational environment for both hearing and visually impaired students through research, development of new technology and educational support, and exchange programs with sister institutions.

Since 2008, “Plan for 300,000 Exchange Students” has been a policy to create Japan that is open to the world. NTUT followed this policy and started graduate school programs in April 2010. The International Relations Committee invited two lecturers to share their knowledge and know-how with two foreign institutes that had accepted foreign students with disabilities.

We have benefitted greatly from our contact with not only our official sister institutions but also with many individuals and educational institutions that have participated in our symposiums and exchange programs. We hope that our partners in Japan and abroad have likewise benefitted from our programs.

2. Purpose

To summarize the past two years’ activities of International Relations Committee focused on the 2010 International lectures and 2011 Symposium, discuss the prospective topics of future symposia, and share experiences with sister institutions.

3. 1 Presenters and Participants in 2010

The two presenters were as follows: 1) Richard K. Shields, Ph.D. from Carver College of Medicine, University of Iowa, USA; the title of his presentation was “Experience of Mentoring a Japanese Student with Visual Impairment”. 2) Asia Mason, Ph.D., Director of Center for International Program and Services of Gallaudet University; the title of the presentation was “Experience of Educating Overseas Deaf Students in the

USA and Gallaudet University.”

There were 111 participants: 21 from Faculty of Industrial Technology, 16 from Faculty of Health Science, 9 from Research and Support Center on Higher Education for the Hearing and Visually Impaired, 32 from the Administration Staff, 15 students, and 18 visitors. After the presentations, the Question and Answer Session was held, and many practical questions were asked by the participating students.



2010 International Lectures, Dr. Shields (left), President Murakami and Dr. Mason (right)

Experience Mentoring a Student with Visual Impairment from Japan

Richard K. Shields, PhD, PT, FAPTA

Carver College of Medicine, University of Iowa, USA

The Physical Therapy and Rehabilitation Science Department at the University of Iowa is one of the top academic centers in the United States. We admit only outstanding students and the graduates become leaders in education, research, and scholarship worldwide.

In 2003, we admitted an outstanding student, with a degree in physical therapy, from the Tsukuba School. He completed two scientific degrees from the University of Iowa with high distinction. The purpose of this presentation is to share our experience in mentoring an individual with visual impairment and propose five important factors that contributed to his success. All students, whether they have impairment or not, must have the passion, character, talent, and work ethic to become an independent scientist and gifted teacher. The mentor and academic team must expect only the highest achievement from the student and not assume, because of the visual impairment, that they cannot fully participate in educational opportunities. The mentor and academic team must dispel the “false perception” that visually impaired students cannot perform lab tasks, data analysis, and direct observations required to become a scientist. The student and mentor must work collectively to

develop and attain the optimal technology necessary for the student to succeed in the laboratory. Lastly, we expect the visually impaired student to be a “role model” to assist all students in overcoming barriers impeding their progress in science.

Some educational practices needlessly discourage visually impaired students from pursuing scientific fields. Further work is necessary, through collaborative efforts from research institutions worldwide, to assure that all students with visual impairment have the opportunity to achieve their goals to become scientists and educators. In support of this view, the National Science Foundation recently recognized over fifty scientists, with visual impairments, for their outstanding contributions to science. We look forward to future collaborations with students from your outstanding institution.

Experience of International Deaf Students in the USA and Gallaudet University

Asia Mason, Ph.D

Director of Center for International
Program and Services, Gallaudet University, USA

The USA has the world’s largest international student population, with nearly 700,000 students choosing to broaden their education and life experience in United States. Gallaudet University, the world leader and only liberal arts university for deaf and hard and hearing students, served 152 deaf students from 51 countries around the globe in 2009-2010 academic year.

This presentation will highlight the experience and process of international deaf students to the USA and Gallaudet University along the following outline:

- Why study in the USA?
- Why study at Gallaudet?
- Models of successful alumni will be included.

Concrete ideas and conditions for the success of international students will be shared during this presentation:

- Preparation for study in the USA and Gallaudet
- 25 ideas and conditions to succeed

Helpful advice and tips for potential students will be shared during this presentation to help with careful planning in order to make the students higher education experience a success:

- What not to do?
- Why students fail?
- Understanding professor’s pet peeves
- Understanding what professor’s want

3. 2 Presenters and Participants in 2011

The two presenters were as follows: 1) LEE, Hyun-Gu, Ph.D., Vice President of the Korea Nazarene University (KNU); the title of the presentation was “The Status and Strategies of Overseas Education Support for Disabled Students of the Korea Nazarene University (KNU)”. 2) Yoon, Jeom-Yong, Ph.D., President of Korea National College of Rehabilitation and Welfare (KNCRW); the title of the presentation was “The Status and Strategies of Overseas Education Support for Visually and Hearing Impaired Students of the Korea National College of Rehabilitation and Welfare (KNCRW).”

There were 89 participants: 21 from Faculty of Industrial Technology, 11 from Faculty of Health Science, 12 from Research and Support Center on Higher Education for the Hearing and Visually Impaired, 35 from the Administration Staff, 1 student, and 2 visitors. After two presentations, NTUT’s experience regarding this matter was discussed, and the Question and Answer Session was held to facilitate enhanced interactive understanding.



2011 International Symposium: Author, Dr. Lee, Dr. Yoon, Dr. Ichiman, Mr. Nakajima

The Status and Strategies of Overseas Studying Support for Disabled Students of the Korea Nazarene University (KNU)

LEE, Hyun-Gu, Ph. D,
Vice President of KNU, Korea

Korea Nazarene University is one of the best universities in the world, supporting disabled students in various ways.

Even if people are disabled, they are guaranteed the right of learning for the sake of perfect participation and support to grow up as practically skilled experts without discrimination between disabilities and non-disabilities by implementing integrated education based on symbiosis at a higher education supporting center.

What we are doing is as the below and will explain it in this presentation more specifically.

- Supporting disabled students' instruction-learning
- Orientation for new disabled students
- Supporting all types of disability member meetings
- Disability assistant and disability recognition training for university students and staff, etc.

Through these supporting programs, we would like to establish an environment where disabled and non-disabled students can enjoy campus life.

The Status and Strategies of Overseas Studying Support for Visually and Hearing Impaired Students of the Korea National College of Rehabilitation & Welfare (KNCRW)

YOON, Jeom-Yong, Ph. D,
President of KNCRW, Korea

The status of support for the disabled students studying abroad

First, the College runs the “language and job training” program with the Thompson Rivers University in Canada. Second, the College cooperates with the Gallaudet University in the United States to provide sign language program. Third, the College students participate in the “internship program” organized by the Korean Council for College Education.

Strategies activate support for disabled students studying abroad

First, the College will improve the international exchange with foreign colleges, especially with the Corporation of Tsukuba University of Technology in Japan.

Second, we will help students to prepare for the studying abroad. We will collaborate to offer have many programs, including language programs and lecture of foreign speakers.

Third, we will have the personnel for promoting international exchange and cooperation.

Fourth, we will help students to have an interest in studying abroad earlier. We will recruit high-school students by offering this world wide perspective and an internationally oriented programs.



2011 International Symposium: Two presenters and two accompanying guests from Korea

4. Discussion

The style and focus of our annual symposium has seen considerable changes over the years. In the early years of our institution, we did not have an International Relations Committee. The Area Relations Committee used to invite two well-known Japanese presenters for our symposium, sometimes accompanied by presenters from within our institution, to our Annual Lectures/Research Presentations. After the creation of the International Relations Committee, the Japan/USA International Symposium was started, and it invited presenters from our first sister institution, the National Technical Institute for the Deaf (NTID)/Rochester Institute of Technology (RIT). As relations with the State University of New York at Buffalo (UB) developed, presenters from that institution were invited. A relevant example is the 1st Japan/USA International Symposium/5th Annual Lectures/Research Presentations held in 2000. The two-day event included one presenter from NTID; one, from UB; and 17, from our institution. Later, as we developed closer relationships with institutions in Europe and Asia, the name of the event was changed to the International Symposium. The diversity of the participants of our symposium is reflected in our most recent (2010, 2011) annual symposiums. An important aspect that helps overseas students study abroad is that each institute has been providing them with support for better cultural understandings and mentors who can help them develop self-reliance.

5. Summary

The formal presentations at both symposiums were attended by many people. Moreover, the lively discussions and exchange of information in the Question and Answer sessions were noteworthy. Another interesting aspect of the symposiums was that the invited presenters were given a tour of both campuses, providing them with an opportunity to view the facilities and interact with the faculty, staff, and students. The Symposium Receptions also gave a good opportunity to the members of both faculties and International Relations Committee to discuss the issues with the presenters.

Our university expects to proceed with the plans of preparing to deal with diverse educational needs and attain achievements in order to serve as a leading institute in education for the hearing impaired and visually impaired. We aim to apply the “Plan for 300,000 Exchange Students” in our university.

Acknowledgement

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