

EXPECTATIONS IN COLLABORATIVE LEARNING OF THE DEAF STUDENTS IN HIGHER EDUCATION

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Abstract

The purpose of this research was to study the expectancy of collaborative learning for deaf students in higher educations. The tools for this research were 7 rating scales questionnaires evaluated by 3 experts. The sampling group of this study were 34 deaf students. The data were collected from deaf students in a bachelor degree program at Suan Dusit Rataphat University. The study found that the highest expectations of the deaf students are to work with their own kinds much more than working with normal students average score of 6.00 (a relatively high level) and to specify their own activities for achieving their works average score of 6.22(a relatively high level). They also expected to work with their teachers to design the scope of contents with an average score of 6.31 (a relatively high level). Finally, the deaf students would like to role each person in groups to work on given tasks with an average score of 6.24(a relatively high level).

INTRODUCTION

One of successful instructions nowadays is collaborative learning. This is because it aims to encourage learners to share their knowledge and to take their own responsibility to achieve the goal of their group in a learner-centered environment. Learners will have chances to act as instructors and learners even through they are not aware of their participation [1, 2]. This form of learning can help learners to be critical thinkers and constructivist activities.

Normally, hearing-impaired people cannot participate in the same activities as normal people. This is because they lose important parts of communication, speaking and listening. Therefore, collaborative learning for deaf people must change in order to cope with the difficulty such as changing the communication channel from hearing to seeing, speaking to sign language, etc. In addition, the deaf people tend to accept and trust only the deaf people. [3]. Therefore, the thoughts inside the deaf people must be different compared to those normal [4].

For that reason, in this research, expectations of the deaf community in collaborative learning are explored, e.g., what their expectations, how they collaborate,

and what the important factors in their collaborative learning, etc. The research results will be used to develop a collaborative learning system for the deaf people.

THE OBJECTIVE OF THE STUDY

The objective of research was to study the deaf students' expectations in collaborative learning.

RESEARCH METHODOLOGY

The data were collected by using questionnaires about the deaf students' expectations in collaborative learning. The sample group used in this study was 34 deaf students in Special Education Center, Faculty of Education Suan Dusit Rajabhat University. The data were analyzed using basic statistical tools, frequency, percentage, mean (\bar{X}), and standard deviation (SD). The levels of agreement from respondents were as follows:

Average Score		
6.50 – 7.00	means	definitely agree
5.50 – 6.49	means	strongly agree
4.50 – 5.49	means	quite agree
3.50 – 4.49	means	slightly agree
2.50 – 3.49	means	slightly disagree
1.50 – 2.49	means	quite disagree
1.00 – 1.49	means	strongly disagree

RESULT ANALYSIS

The collected data analyzed were personal data and their expectations in collaborative learning of the deaf students as follows:

Personal data: Sampling group was consisted of 34 persons, that were 9 males (26.5%) and 25 females (73.5%). Favorite leisure activities were reading (100%), sports (68.0%), and television (8.8%). Favorite professions were teacher/lecturer (6.79%), sign language interpreters (5.88%), learning media developers (4.82%), computer and internet-related workers (4.32%), printing, book, and textbook-related workers (2.85%), data and business-related workers (2.05), and technical workers (1.26%). Favorite sports were volleyball (6.70%), ping-pong (5.64%), jogging (4.23%), chess (2.91%), bicycling (2.09%) and swimming (1.23%). The expectations in collaborative learning of the deaf students were shown in Table 1.

Table 1: Expectations in Collaborative Learning

Expectations in Collaborative Learning	Level (Mean±SD)	Level of Expectation
1. Work in group	6.70±0.46	Definitely agree
2. Learn in group	6.44±0.5	Strongly agree

3. Teachers and students define content scope for activities together.	6.32±0.63	
4. Students have role in setting up activities.	6.32±0.58	
5. Students write down their roles and duty.	6.23±0.49	
6. Learn according to their skills	5.44±0.74	
7. Work together but score could vary due to each person's work	5.38±0.85	
8. Teachers and students find learning materials and tools together.	5.38±0.77	
9. Students present to class in group.	5.32±0.87	
10. Teaches and students set activities together.	5.29±0.67	
11. Learn together and score in group is the same	5.23±0.81	
12. Teachers discuss and summarize learning content.	5.20±0.97	
13. Work together and score in group is the same	5.17±0.83	
14. Teachers and students write down their roles and duty together.	5.11±0.87	
15. Students are divided into groups of 2-3 members.	5.05±0.73	Quite agree
16. Teachers and students write down their roles and duty for each member.	4.94±0.81	
17. Teachers find learning materials and tools.	4.91±0.86	
18. Students are divided into groups of 4-5 members.	4.88±0.91	
19. Teachers and students discuss and summarize learning content together.	4.82±0.75	
20. Teachers set content scope for activities.	4.64±0.69	
21. Students write down their roles and duty for each group member.	4.64±0.98	
22. Teachers write down roles and duty for each group member.	4.64±0.74	
23. Teachers write down roles and duty for each group.	4.61±0.69	
24. Students set content scope for activities.	4.50±0.56	
25. Teachers set activities.	4.47±0.66	
26. Students find learning materials and tools.	4.44±0.85	
27. Students should not be divided into groups.	4.38±0.55	Slightly agree
28. Students discuss and summarize learning content.	4.08±0.71	
29. Learn together but score comes from individual	3.82±0.96	
30. Students are divided into groups of over 6 members.	3.52±0.92	
31. Students present to class individually.	3.20±0.59	Slightly disagree

Table 1 showed that the highest expectations of the deaf students are to work in group (average score of 6.70). However, they preferred to work with their own kinds much more than working with normal students (average score of 6.00). The expectations in the strongly agree level were to specify their own activities for achieving their works, to work with their teachers to design the scope of contents, and to role each person in groups to work on given tasks (average scores between 6.24 and 6.44).

RESEARCH CONCLUSION

The research results supported the idea that the deaf students have expectations in collaborative learning. They expressed the following expectations at the high level: teachers and students define content scope for activities together; students have roles in setting up activities, and students write down their roles and duty. Moreover, they expected to divide students into groups of 2-3 members, and each group member learns according to their skills and together in group. Therefore, they considered the work as group efforts, and score from work or test must be the same for each group member. For activities, they expected that teachers and students specify learning materials and tools together. They also prefer presentation to the class in group and dislike the idea of individual presentations.

Preferences towards Bilingual Simulation Program

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4. Amattayakul, Poonpit, Deejongkit, Sumalee, Khajorntham, Pimpa. (2002). *General Facts on the Handicapped*. Ratchasuda College, Mahidol University, Ratchasuda Foundation, p. 75.