

**WP02**

**PRE-RESEARCH : COLLECTING  
BEST PRACTICE**

**vidusign**



# Selection process

1. Search for relevant literature and best practice videos (all groups, but mainly partner responsible of the WP02, GISTAL).
2. Selection of the 50 best entries of each category.
  - By GISTAL
  - By the partners (among the ones that have been already selected in the first draft)
3. Selection of the 10 most relevant videos and literature resources from the 50 + 50 best entries already chosen.
  - By GISTAL
  - By the partners (among the ones that have been already selected in the documents)
4. Summary report.



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## Topics for the search

The search from the whole consortium was guided by the “lines of search” that were agreeded by all partners in the kick of meeting (Viena, January 2014). It had to be based on deafness (or hearing imparment) + the following topics:



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### Social and Communicative skills

- How to be assertive
- Theory of mind
- Interpersonal
- Communication ...

### Access to Work

- Transition from school to work
- Work training
- Inclusion in the job environment
- Employers and colleagues attitudes and training.
- Problem solving in working environments ...

### Artistic World

- Creativity
- Theater
- Music
- Dance ...

### Digital Video

- Use of technology in daily life of deaf people.
- Media education in deaf people formation
- Subtitles ...



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# WP02 Results:

## Partners contribution – type of entries

Partner	Articles	Projects	Webs, apps	TOTAL
KUL	3	1	8	12
EQUA	3	1	13	17
GISTAL	54	9	69	132
RACIO	5	6	2	13
KIN			7	7
UGR	5			5
<b>TOTAL</b>	<b>70</b>	<b>17</b>	<b>99</b>	<b>186 entries</b>



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## Criteria for the selection 50 + 50

- ❖ Entries from all partners in all languages of the project. It was a “*sine qua non*” condition of the project to have at least one reference of the 20 final (10+10) in the official languages of the project.
- ❖ Entries meaningful for the purposes of the project from a conceptual point of view:
  - Entries that help to clarify the reality of youth with hearing impairment in their transition from school to work, and in their work and social lives ...
  - Entries that help to get ideas on good techniques on how to do videos ...

# Criteria for the selection 50 + 50

- ❖ Entries based on EU developed in and focused experiences and projects.
- ❖ Entries as current as possible, especially those relating new technologies, since they develop so fast.
- ❖ Balanced selection of what has been found in the net: for example, there were a huge amount of videos posted on YouTube of young people signing songs, but we just selected a couple for the 50+50 selection.
- ❖ Rejection reasons:
  - Videos or web pages no longer available in internet.
  - Entries about people who have other impairments a part from deafness.



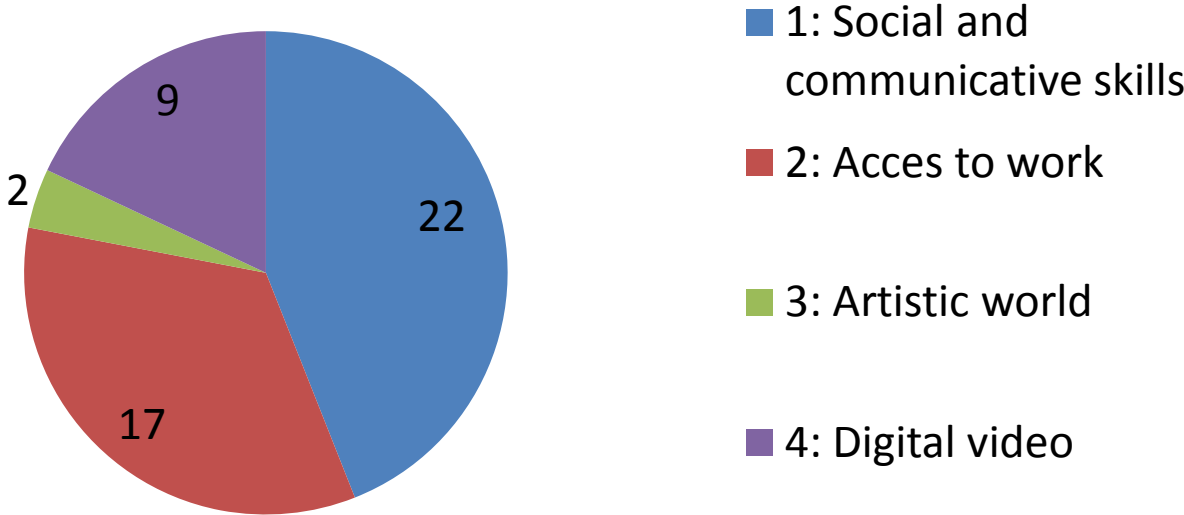
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# Distribution of the 50 literature entries by topics

Literature



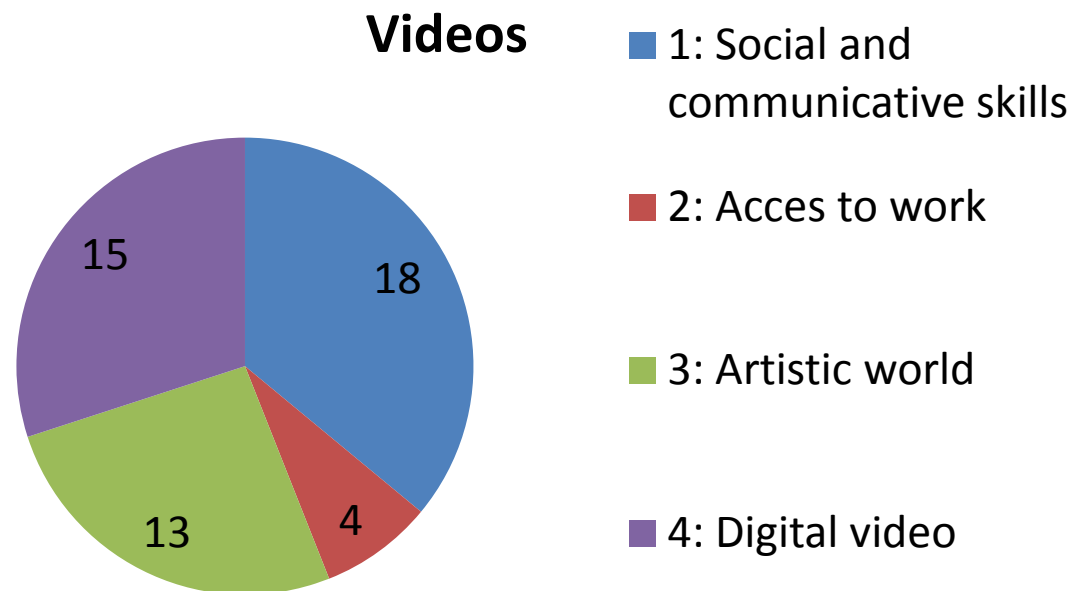
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# Distribution of the 50 best videos entries by topics



# Criteria for the final selection

## 10+10

- The most voted: all entries in the final documents have been selected by, at least, two partners.
- At least one entry in all official languages of the project.
- At least one entry of each topic (social and communicative skills, access to work, artistic world and digital video) in both categories (literature and best practice videos).
- The most advanced and recent technological tool useful for deaf people to communicate with others.



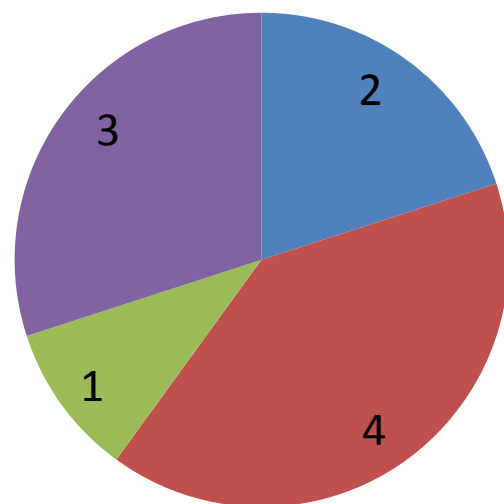
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# Distribution of the 10 best literature entries by topics

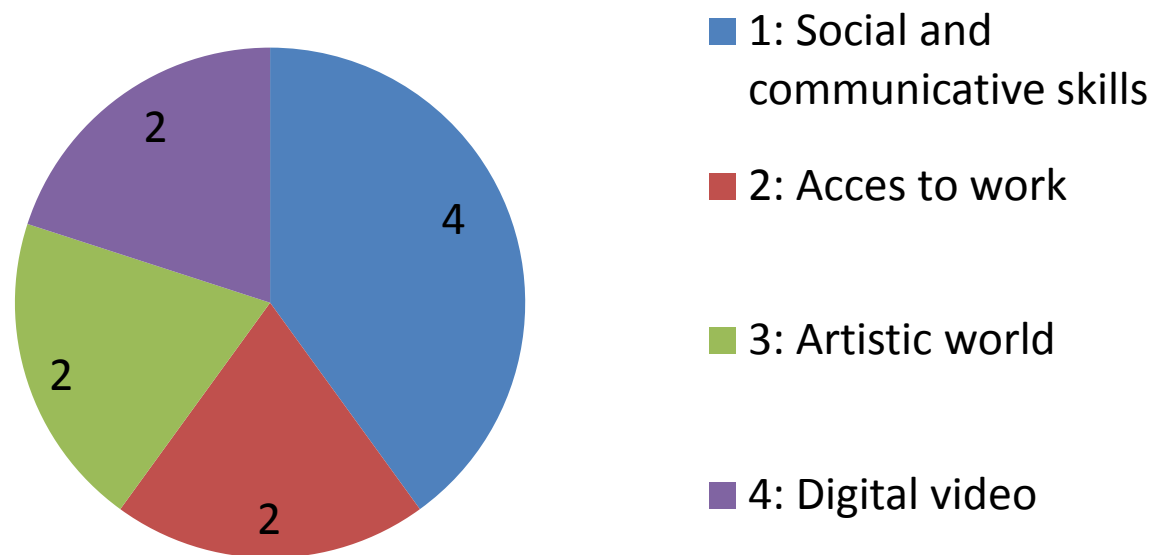
## Literature



- 1: Social and communicative skills
- 2: Acces to work
- 3: Artistic world
- 4: Digital video

# Distribution of the 10 best practice entries by topics

## Videos



# Conclusions

- The repositories show the value of different modes of communication of deaf people. Any system is good if helps on communicating (either sign languages and/or oral languages). Nevertheless there are few findings concerning the use of the written language, the need of subtitles and indications on how to do it effectively.
- The entries in both categories (literature and best practice-videos) demonstrate that there are communicative barriers between deaf and hearing people.
- The most common topic found in both categories refers to communicative and daily life social skills. There are differences in the second place entries: in the literature references refer to access to work meanwhile in videos refer to digital media.
- Most videos present people with hearing impairments communicating and explaining their personal experiences: emotions and feeling. There are no findings relating problem solving in a scientific or technical levels.



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# Conclusions

- The repository reflects the difficulties deaf people have in job integration when beginning in a workplace.
- The repository reflect the worry to facilitate the school-work transition, although there is a lack of experiences and specific best practices.
- There are an important amount of videos found in the net with deaf youth acting or performing famous songs as the most spread artistic activities posted in internet.
- Deaf youth are in front of the most part of the videos found, but they have not participated on its creation and elaboration in the same proportion.



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# Recommendations

- Since the aim of the project is the work inclusion of deaf youth, it would be important to show in detail the professional development of people with hearing impairment. This is something that was not found in the net.
- All videos have to be with subtitles and also translated into sign language. Each deaf person has to be able to follow all the videos on its communicational system, as well as hearing people.
- The elaboration of videos or pedagogical materials should include the treatment of complex tasks such as: scientific discussions or debates of general politics or actual topics within Europe, as examples, in order to show a positive image of deaf people skills.



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# Recommendations

- It would be significant to offer role-playing games demanding interactive activities that allow the use of pragmatic rules, problem solving and decision making.
- It is important that the materials show good communicative practices between deaf and hearing people (such as respecting turn talking, warning about changes of topic in a conversation or avoiding conversational overlaps), instead of being too theoretician or insisting on the negative ones. It would be interesting to show problem solving tasks that require hearing people/deaf people cooperative work.
- The relevance of the written language is something to be taken into account in the process of elaborating pedagogical materials with independence of the mode of communication. Written language is an important element in the process of job acquisition.



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# Recommendations

- It would be interesting to exemplify a wide range of professions that show how deaf adults work in different working areas (advanced skilled levels), demonstrating at the same time, in some cases, their high university achievements as an example to others.
- To facilitate the transition from school to work, material should include activities to be developed about access to the working world to facilitate processes such as: search of work, doing a working interview or starting a job in a new place, as examples.
- To facilitate the transition from secondary school to university materials should include activities to facilitate the comprehension of deafness by the institutions (specially by lecturers and classmates) in order to facilitate their studies development.



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# Recommendations

- As an aim of the project it is essential to increase creativity of the youth by widening their artistic scope. It is a key element is their own participation in the process of elaborating a video in all its stages.
- When developing the videos it is important to take into consideration the visual-spatial abilities of deaf people. Their peripheral attention (as commented in one of the best 10 literature entries) is important when planning the camera positions display.
- As a final recommendation, it is important to count with young hearing impaired people in the creation of videos as well as in the conception of pedagogical materials as empowering activities.



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