A Bilingual University in Europe?

Workshop by Timothy Rowies and Dr. Ingo Barth
Workshop plan

- Short Introduction
- Brainstorming
- Our definition of bilingual education and current situation of deaf students in Europe
- Discussion groups (4 themes)
Short Introduction

- Why?
- Who are we?
- Short History
  - European Deaf University
    Klagenfurt University, Austria, ~1995-2003, Prof. Franz Dotter
  - European Sign Language University
    Bad Kreuznach, Germany, 2009-2011, Dr. Ingo Barth
  - Other ideas/activities in Europe, 2011-2014
  - Bilingual University in Europe?
    A comeback in 2015?
Brainstorming
Bi(?)lingual-Bi(?)cultural Education

“Bilingual bicultural Deaf education recognizes both the native sign language of the Deaf community and the majority language/s of the country in which the student resides. It also fosters Deaf culture and appreciation of the many cultures comprising the broader society” (Gibson, Small & Mason, 1997).

"Bilingual Bicultural education is first and foremost an empowering education". "An empowering education teaches Deaf students to develop the confidence necessary to exercise their basic rights, accept their responsibilities, to advocate and to learn to participate in the decision making process." (Malkowski, 1995).

Bilingual bicultural programs for Deaf students:

- Empowering educational environment both in their teaching and in the structure of the program

While there are many different models of how bilingual bicultural education could be implemented, all of them must have at its basis, a structure that reflects Deaf empowerment. This necessitates a model that incorporates the university environment, the residence, the home, the Deaf community and the hearing community. Together they create an enriching bilingual bicultural experience to encourage Deaf students to take active roles in their communities and eventually as empowered citizens in society.
Deaf students in Higher Education

New information and knowledge they have to overcome the shortcomings of their previous school experience, such as language deficiencies, inadequate study conditions, a lack of logic skills, problems with reading comprehension and difficulty in producing text (Sampaio, Santos, 2002).

Integration requires not only the ability to carry out academic activities, but also involvement with colleagues, teachers and the environment. Both are fundamental in the early years of higher education for improving the chances of success (Diniz, Almeida, 2005; Ferreira, Almeida Soares, 2001).

- Challenging for all young people, and more for deaf people
- Problems of adjusting to academic life and the obligations: failure and abandonment
- Interpreters’ quality in the higher education and the accessibility
- According to the UNCRPD, recognised and ratified by many European countries

Source of the survey statistics: European Union of the Deaf Youth (EUDY) & European Deaf Students’ Union (EDSU)
Discussion themes

per group: 15 min discussion, 3 min presentation, 2 min questions

1) It is possible for higher education courses to be taught in International Sign and written English?

2) How inclusive would be a class with deaf and hearing students and lecturers?

3) How should we establish this university?

- Other theme: study domain, network, campus, fundraising, technology, ...
Short presentations
Thank you!