

## Guidelines for adapting **Classroom Design** to another language, culture and country

<b>Contact:</b>	<p>This course has been developed by State Centre for Hearing and Communication (Schleswig), Germany</p> <p>Landesförderzentrum Hören und Kommunikation, Schleswig, Georg-Wilhelm-Pfingsten Schule, Schleswig-Holstein, Deutschland</p> <p><a href="https://www.schleswig-holstein.de/DE/landesregierung/ministerien-behoerden/LFZHuK/lfzh_node.html">https://www.schleswig-holstein.de/DE/landesregierung/ministerien-behoerden/LFZHuK/lfzh_node.html</a></p> <p>Email address to contact: <a href="mailto:erasmus@lfzsl.de">erasmus@lfzsl.de</a></p>
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Theme	Decisions	Person responsible	deadline	Done (date)
<b>Project organization and planning</b>	<p><u>Project group skills</u> In the project group for this material, you need professionals with knowledge about acoustics, hearing technology and hearing assistive technology. We recommend that the project group have experienced members on counselling in mainstream schools about inclusion of pupils with hearing loss. You can also choose to request specific knowledge from technicians or acoustic professionals outside the project group.</p> <p>This material consists of these parts:</p> <ul style="list-style-type: none"> <li>• Checklist</li> <li>• 6 information sheets</li> <li>• Evaluation document</li> </ul> <p><u>Project phases:</u></p> <ol style="list-style-type: none"> <li>1. Read the texts and identify the parts that you want to adapt to your country and language.</li> <li>2. Adaptions and translation of texts – first prototype</li> <li>3. Quality assurance by colleagues with qualifications covering each of the 6 information sheets</li> <li>4. Revisions – final edition</li> <li>5. Dissemination</li> </ol>			

	<p>There could be many adaptations necessary for this material, because the law and regulations regarding provision of hearing technology and building regulations are different in each country. In addition, the provision of interpreting services are different.</p> <p>The English version of this material was created to be easy to read (low LIX). This makes it more difficult to clarify the relationship between some sentences and paragraphs. If you want to see an edition with many adaptations/changes from the original German/English texts, you can have a look at the Danish brochure (use automatic translation to understand the text).</p> <p><u>Format:</u> You can decide, if you want to gather all parts of this material into a brochure, which is printable. A printed brochure can stay at the school as a reference book.</p>			
<p><b>Production and dissemination of the material</b></p>	<p>Who will you contact to produce or give you support producing the product?</p> <ul style="list-style-type: none"> <li>• Technician or acoustic engineer?</li> <li>• Interpreting services (sign language, signed spoken language, written text)</li> <li>• Dissemination: Which network or stakeholder will you use to distribute this?</li> </ul>			
<p><b>Adaptions:</b> <b>What parts of the product needs adaptations to culture and schoolsystem, language, national sign language?</b></p>	<p><u>Checklist:</u> Do you want to rephrase some of the questions? (beware: they need to be asked in a way, that answering “no” in the checklist means, that the teacher should read the info-sheet about this topic)</p> <p><b>Info-sheets:</b> <u>Classroom acoustics:</u></p> <ul style="list-style-type: none"> <li>• What is the law/regulation regarding reverberation time in classrooms for special education in your country?</li> <li>• Do you want to add “noise regulation” to the title?</li> <li>• Which Apps do you recommend to do acoustic measurements in the classrooms?</li> <li>• Who provides a professional measurement of room acoustics (add reference)?</li> <li>• What law / regulation exists regarding acoustic improvements of the classroom (who pays)?</li> </ul> <p><u>Hearing technology:</u></p>			

	<ul style="list-style-type: none"> <li>• Which words / terminology do you use regarding personal hearing devices? (classification system). See English and Danish editions for differences.</li> <li>• How do you describe and use ‘Hearing assistive technology’ (HAT)?</li> <li>• Who pays for HAT and under which law/regulation (Anti-discrimination act/ health system law / school law / parent’s insurance)?</li> <li>• Which technological hearing systems are recommended in your country?</li> <li>• Are student microphones ‘regular procedure’ in your country? If not, describe the benefits of using these to the inclusion of the DHH pupil.</li> <li>• Soundfield-system as an addition to personal receiver on the personal hearing technology (HA, CI, BAHS) is the goal. Purpose: Classmates can hear, if they use the student microphones correctly and it promotes the class being quieter.</li> <li>• Do you have procedures for evaluating the benefits of HAT for the pupil?</li> <li>• Do you have other resources on use of hearing technology, which you will add as a link?</li> </ul> <p><u>Best seating arrangement:</u></p> <ul style="list-style-type: none"> <li>• Unilateral / asymmetrical hearing loss: Will the pupil sit with the best ear towards the teacher through all class levels or does this change as the teaching didactics includes more discussion (best ear towards the class)?</li> </ul> <p><u>Best lighting conditions:</u></p> <ul style="list-style-type: none"> <li>• Law/ building regulations: What Lux is required in a classroom?</li> <li>• Apps: Which App/ Apps for measuring light will you recommend?</li> </ul> <p><u>Visualization:</u></p> <ul style="list-style-type: none"> <li>• Which equipment is used for visualization in your country? (see English and Danish editions)</li> </ul> <p><u>Interpreting services:</u></p> <ul style="list-style-type: none"> <li>• Which interpreting services are available in your country?</li> <li>• If you do not have the same services as described in the English info-sheet, you can decide to use these descriptions as an inspiration anyhow. You can also mention contacting authorities, in order to make them aware of the need for interpreting service for a pupil.</li> <li>• Add references to the service-providers in your country or region.</li> </ul> <p><u>Evaluation:</u></p> <ul style="list-style-type: none"> <li>• The evaluation asks for improvements of <i>participation</i> and <i>attention</i> of the pupil. You may want to add “<i>well-being</i>”?</li> </ul>			
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<b>Quality check your materials prototype by colleagues – make revisions</b>	Ask your colleagues for input to the materials and their understanding of it, before it is released and make revisions for the final edition (you may need 2 quality checks).			
<b>Upload materials to webplatform</b>	Contact the project management from Denmark – see “Contacts” at the webplatform. See ‘General recommendations’ for your preparation of materials for the webplatform Check your page of the webplatform			
<b>Dissemination</b>	Make a dissemination plan on how you want to inform about your material in your country: <ul style="list-style-type: none"> <li>• Conferences, seminars</li> <li>• Article in professional magazine</li> <li>• Webinar</li> <li>• Meetings</li> <li>• Counselling teachers in inclusive settings</li> </ul>			

### Checklist

Theme	job	Done
<b>Project organization and planning</b>	Project group: Project leader. Authors of each info-sheet. Quality check- persons. Dissemination responsible.	
	Timeline	
	Format (online / print)	
	Dissemination plan	
<b>Adaptions</b>	Checklist	
	Infosheet 1-6	
	Evaluation form	
<b>Quality check your material prototype by colleagues – make revisions</b>	Tested by colleagues	
	Revisions made	
<b>Upload materials to webplatform</b>	Webpage text	
	Pdf's done	
	Webplatform check	
<b>Dissemination</b>	Conferences / seminar	
	Meetings	
	Articles	