

Alaska Educational Interpreters Conference 'Visual Language In The Classroom'

sponsored by

Alaska State School of the Deaf and Hard of Hearing -AKSD
AK Dept of Education & Early Development - DEED
Alaska Registry of Interpreters for the Deaf - Alaska RID

Location: ZOOM!

Dates: February 26, 27 and 28, 2021

Deadline for Early Registration: February 12, 2021



Friday, February 26



Keynote Speaker

Promoting Student-Centric Learning by Corey Axelrod

5:15 - 6:45pm CEUs 0.15

Cultivating a student-centric learning environment is paramount for long-term educational success. These environments help student develop communication and social skills, promote intrinsic motivation to learn, and, ultimately, helps students transfer skills to the real world. During this keynote, Corey Axelrod – 2axend's founder and CEO – will provide effective techniques and strategies for educational professionals to use to promote student-centric learning with Deaf and Hard of Hearing students.

Participants will:

- Identify potential communication and cultural gaps between students and the educational team, as well as their impact in educational settings.
- Identify best practices to develop trust and establish open lines of communication with Deaf and Hard of Hearing students.
- Identify tools and strategies to support Deaf and Hard of Hearing students' academic, cognitive and social and emotional development.

Saturday, February 27

“Into” and “Enter” what is the difference? Examining Structures to Improve Conceptualization by *Wink Smith Jr*

9:00 am - 12:00pm CEUs 0.3

Beyond their respective parts of speech, what are the differences between the words, “into” and “enter”? What about “Explode” and “Explosion”? These words have different conceptual meanings, in that your mind sees them differently. What can this do for us as language learners? Learning how your mind categorizes meaning and how meanings are manifested in language can change the way you look at language and the world. This workshop focuses on how your mind dynamically creates meaning and will selectively choose words and sentences that communicate your intention. Once we analyze this we can have a deeper understanding of our mind and languages. I am hoping that when we improve this skill, we can learn to articulate our conceptualizations in ASL more accurately.

Participants will:

- Define Maximal Scope and Immediate Scope in linguistics and identify the two in non-complex expressions
- Define what figure-ground alignment means and provide one example for each
- Define construal and provide an example that gives two different construals of the same scene

"Depiction in Interpreting a Primer" by *Wink Smith Jr*

1:00-3:00 pm (1/2 hour break) 3:30-5:30 pm CEUs 0.4

Participants should be familiar with the following concepts, as only a refresher will be provided: constructed action, classifiers, partitioning, unrealized inceptives, and indicating verbs. This session brings these aspects together for working and aspiring interpreters. This workshop presents the view that English linguistic items and structures evoke conceptual content that can guide interpretation. Once we see these structures and how they symbolize meaning as they are derived from conceptualization, the depiction options narrow to a more suitable list. Construal will be of paramount importance and will be discussed at length with detailed attention given to cognitive semantics. For example, these four sentences evoke three different scenes:

- The farmer caught the rabbit
- The rabbit was caught by the farmer
- The rabbit was caught
- I saw the farmer catch the rabbit

All four of these structures can inform how we construct our interpretation. Simply examining the vantage point they provide can narrow the options of who to become (constructed action/ surrogate).

Examining these constructions in terms of passive vs. active voice can also guide our options.

Participants will:

- Contrast the difference in construal between active and passive sentences
 - Define the use of fictive motion expressions in English and provide one example
 - Contrast the difference between a language heuristic and an interpreting model
 - Demonstrate one example of how transfer/scanning classifier movements entail the imagery of fictive motion expressions
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Sunday February 28

"Modeling Visual Language in the Classroom" by Wink Smith Jr

9:00 am - 12:00 pm CEU 0.3

Educational interpreters are language models for Deaf students. For some Deaf students, their interpreter is the only language model for a signed language. This workshop will help you explore the meaning of being a 'language model' and how this modeling impacts students acquiring at least two languages within the school system, American Sign Language and English. The workshop then introduces concepts from cognitive linguistics to analyze how language provides access to knowledge structures through categorization and how each language provides a specific way of viewing, or construing, that knowledge. With this foundation in place, you will then review and practice the depictive components of ASL. You will learn how each concept is used in the spoken language community, and then how the Deaf community has further specified and evolved these depictions into language and modality-specific units. After practicing these concepts, you will use real-world classroom stimuli to practice further entrenching these depictive techniques. One final goal in this workshop is to work toward becoming comfortable with using conventional depictive expressions in the ways, and with the frequency, that Deaf people do.

Participants will:

- Participants will be able to demonstrate one example of how hearing people use depiction that is similar to the depictions found in ASL
- Participants will be able to define metonymy and give one example of how it is used in depictive devices in ASL
- Participants will be able to demonstrate how the English word photosynthesis can be metonymically depicted in ASL

Presenters Bio

Wink Smith Jr

Wink, MA, MBA, NIC Master, enjoys researching and creating various workshops that focus on skill building through deliberate practice, which he wrote about in the RID Views, Winter 2012 issue. Presenting workshops the last ten years at national conferences (NAD, RID, Silent Weekend) regional conferences (RID I, II, III, IV, V), state conferences, and local workshops across the nation has given Wink experiences to enhance applications for interpreters of all levels. Wink is widely noted for the comfortable atmosphere he creates and the passion he exudes. Currently Wink travels full time performing, presenting workshops, and managing Winkshop, Inc, through which he has developed a dozen training DVDs. A fun fact: in 2016 alone, Wink traveled professionally enough miles to circle the earth over three times.

Wink Smith's Bio

<https://youtu.be/IzMGgda9Ij0>

Corey Axelrod

Corey Axelrod, MBA, is fourth generation Deaf, a passionate social justice advocate and social entrepreneur. As founder and CEO of 2axend, he helps organizations deliver user-centric experiences for Deaf and hard of hearing individuals. Corey is also currently serving his third term as the president of the Illinois Association of the Deaf, Illinois' leading civil rights organization of, by and for Deaf and Deaf and hard of hearing Illinoisans.

**Trainings will be conducted in ASL
English Interpretation will be provided.**