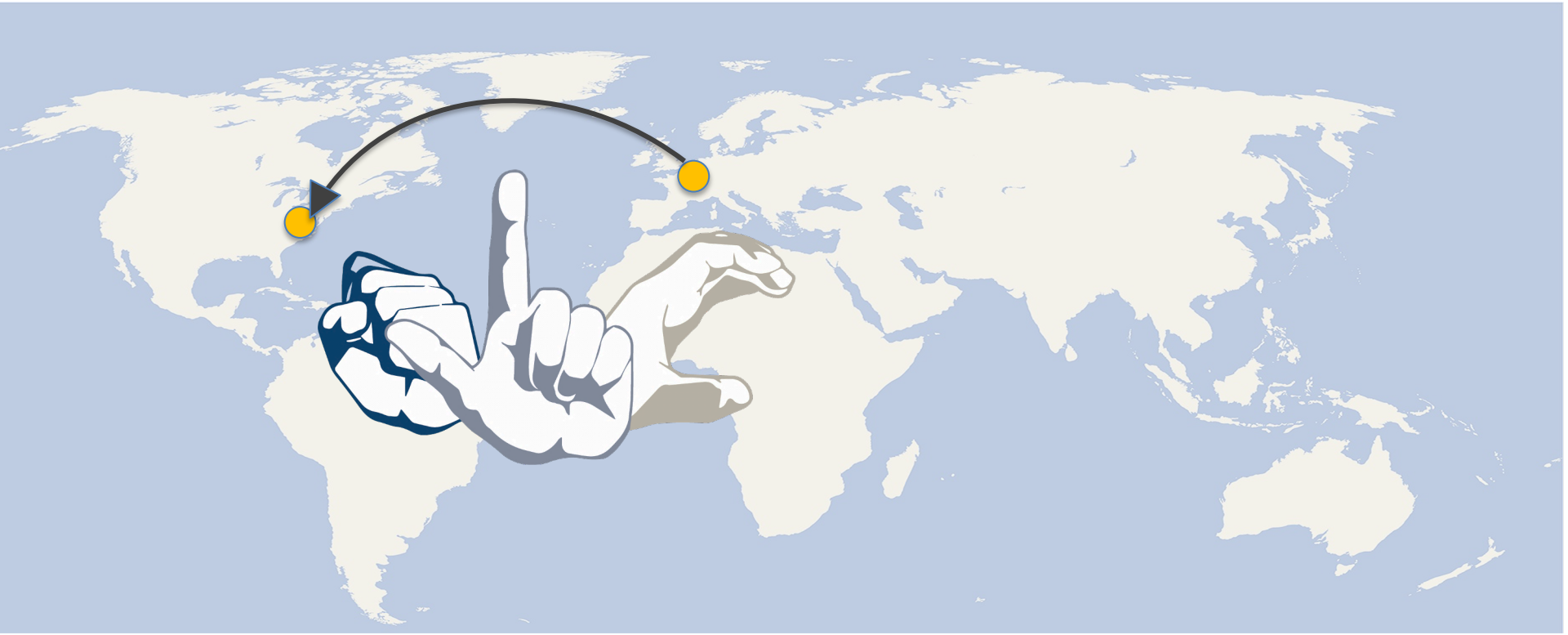
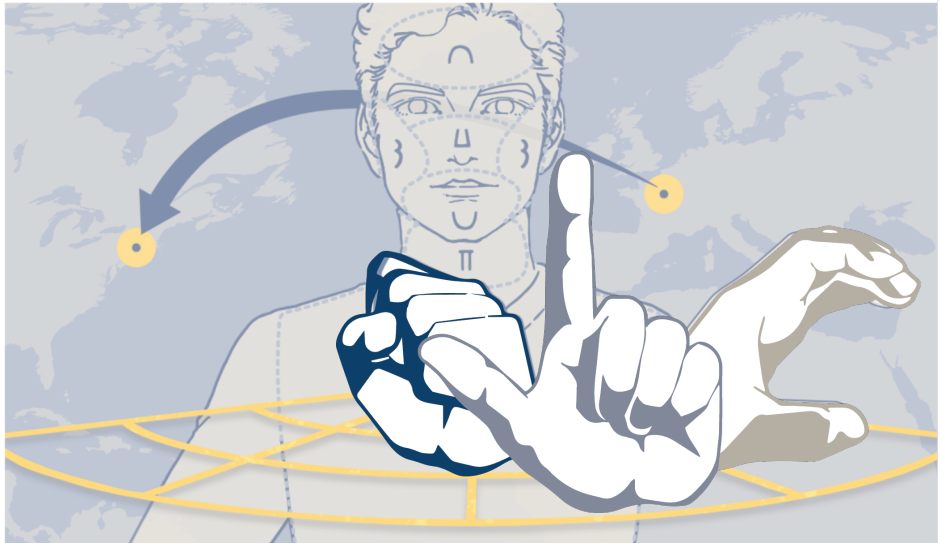
Transforming the expression of collective memory in sign language

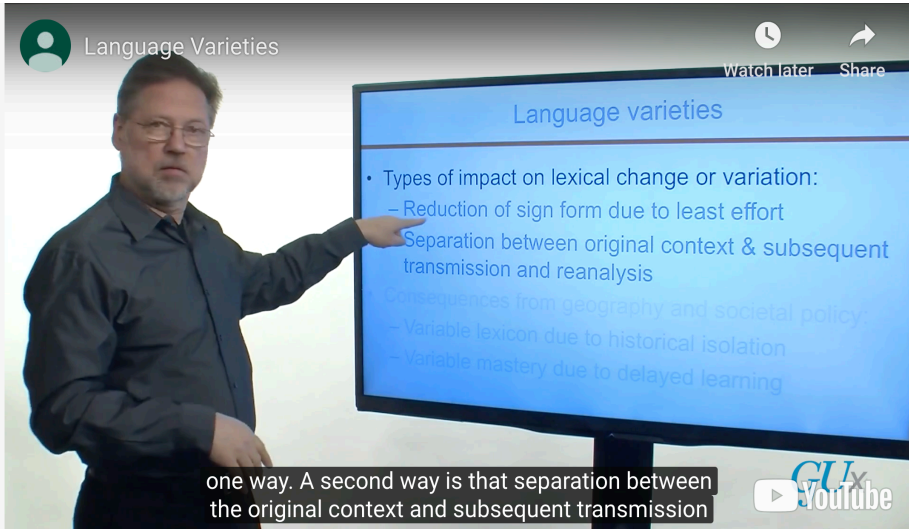
Introducing sign language cradles



Challenges in the 21st Century

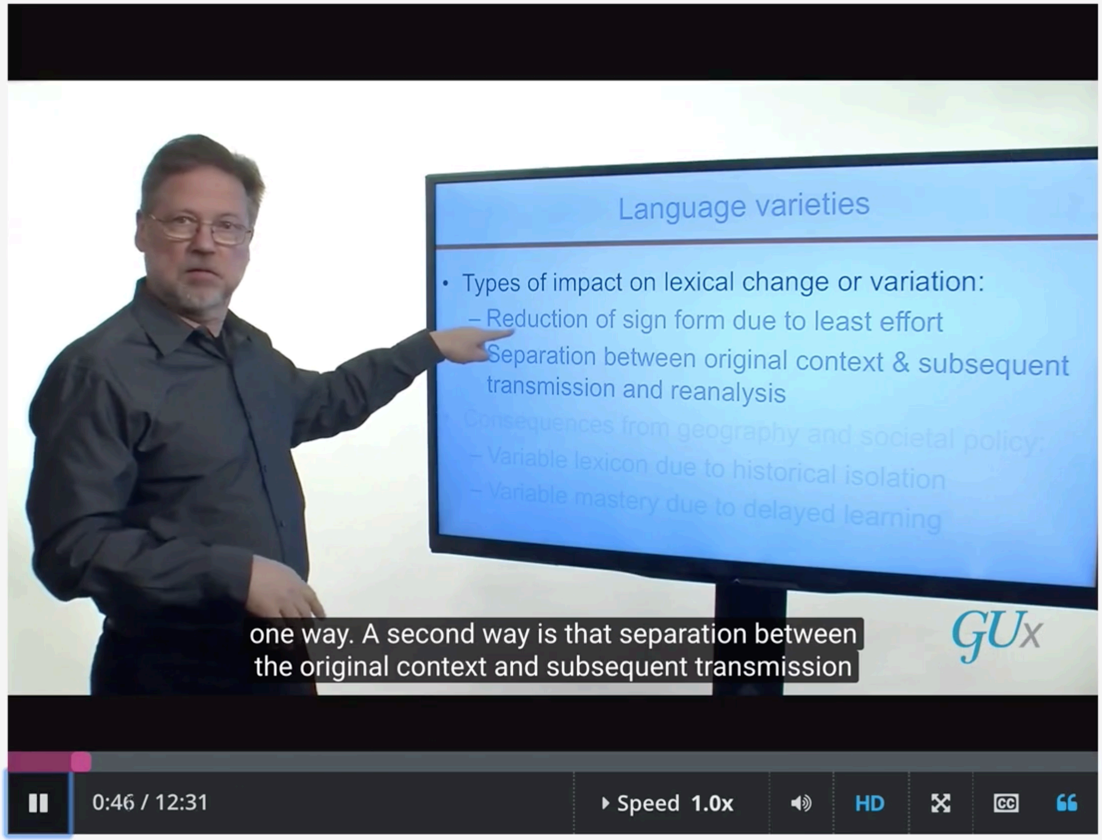
Massive Open Online Course





SIGN LANGUAGE: STRUCTURE, LEARNING, AND CHANGE

Language varieties



used. There are a few reasons for this. First are different types of impact on lexical change

or variation. Words, or signs, may change over time. In addition, in different places,

different changes occur, resulting in variation. It may be simple if we separate variation

from natural lexical change this way. Reduction of sign forms happen when a complex movement

that is difficult to produce is selectively reduced to make it easier to produce. That's

one way. A second way is that separation between the original context and subsequent transmission

and reanalysis creates variation. The key point here is that signs change over time,

so you have to see where it historically originated. The original form will eventually be transmitted

to various places. When that happens, sign changes occur independently of change in other

places, now that they're separate from the original context. This happens because the

people in each community re-analyze the signs and alter how the sign is produced. I'll

Transcripts

Download SubRip (.srt) file

Download Text (.txt) file

Language varieties

- Types of impact on lexical change or variation:
  - Reduction of sign form due to least effort
  - Separation between original context & subsequent transmission and reanalysis

Note: Scrolling transcript on MOOC lecture platform

- *While the video is playing, the scrolling transcript on the right would follow the signing lecture content and captions.*
- *One may click other places in the scrolling transcript to review another segment in the lecture.*

Roadmap for designing the curriculum

① MOOC as a transformation for dissemination
② Challenge of sustaining collective memory
③ Translanguaging in the visual modality
④ Getting students on the same page
⑤ MOOC enrollment & performance
⑥ Future plans

Cradles of Sign Language in America

Laurent Clerc

Thomas Hopkins Gallaudet

Hartford, CT, 1817

New York City, NY, 1818

Philadelphia, PA, 1820

Staunton, VA, 1839

Raleigh, NC, 1845

Knoxville, TN, 1844

Danville, KY, 1822

Jacksonville, IL, 1846

Indianapolis, IN, 1844

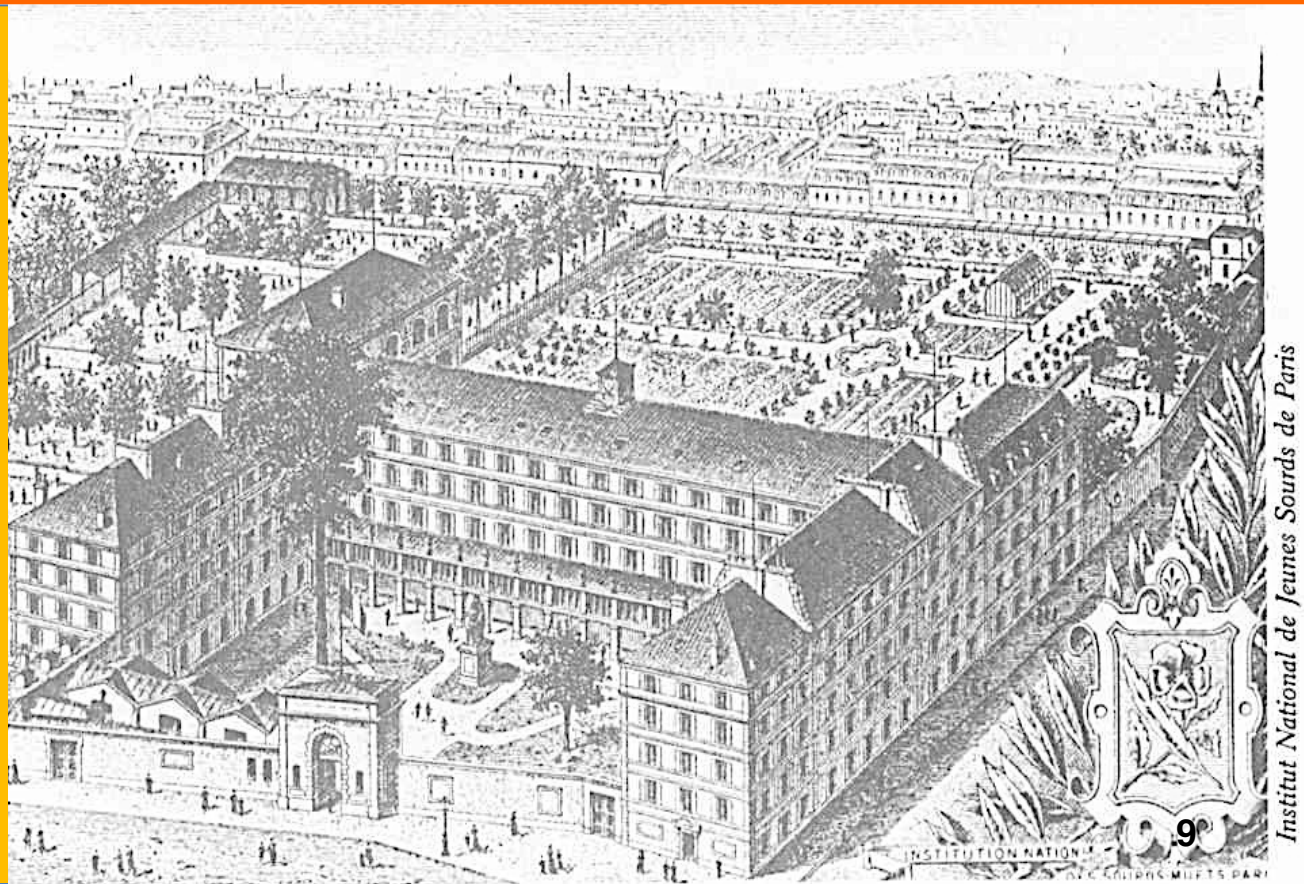
Columbus, OH, 1827

Emergence of Black ASL in late 19th century

Credit to www.rit.edu/ntid/educationalmaterials/heart-deaf-culture-interactive-website

Sign language as a viable solution

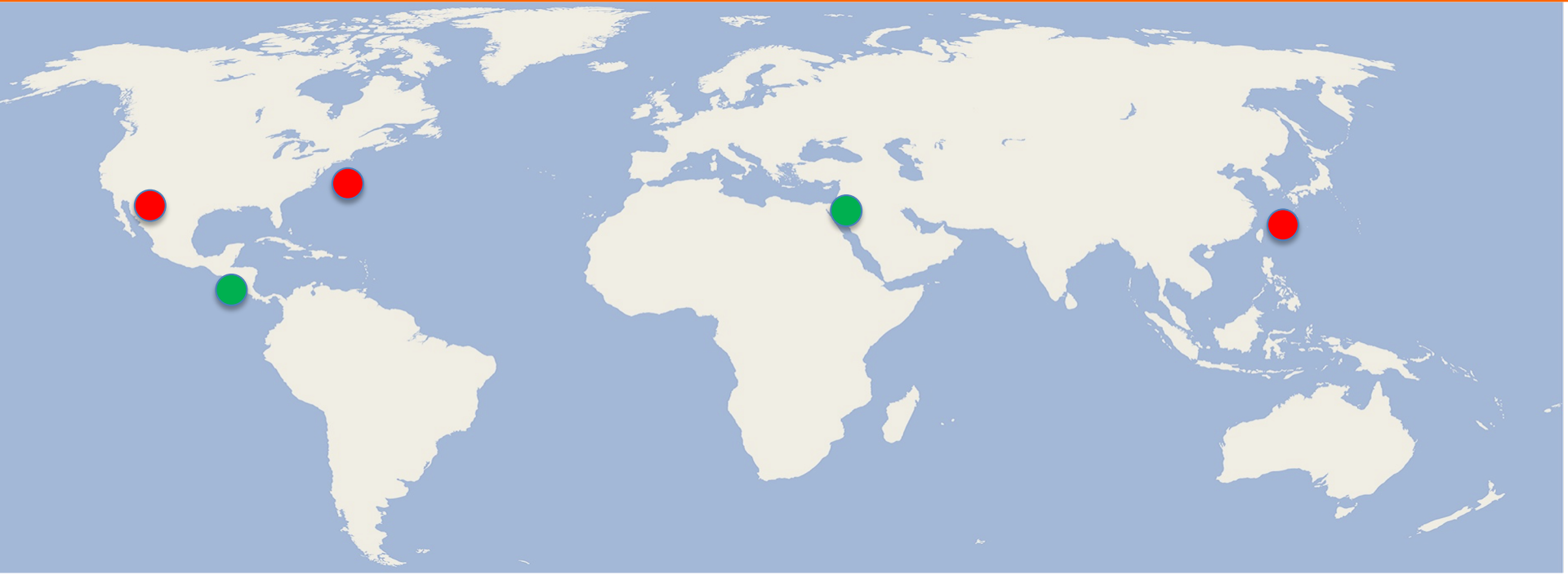
Abbe de l’Epee
established
the Paris school
in 1760



Bilingual and literary infrastructure

First national convention in 1880

Language cradles & collective memories



Yet no stewardship plan for sustaining our collective memory

One of many transformations over time

With particular goal for disseminating knowledge…

- To reframe collective memory in regard to the nature of human language & culture

In fact, researchers now question whether gesture is a precursor of spoken languages, too.

Roadmap for the S•L•C

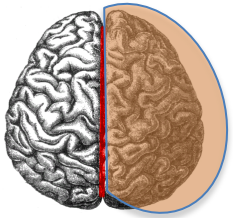
1) The roadmap should encompass both sides of the modern epistemological dichotomy
    - *Gesture ≠ Sign Language*

1) New design for curriculum that is compatible with this underlying assumption:
    - *Sign Language*

        is a natural language with gestural roots

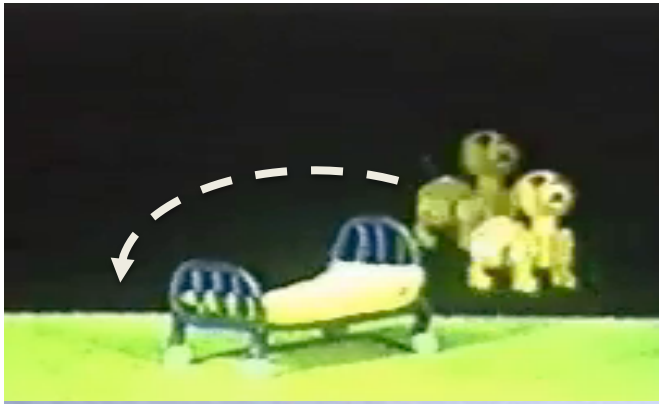
Revisiting the human capacity for gesture

Human Brain

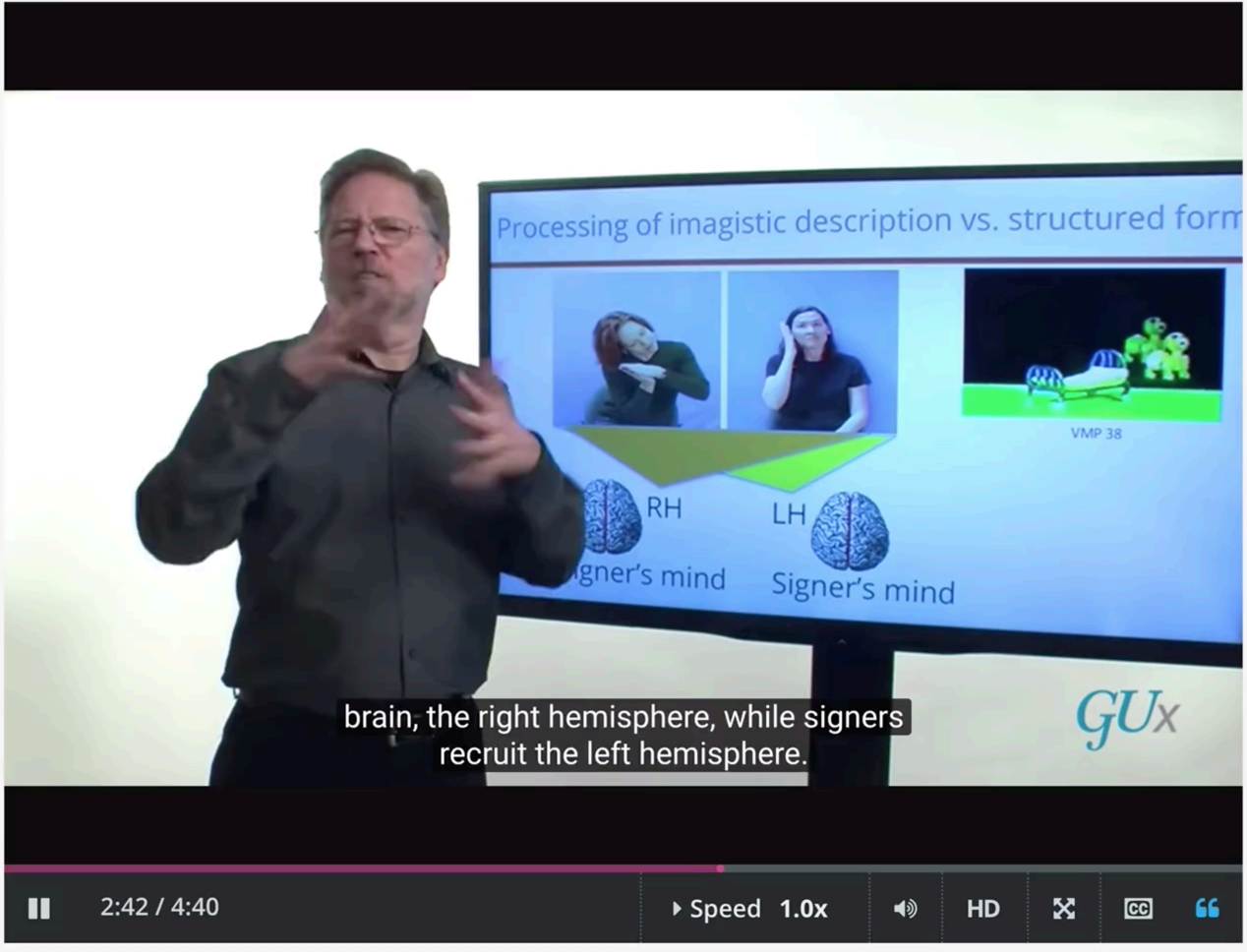


Imagistic Depiction

Natural Gesture Discourse



Not on the same page



Also, since they do use gesture, one could investigate and analyze the discourse to see

if they create a series of words, like the words we see in sign languages, with internal

components by using that criteria in a checklist.

This would be worthwhile research.

Another motivation is to gain a new perspective through a "neuroscience lens".

Studies of hemispheric activation show that non-signers recruit different parts of the

brain, the right hemisphere, while signers recruit the left hemisphere.

We know this because of the research I covered earlier.

I'll recap those findings using videos like these of two different people, one signing

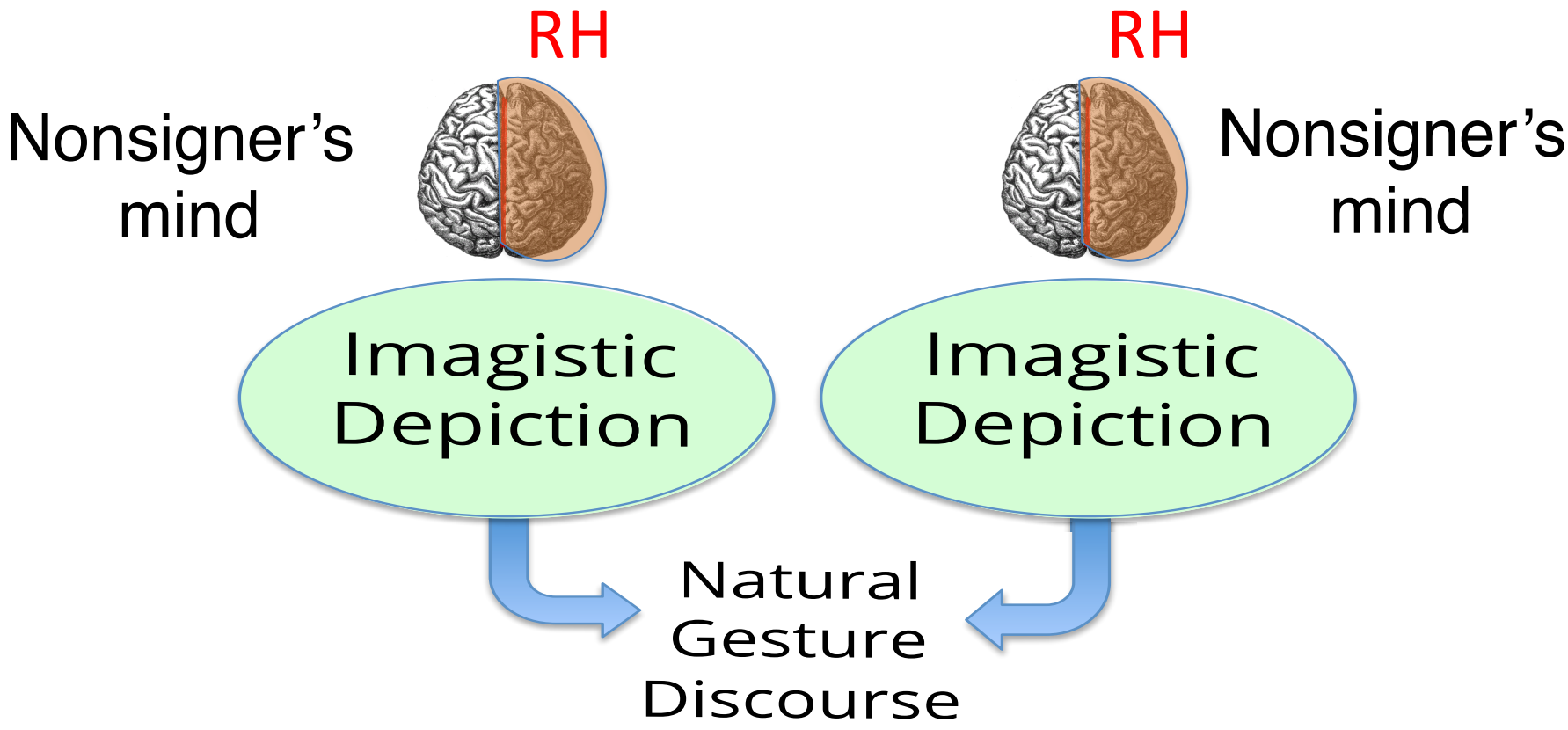
and one gesturing.

You can likely guess that the one on the left is gesturing, while the one on the right is

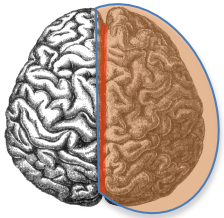
signing for one the part of the video that they both watched, over here.

They're referring to the bed, signed here in ASL.

Epistemology of the non-signer



Modern epistemological dichotomy



RH

Non-signer's mind

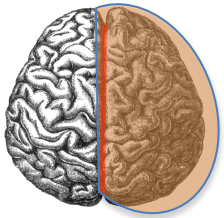
Imagistic Depiction

Natural Gesture Discourse

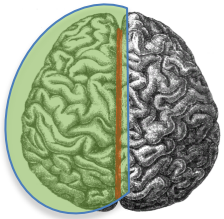
Signer's mind

?

How the MOOC addresses dilemmas faced by sign language users & learners



RH



LH

Non-signer's mind

Imagistic Depiction

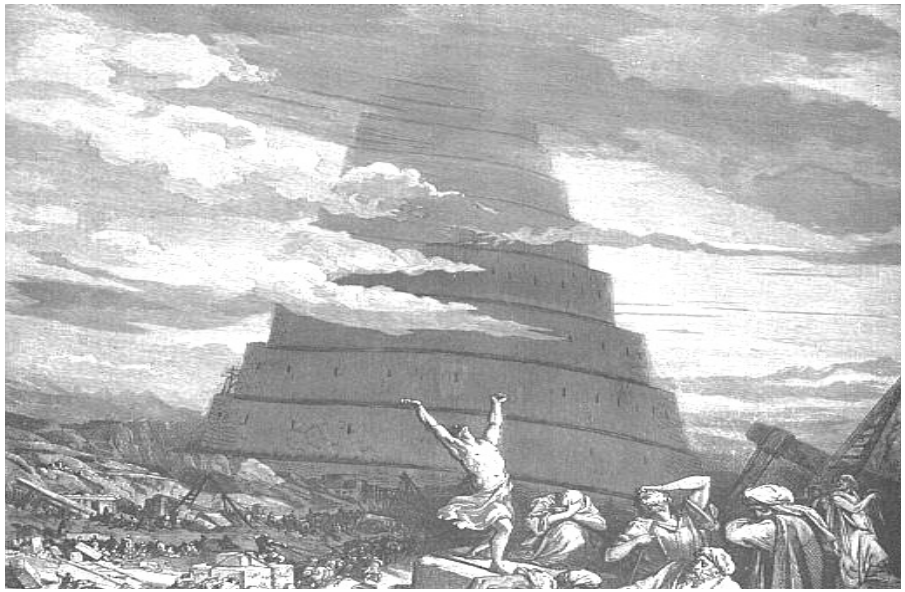
Natural Gesture Discourse

Signer's mind

?

"Each on a different page"

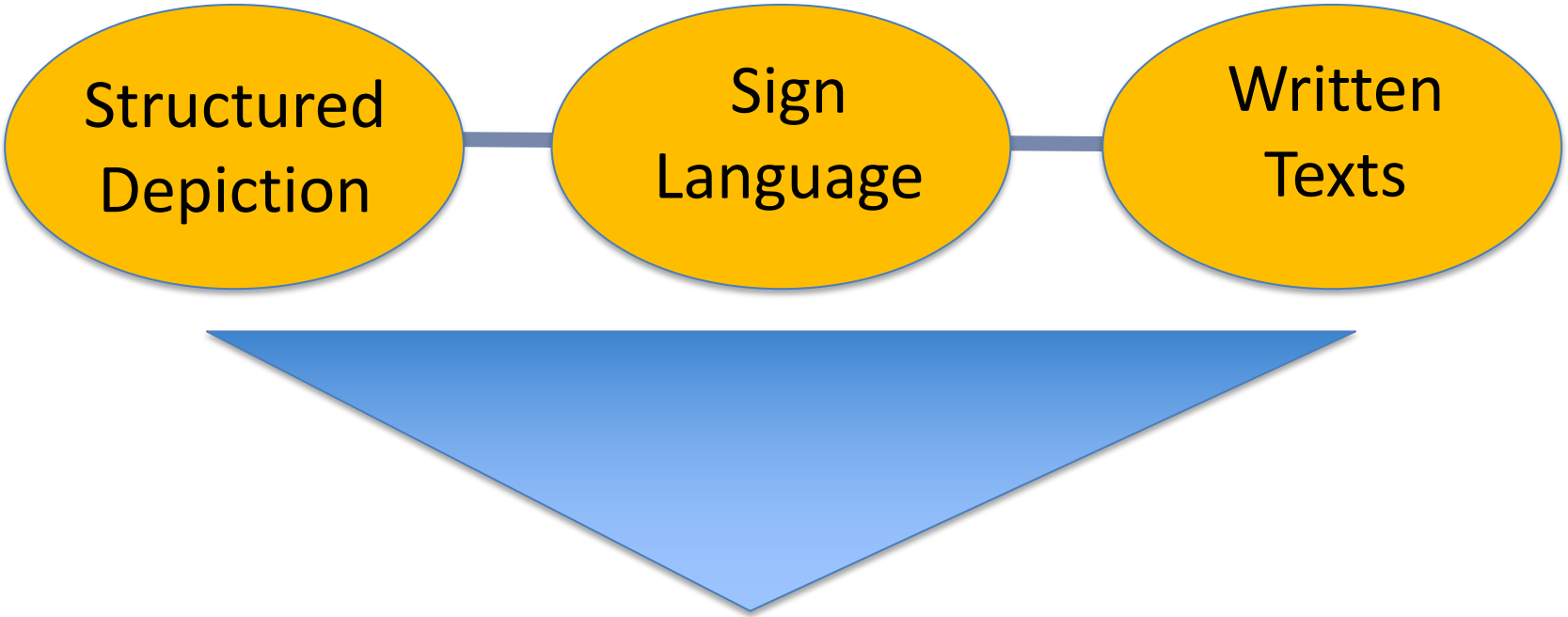
Contextualizing the “Tower of Babel” in our society



The Confusions of Tongues

Gustave Doré – 1865

Translanguaging in the visual modality

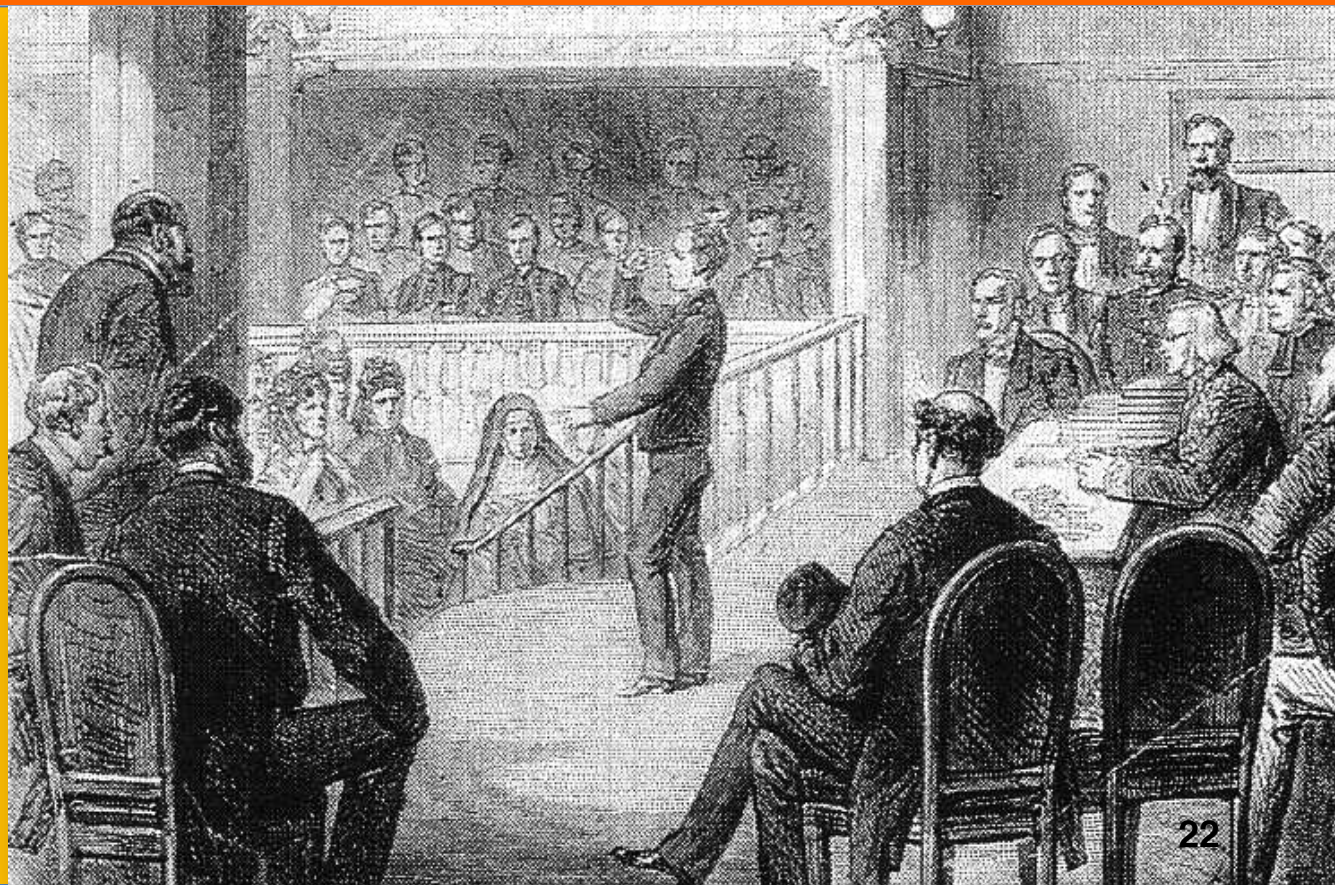


Extending to international contacts

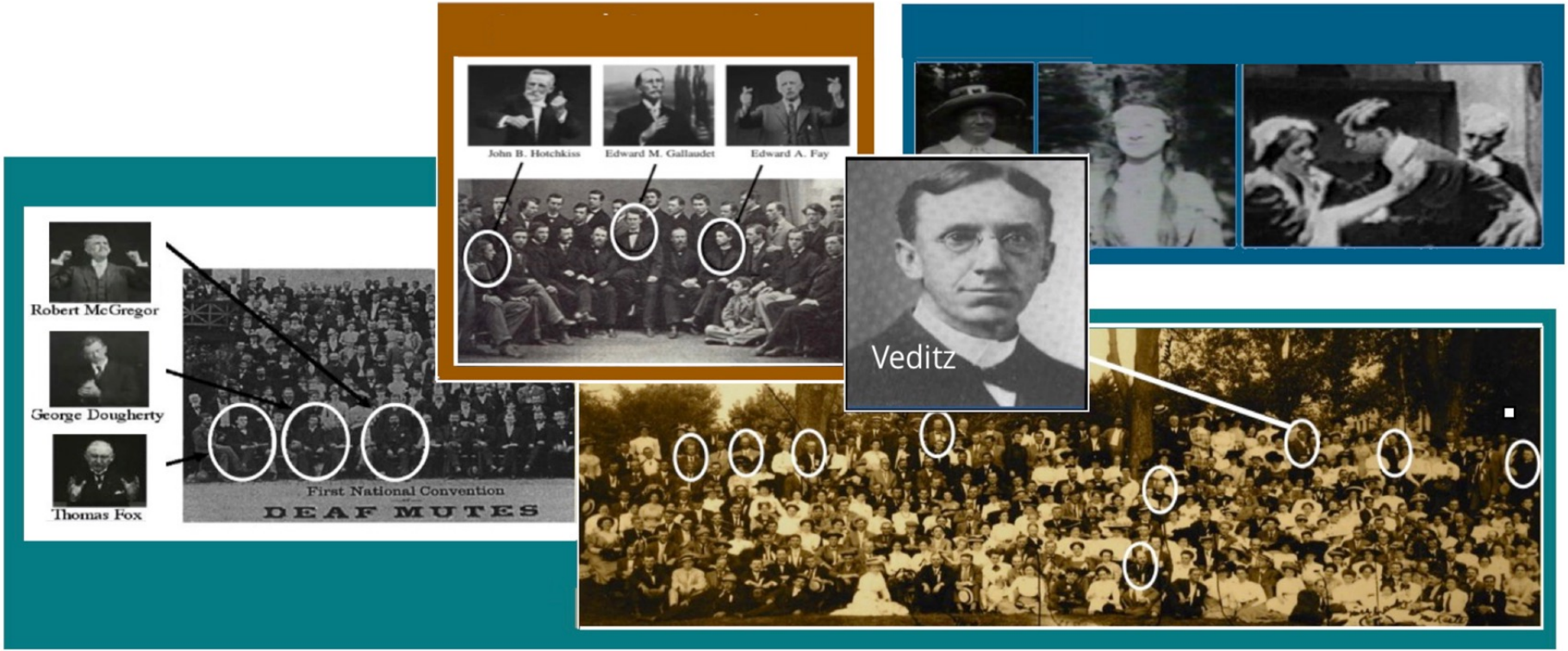
World Congress of the Deaf in 1889

Oratory traditions initiated in France

Promoting literature in sign language through the 19th century



Who's Who in the Gallaudet Lecture Films



Second Generation

Third Generation

Fourth Generation

Background information on signers in NAD films

Second Generation	Third Generation	Fourth Generation
E. A. Fay (H), Gallaudet College	J. Cloud (D), Missouri	Mary Erd (D), Michigan
J. B. Hotchkiss (D), Gallaudet College	G. Dougherty (D), Illinois	W. E. Marshall (D), Washington, DC
E. M. Gallaudet (H), Gallaudet College	G. Draper (D), Gallaudet College	
	T. H. Fox (D), New York	
	W. Hubbard (D), Michigan	
	R. McGregor (D), Ohio	
	G. W. Veditz (D), Colorado	

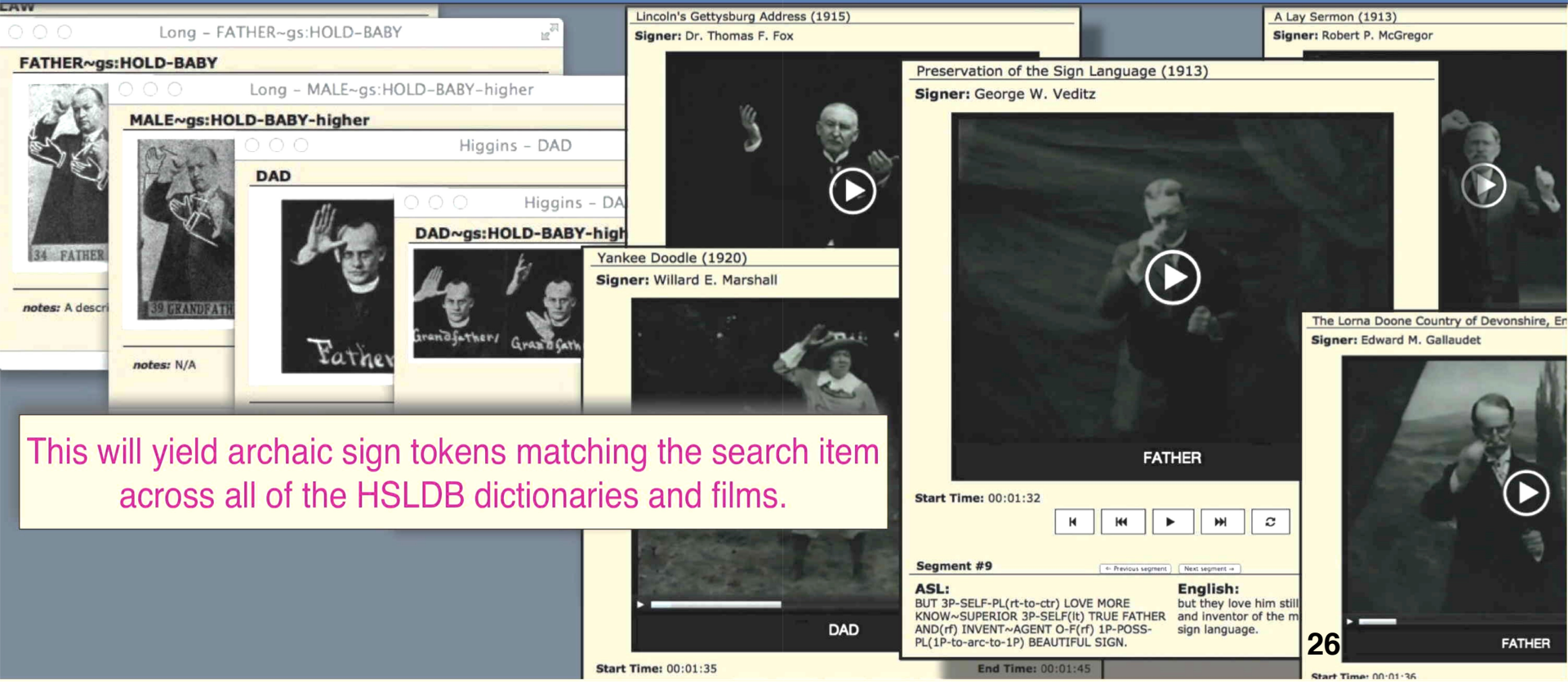
Historical Sign Language Database

- This searchable database provides a complete transcript of each film, with individual sign tokens listed for easier viewing.
- Instructions for using the HSLDB are included in the coursework, but there are also guides for how to navigate, read, and understand the database at the bottom of the home page.

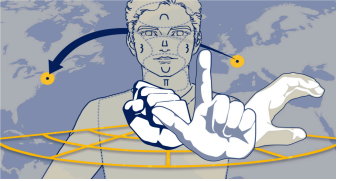
http://hsldb.georgetown.edu

Making historical sign language materials accessible

FILMS BOOKS Sign Token Search: FATHER find tokens SYMBOLS

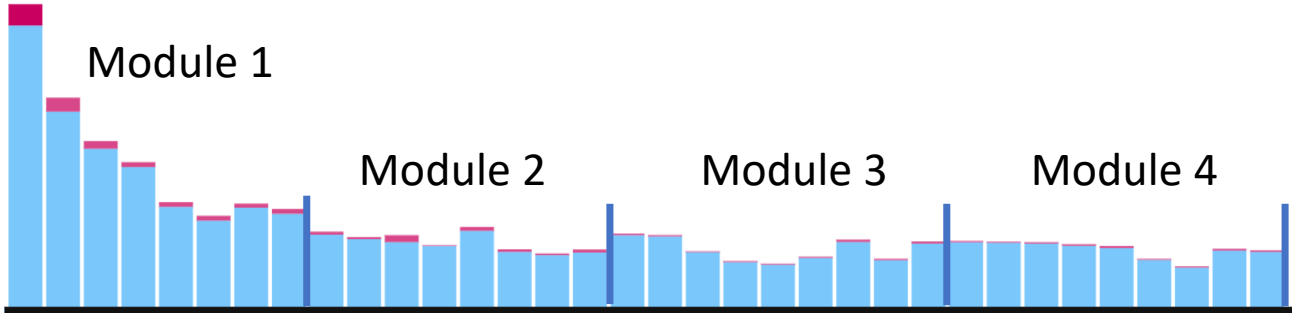


This will yield archaic sign tokens matching the search item across all of the HSLDB dictionaries and films.

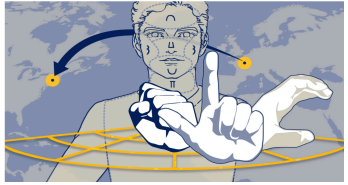


What significant results were achieved?

- 12,000 students from 160 countries worldwide visited the site.
- 1,200 students worked through the first module of lectures, homework, and quizzes.

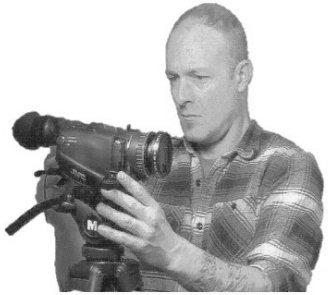


- 250 students completed the entire sequence of four modules and received verified edX certificates.



Contributors

Videography:



Matthew Malzkuhn

Logistic Support:

Tory Sampson

Gabriel Arellano

Quizzes:

Jeffrey Palmer

Interpreters:

Jennifer Vold
Jayne Tubergen
Stephen Holland

English text editors:
Betsy Hicks McDonald
Elissa Newport

Language models:

Monique Boudreault

Jacques Boudreault

April Jackson-Woodard

Donald Metlay

Hongyou Xu