



Professors with Disabilities in Higher Education

高等教育中的身障教师 -- 中美两国高校身体残障教师 质性研究

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Question for you

热身问题

- Can you recall any teachers or faculties you recognized as with disabilities or they revealed their disabilities themselves during your school career?
- 在求学生涯中，你是否遇到过残障教师或声称自己有残障的教师？



Research questions

研究问题

- 1. How do disabilities impact the establishment of teachers' identity or/and the functions of teachers in higher education context and
 - 一. 在高等教育环境中，身体残障是如何影响教师身份的形成以及执行教师的职能的？
- 2. Does accommodation impact them on establishing their identity as teachers or/and performing functions as teachers?
 - 二. 合理便利是否对教师身份的建立以及教师执行教学职能产生影响？



Literature review

文献综述

- Three books 三本书

- *Enhancing Diversity: Educators with disabilities*

- *The Teacher's Body: Embodiment, Authority, and Identity in the Academy*

- *Disabled faculty and staff in a disabling society: Multiple identities in higher education*

- One article 一篇论文

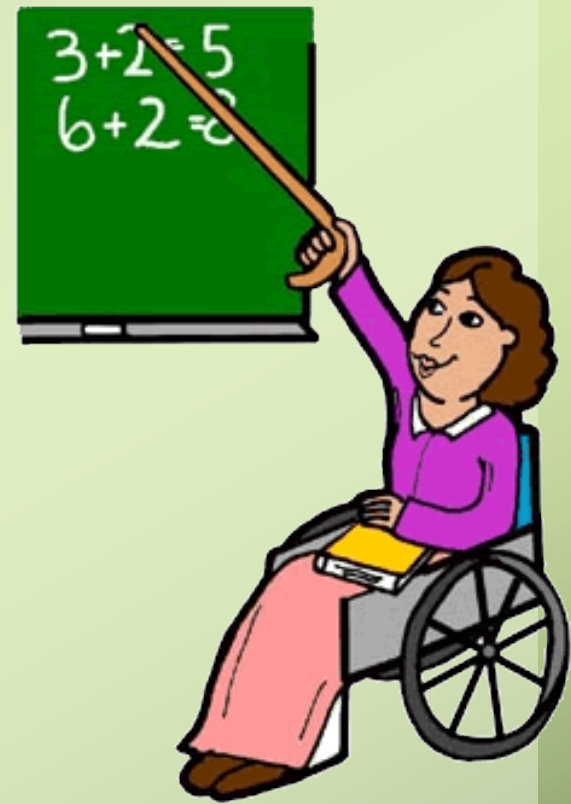
- *student teachers (2015);*

- Two articles 两篇论文

- *UK and Finland Joint Research in Tertiary Education*

Positionality 出发点

- I, as a teacher with disability
- This influence my capability to filter, skew, shape, block, transform, construe and misconstrue what transpires from the outset of a research project to its culmination in a written statement. (Peshkin, 1998)
- 我的身份：一名残障教师
- 非体制内的、校外的、英语培训.....
- 所有这些个人观点都会从研究的一开始即影响我过滤、曲解、塑造、屏蔽、转化以及误解，直至在写作中体现。



Methods and procedures

方法与过程

- – Open-ended question interviews
- – 开放性问题访谈
- – Classroom observation
- – 教室观察
- – Critical narrative analysis (Marshall & Rossman, 2016) 关键叙述分析
 - sociolinguistic approaches, including critical discourse analysis, conversation analysis can be used to answer questions like “How identity is established and reproduced.” (Marshall & Rossman, 2016)

Methods and procedures

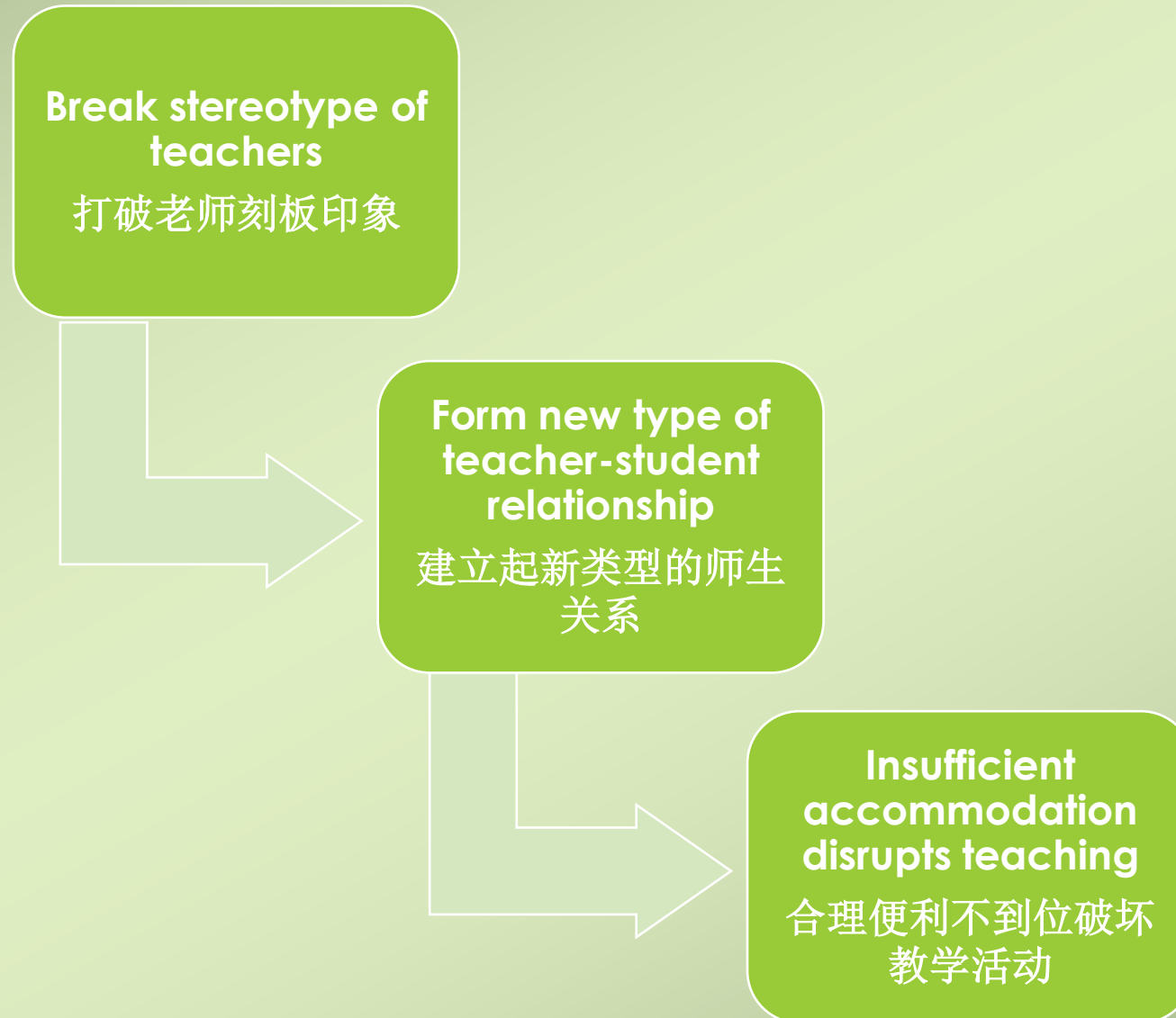
方法与过程

- **Demographics of the Participants 受访者基本资料**

	Nationality 国籍	Age 年龄	Year in teaching at the time of the interview 工作年限	Teaches at 学科	Diagnosed 医学诊断
Teacher A A老师	Chinese 中国	Late 30s	10 years 10年	Education 教育	As a child, verbal and sign language 幼年，助听器，口语、手语
Teacher B B老师	American 美国	Late 50s	13 years 13年	Law 法学	Born deaf, sign language 出生后，手语
Teacher C C老师	American 美国	Early 60s	Over 20 超过20年	Writing 写作	Born visual impairment, service dog 出生后，导盲犬
Teacher D D老师	Chinese 中国	Early 50s	Over 20 超过20年	Law 法学	As an adult, use wheelchair 成年，轮椅使用者
Teacher E E老师	American 美国	Late 50s	Over 20 超过20年	Bioethics 生物伦理学	As a teenager, use wheelchair 青少年，轮椅使用者

Codes → Themes

编码 → 主题



Codes → Themes

- Theme 1: Break the stereotype of teachers.
- 主题1：打破老师刻板印象



Theme 1: Break the stereotype of teachers.

主题词一：打破教师刻板印象

	Standing 站立	Verbal 口语	Presentation (Chalk Board) 课堂呈现 (黑板)	F2F Communication (recognize students by face) 面对面交流 (通过脸识别学生)
Teacher A		Verbal & Sign language 口语/手语	Projector 幻灯片	
Teacher B		Sign language/CART 手语/实时字幕	Projector 幻灯片	
Teacher C			Talking computer/scanner 电脑语音/扫描仪	Recognize by voices 通过声音辨识
Teacher D			Online chatting software 网络聊天软件	See through Webcam 通过网络摄像机
Teacher E	Using wheelchair 使用轮椅		Projector 幻灯片	

Future research未来研究

- Expand participants to all stakeholders – students, admins, colleagues and parents
- 因为这次只限于对于残障教师的访谈，但是身份的认定牵涉到更多的利益相关方——学生、学校管理人员、同事等等。
- Various types of disabilities
- 更多身心障碍类型
- Other education levels – elementary schools
- 其他教育层次——中小学

- Questions and comments are welcomed.

Thank you for listening.
感谢聆听，欢迎指正！

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