

## **PART 7: INTERMEDIATE SKILL LEVEL ASSESSMENTS**

This section reviews the activities found in the text supplied with the course that can help make speech recognition an automatic part of the computer writing routine. This section also provides some extra assessment tools that you can use to assess student accuracy with the new technology.

## **PART 8: SPEAKING ABOUTS AND ADVANCED SKILLS**

This section gives an overview to some of the important advanced features contained in most speech recognition software. Some advanced features are explored at [www.speakingsolutions.com](http://www.speakingsolutions.com) and reviewing the teacher resources.

## **PART 9: INJURY PREVENTION GOALS**

One of the essential reasons why everyone should learn to use speech recognition is to prevent cumulative trauma disorders such as carpal tunnel syndrome (CTS) and repetitive stress injury (RSI). This section presents the goals outlined by Speaking Solutions, an independent watchdog group whose goal is to drastically reduce the incidence of these injuries through the use of speech recognition. Visit [www.speakingsolutions.com](http://www.speakingsolutions.com) to learn about the *Wrist Rescue and Recovery* challenge.

## **PART 10: BEGINNER BASICS TRACKING FORMS**

This section provides you an INDIVIDUAL STUDENT SKILLS CHECKLIST and shows you how to monitor the performance of your students and your speech classes as they learn the basics of speech recognition.

## **APPENDIX: ADVANCED VOICE XPRESS FEATURES**

- A. Addressing Trouble Spots
  - B. Improving Recognition Accuracy
  - C. Managing and Expanding Your Vocabulary
  - D. Making Macros
  - E. Picking Preference Options
- Manipulating Windows  
Word and MS Office Tips and Tricks (Tables)

In the inquiry section we explain why everyone should learn speech recognition, what hardware is required, what the software options are, and some of the physical arrangements that need be made in order to be successful teaching the technology.

Inquiry Stage Questions:

*Why is it important for everyone to learn speech recognition software?*

*What hardware is required?*

*What are the speech software options?*

*Will speech software run effectively over a network?*

*What alterations need to be made to the physical facilities to accommodate speech recognition users and instruction?*

*How much background noise can speech recognition tolerate?*

**PART 4: THE EXPLORATORY STAGE: QUESTIONS AND ANSWERS**

In the exploratory section we define the *BASIC SPEECH RECOGNITION SKILLS* that all students must know. *This is the most critical part of this course.* We also address the issue of teaching students speech recognition when less than a full lab of computers is available to the task.

Exploratory Stage Questions:

*What are the basic skills that all students must know to use speech recognition effectively?*

*How many computers are necessary to create an effective exploratory rotation?*

*What are some of the strategies that can be used when teaching students in the exploratory stage?*

**PART 5: THE COURSE STAGE: QUESTIONS AND ANSWERS**

The course stage attempts to answer your questions regarding how to teach speech recognition to all of your students.

Course Stage Questions:

*Should speech recognition be an integrated part of another course or should it be a course in and of itself?*

*How do I train my students to make speech recognition a regular and effective part of their computer routine?*

*What are some of the strategies to use when teaching an entire group or lab of students?*

**PART 6: THE TOOL STAGE: QUESTIONS AND ANSWERS**

The tool stage addresses questions related to instruction and curricula after students have mastered the basic skills. In other words, how do students integrate speech recognition into their regular computer routine?

The Tool Stage:

*What are the characteristics and strategies of the "tool stage?"*

*What new things can I add to my curriculum now that my students complete their work more quickly?*

### **PART 1: AN OVERVIEW OF SPEECH RECOGNITION**

The overview section of this teacher training course provides a background to speech recognition and explains how the technology is breaking down the keyboarding and the language barriers that prevent 80 percent of the world's population from participating fully in the computer revolution.

### **PART 2: WHAT STAGE ARE YOU IN?**

Most don't suddenly jump into speech recognition. We all proceed in stages. At each stage you need answers to critical questions, which are answered in the training session.

The Inquiry Stage: You are learning about speech recognition for the first time.

The Exploratory Stage: You are learning to use your speech recognition software and are introducing it to your students. Perhaps you have a few speech recognition computers in your classroom and are rotating students on to these systems. At this stage, you're experimenting and asking questions about your speech curriculum and its scope and sequence. The basic skills are organized into ten vital lessons: *(You will learn these skills too, as well as how to teach them!)*

- Up and Running
- Practicing Your Enunciation
- Correcting Speech Errors Immediately
- Training Speech Errors Permanently
- Correcting Capitalization
- Creating Symbols and Special Characters
- Generating Numbers
- Navigating Documents
- Selecting, Deleting, and Moving Text
- Formatting Documents

The Course Stage: You have an entire class or multiple classes of students learning and using speech recognition. You are in need of meaningful curriculum to cover all the basics so students will truly internalize the essential skills.

The Tool Stage: Speech recognition has become a natural part of the computer routine. You and your students use voice recognition as a tool to write, edit, and to perform other computer related input tasks. Your students are completing their assignments much quicker with speech recognition.

### **PART 3: THE INQUIRY STAGE: QUESTIONS AND ANSWERS**