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A significant number of d/Deaf and hard of hearing (d/Dhh) children and adolescents experience challenges in acquiring a functional level of English language and literacy skills in the United States (and elsewhere). To provide an understanding of this issue, this book explores the theoretical underpinnings and synthesizes major research findings. It also covers critical controversial areas such as the use of assistive hearing devices, language, and

literacy assessments, and inclusion. Although the targeted population is children and adolescents who are d/Dhh, contributors found it necessary to apply our understanding of the development of English in other populations of struggling readers and writers such as children with language or literacy disabilities and those for whom English is not the home language. Collectively, this information should assist scholars in conducting further research and enable educators to develop general instructional guidelines and strategies to improve the language and literacy

levels of d/Dhh students. It is clear that there is not a 'one-size-fits-all' concept, but, rather, research and instruction should be differentiated to meet the needs of d/Dhh students. It is our hope that this book stimulates further theorizing and research and, most importantly, offers evidence- and reason-based practices for improving language and literacy abilities of d/Dhh students.

This investigation utilized a qualitative research methodology to learn from Deaf college graduates the factors they retrospectively deemed critical to their academic success. The open-ended interviews of eleven Deaf adults provided details of their educational experiences while in high school and in college.

Now available in paperback; ISBN 1-56368-289-3

"Book presents the educational implications for deaf and hard of hearing children and offers reason-based practices for improving their English language and literacy development"--

Focused on providing as full a picture as possible of what is considered to be "good" research, *Research Methods in Education and Psychology* explains quantitative and qualitative methods and incorporates the viewpoints of various research paradigms into the descriptions of these methods. It not only covers two of the standard paradigms (postpositivist and interpretive/constructionist) but also a relatively new emancipatory paradigm that is inclusive of the perspectives of feminists, ethnic/racial minorities, and persons with disabilities. In each chapter, Donna M. Mertens carefully explains a step of the research process from the literature review to types of research method to analysis and reporting of quantitative or qualitative approaches. As an added plus, she includes a sample study and abstract in each chapter to illustrate

the concepts discussed in that chapter. To enhance your students reading, she has also included: - Chapter opening examples and lists of topics to consider - Boxed examples and points to consider - Sample studies in every chapter to illustrate key ideas - Sequence steps to guide each stage of the research process - End-of-chapter "Questions and Answers for Discussion and Application" to elicit further reflection of the material covered

Among many Deaf education programs in the United States, residential schools for the Deaf have a long and valuable history for the Deaf community as centers of cultural and linguistic transmission of U.S. Deaf culture. Several states maintain well-populated Deaf education programs that provide language and culturally rich environments where Deaf students receive American Sign Language(ASL)/English Bilingual instruction. In such an environment, which could be considered a Deafcentric setting, students are able to interact with their teachers, classmates, principals, and the staff in their native, natural language. Those schools are also designed to provide extracurricular activities with Deaf mentors, another key means of transmitting and nurturing Deaf culture. The purpose of this study is to identify the linguistic and socialization factors -- inside and outside of the classroom -- of one known Deafcentric school in providing quality education that promotes self-advocacy and leadership skills for Deaf students. This research used a simple descriptive qualitative research design, including site observations (two classrooms, an after-school activity, and a dorm tour); interviews with a selected administrator and two educators (one with >15 years of experience and one with

"The focus of this study is the nature of language use with se-

condary level deaf students during science instruction in American Sign Language/English bilingual settings." -- Leaf 1.

This qualitative phenomenological study investigated the effects of online learning for deaf college students as opposed to the mainstream classroom setting. This study specifically analyzed the writing and reading skills of deaf students in general and the development of English literacy of prelingually deaf students and those from non-English speaking countries. The use of online teaching tools had significantly improved postsecondary education for deaf students in the United States, particularly in these three categories. A phenomenological study was conducted to express the perspectives of deaf college students regarding the topic. Participants of this research were sixteen deaf online college students who use American Sign Language (ASL) as their native tongue and currently attend an online class in one of the three Conviron Colleges in Northeast Florida. Results of this qualitative phenomenological study were obtained directly from the deaf student participants. Their direct statements highlighted several areas in which they felt their interactions with computer and internet technology could be improved. Namely, there was a consensus among the deaf student participants. They related there was a "technology gap" to overcome before they could optimally pursue learning online. Also, participants noted that teachers in service to the deaf students attempting to access online learning software were themselves lacking in the know-how necessary to achieve optimal learning. This study can provide prospective students and educators within the higher education sector a better understanding of the experiences of deaf students in a distance-learning program. Moreover, the findings of the current

study provide an opportunity for potential distant learning students to understand the implications of online learning before their actual participation.

This book is the first comprehensive examination of the psychological development of deaf children. Because the majority of young deaf children (especially those with non-signing parents) are reared in language-impooverished environments, their social and cognitive development may differ markedly from hearing children. The author here details those potential differences, giving special attention to how the psychological development of deaf children is affected by their interpersonal communication with parents, peers, and teachers. This careful and balanced consideration of existing evidence and research provides a new psychological perspective on deaf children and deafness while debunking a number of popular notions about the hearing impaired. In light of recent findings concerning manual communication, parent-child interactions, and intellectual and academic assessments of hearing-impaired children, the author has forged an integrated understanding of social, language, and cognitive development as they are affected by childhood deafness. Empirical evaluations of deaf children's intellectual and academic abilities are stressed throughout. The Psychological Development of Deaf Children will be of great interest to students, teachers, and researchers studying deafness and how it relates to speech and hearing; developmental, social, and cognitive psychology; social work; and medicine.

This publication covers papers presented at the Artificial Intelligence in Education conference 2009 (AIED). AIED2009 is part of an ongoing series of biennial international conferences for top

quality research in intelligent systems and cognitive science for educational computing applications. The conference provides opportunities for the cross-fertilization of techniques from many fields that make up this interdisciplinary research area, including: artificial intelligence, computer science, cognitive and learning sciences, education, educational technology, psychology, philosophy, sociology, anthropology, linguistics and the many domain-specific areas for which AIED systems have been designed and evaluated.

Throughout the book general points are given a concrete illustration by reference to specific examples of special education research. The breadth of reference is a strength of the text, with a bias towards work on deafness and hearing impairment, in which Mertens has a particular interest. Wherever such illustrations are offered, the book comes alive.... there are few sources for a wide range of short accounts of examples of the practice of research in special education. This short book is a convenient and well-organized addition to them' - Division of Educational and Child Psychology Newsletter This book explores ways to adapt research methods from other disciplines to the special education context and provides the reader with a framework for critically analyzing and conducting research in areas where people with disabilities live, learn and work. Identifying people with disabilities as heterogenous cultural groups, and including such disabilities as blindness, learning difficulties and deafness, the authors discuss the implications for planning, conducting and writing research. Topics examined include: the development of research questions; identification of special education populations; sampling issues; appropriate quantitative and qualitative techniques; interpreta-

tion issues in data analysis; and directions for future research such as early intervention and school-linked services.

Social Research and Disability argues that the contemporary rules of sociological methods outlined in numerous research methods texts make a number of assumptions concerning the researcher including ambivalence, sight, hearing and speech. In short, the disabled researcher is not considered when outlining the requirements of particular methods. Drawing upon these considerations, the volume emphasizes how disabled researchers negotiate the empirical process, in light of disability, whilst retaining the scientific rigour of the method. It also considers the negative consequences arising from disabled researchers' attempts at "passing" and the benefits that can emerge from a reflexive approach to method. This innovative and original text will, for the first time, bring together research-active academics, who identify as being disabled, to consider experiences of being disabled within a largely ableist academy, as well as strategies employed and issues faced when conducting empirical research. The driving force of this volume is to provide the blueprints for bringing how we conduct social research to the same standards and vision as how the social world is understood: multi-faceted and intersectional. To this end, this edited collection advocates for a sociological future that values the presence of disabled researchers and normalises research methods that are inclusive and accessible. The interdisciplinary focus of Social Research and Disability offers a uniquely broad primary market. This volume will be of interest not only to the student market, but also to established academics within the social sciences.

In this book Alys Young and Bogusia Temple explore the relationship between key methodological debates in social research and the special context of studies concerning deaf people.

This book constitutes the refereed proceedings of the 15th International Conference on Artificial Intelligence in Education, AIED 2011, held in Auckland, New Zealand in June/July 2011. The 49 revised full papers presented together with three invited talks and extended abstracts of poster presentations, young researchers contributions and interactive systems reports and workshop reports were carefully reviewed and selected from a total of 193 submissions. The papers report on technical advances in and cross-fertilization of approaches and ideas from the many topical areas that make up this highly interdisciplinary field of research and development including artificial intelligence, agent technology, computer science, cognitive and learning sciences, education, educational technology, game design, psychology, philosophy, sociology, anthropology and linguistics.

This text will enable readers to use tools to design, conduct and report research in a way that transforms, when appropriate, the delivery of special education.

This entry explores the process of interviewing individual Deaf people, in an overview of the field. Areas for discussion include the processes and practical steps of interview preparation and interviewing, involving considerations regarding the choice of methodology, recognition of the position of Deaf people, whether the researcher can be hearing, whether one can use an interpreter, how interviews can be recorded, and what questions are culturally appropriate to include in an interview schedule, and

reflections are offered around the interplay of two languages. Following that is deliberation of a theoretical dilemma in relation to the model selected for translation leading to transcription. The entry concludes with reflections on this option for research topic and method. Poignant examples from interviews with Deaf people are offered to ...

This book constitutes the refereed proceedings of the 5th International Conference on Advances in Visual Informatics, IVIC 2017, held in Bangi, Malaysia, in November 2017. The keynote and 72 papers presented were carefully reviewed and selected from 130 submissions. The papers are organized in the following topics: Visualization and Data Driven Technology; Engineering and Data Driven Innovation; Data Driven Societal Well-being and Applications; and Data Driven Cyber Security.

Lecturers/instructors only - request a free digital inspection copy here Written by an experienced researcher in the field of qualitative methods, this dynamic new book provides a definitive introduction to analysing qualitative data. It is a clear, accessible and practical guide to each stage of the process, including: - Designing and managing qualitative data for analysis - Working with data through interpretive, comparative, pattern and relational analyses - Developing explanatory theory and coherent conclusions, based on qualitative data. The book pairs theoretical discussion with practical advice using a host of examples from diverse projects across the social sciences. It describes data analysis strategies in actionable steps and helpfully links to the use of computer software where relevant. This is an exciting new addition to the literature on qualitative data analysis and a must-read for anyone who has collected, or is preparing to collect, their own data. Avail-

able with Perusall—an eBook that makes it easier to prepare for class Perusall is an award-winning eBook platform featuring social annotation tools that allow students and instructors to collaboratively mark up and discuss their SAGE textbook. Backed by research and supported by technological innovations developed at Harvard University, this process of learning through collaborative annotation keeps your students engaged and makes teaching easier and more effective. Learn more.

Updated to align with the American Psychological Association and the National Council of Accreditation of Teacher Education accreditation requirements. Focused on increasing the credibility of research and evaluation, the Fifth Edition of *Research and Evaluation in Education and Psychology: Integrating Diversity with Quantitative, Qualitative, and Mixed Methods* incorporates the viewpoints of various research paradigms into its descriptions of these methods. Students will learn to identify, evaluate, and practice good research, with special emphasis on conducting research in culturally complex communities, based on the perspectives of women, LGBTQ communities, ethnic/racial minorities, and people with disabilities. In each chapter, Dr. Donna M. Mertens carefully explains a step of the research process—from the literature review to analysis and reporting—and includes a sample study and abstract to illustrate the concepts discussed. The new edition includes over 30 new research studies and contemporary examples to demonstrate research methods including: Black girls and school discipline: The complexities of being overrepresented and understudied (Annamma, S.A., Anyon, Y., Joseph, N.M., Farrar, J., Greer, E., Downing, B., & Simmons, J.) Learning Cooperatively un-

der Challenging Circumstances: Cooperation among Students in High-Risk Contexts in El Salvador (Christine Schmalenbach) Replicated Evidence of Racial and Ethnic Disparities in Disability Identification in U.S. Schools (Morgan, et. al.) Relation of white-matter microstructure to reading ability and disability in beginning readers (Christodoulou, et. al.) Arts and mixed methods research: an innovative methodological merger (Archibald, M.M. & Gerber, N.) Winner of the 2013 Outstanding Qualitative Book Award by the International Congress of Qualitative Inquiry. *Signs of Hope* tells the story of a narrative inquiry with three deafhearing families. For many of us, deafness represents loss and silence. For others, being deaf is a genetic quirk; an opportunity for learning, spiritual adventure and reward. For yet others, it is the most natural thing in the world; a connection to a genealogical layer of signing ancestors and the continuation of a culture. Amid the noise of mainstream, medical and educational discourses of deafness, here are family voices demanding to be heard – whether spoken or signed – that challenge audiological and surgical intervention, that call for scrutiny and critique of ‘inclusive’ deaf-related pedagogical practices, that rail against marginalisation of members of minority cultures. Over four years, Donna West has recorded the stories of three families who wish to counter and resist what they see as damaging misconceptions and discriminatory constructions of deafness and deafhearing family life. Here, spaces are created that respect and acknowledge human beings – adults, children, deaf, hearing – as storytellers. The poetic and performative narratives at the heart of this book reveal not only the ways in which hurtful definitions of, and discrimination towards, deaf people and signing deafhearing families is destabilised, but also the ways in

which celebration of deaf culture and sign language are affirming and vital for healthy family life.

The authors conducted a qualitative meta-analysis of the research on assessment accommodations for students who are deaf or hard of hearing. There were 16 identified studies that analyzed the impact of factors related to student performance on academic assessments across different educational settings, content areas, and types of assessment accommodations. The meta-analysis found that the results of analyses of group effects of accommodated versus unaccommodated test formats are often not significant, test-level factors exist that can affect how students perceive the assessments, and differences exist in how test items function across different conditions. Student-level factors, including educational context and academic proficiency, influence accommodations' role in assessment processes. The results of this analysis highlight the complexity of and intersections between student-level factors, test-level factors, and larger policy contexts. Findings are discussed within the context of larger changes in academic assessment, including computer-based administration and high-stakes testing.

"The purpose of this qualitative study was to investigate the perspectives of parents of deaf and hard of hearing students who were ready to make the transition from elementary school to secondary school or who had recently done so. In addition, the objective was to converse with the deaf and hard of hearing students themselves and the parents in order to determine what the parents and children believed to be the benefits and potential barriers of the children's educational placements."--from abstract.

Deafness is a "low incidence" disability and, therefore not studied or understood in the same way as other disabilities. Historically, research in deafness has been conducted by a small group of individuals who communicated mainly with each other. That is not to say that we did not sometimes publish in the mainstream or attempt to communicate outside our small circle. Nonetheless, most research appeared in deafness-related publications where it was not likely to be seen or valued by psychologists. Those researchers did not understand what they could learn from the study of deaf people or how their knowledge of individual differences and abilities applied to that population. In *Deafness, Deprivation*, ami /Q, Jeffrey Braden pulls together two often unrelated fields: studies of intelligence and deafness. The book includes the largest single compilation of data describing deaf people's intelligence that exists. Here is a careful, well-documented, and very thorough analysis of virtually all the research available. Those who have studied human intelligence have long noted that deafness provides a "natural experiment." This book makes evident two contrary results: on the one hand, some research points to the impact deafness has on intelligence; on the other hand, the research supports the fact that deafness has very little, if any, impact on nonverbal measures of intelligence.

ABSTRACT Deaf people have long argued for their identity as a visually oriented cultural and linguistic minority. In the United States, the predominant visual language of Deaf people is American Sign Language (ASL). Members of the American Deaf community, a heterogeneous and diverse population, share a commonality in that Deaf people are largely thought of and referred to as "disabled" by much of hearing society. An over-reliance on the dis-

ability orientation has eclipsed a more holistic, cultural understanding of this population, a situation applicable to and relevant for practicing social workers. This qualitative study will shed light on the Deaf cultural paradigm. The purpose of the study was to explore the perceptions and experiences of D/deaf persons living in a purposefully-designed Deaf community. Three research questions guided this study: (1) In what ways (if at all) have your experiences(s) with Deaf culture influenced your decision to live in a Deaf community? (2) What are the benefits of living in a Deaf community? (3) What are the challenges of living in a Deaf community? Participant interviews were the primary source of data collection; also used were participant observations and the collection of relevant artifacts. Over a one-week period, 33 interviews were conducted. Data were analyzed using a Constructivist Grounded Theory approach. Findings indicated that the benefits of living in a purposefully-designed Deaf community far outweighed the challenges, specifically regarding the importance of communication accessibility within the community, its opposite corollary described as loneliness and social isolation. For some, mostly those with previous Deaf cultural experiences, Deaf culture did seem to be an influencing factor for moving in. For others, it was the visual orientation of the building's design, particularly the visual safety features, that was the initial appeal and influence for moving in.

The Oxford Handbook of Deaf Studies in Literacy brings together state-of-the-art research on literacy learning among deaf and hard of hearing learners (DHH). With contributions from experts in the field, this volume covers topics such as the importance of

language and cognition, phonological or orthographic awareness, morphosyntactic and vocabulary understanding, reading comprehension and classroom engagement, written language, and learning among challenged populations. Avoiding sweeping generalizations about DHH readers that overlook varied experiences, this volume takes a nuanced approach, providing readers with the research to help DHH students gain competence in reading comprehension.

Edited by Stephanie W. Cawthon and Carrie Lou Garberoglio, *Research in Deaf Education: Contexts, Challenges, and Considerations* is a showcase of insight and experience from a seasoned group of researchers across the field of deaf education. *Research in Deaf Education* begins with foundational chapters in research design, history, researcher positionality, community engagement, and ethics to ground the reader within the context of research in the field. Here, the reader will be motivated to consider significant contemporary issues within deaf education, including the relevance of theoretical frameworks and the responsibility of deaf researchers in the design and implementation of research in the field. As the volume progresses, contributing authors explore scientific research methodologies such as survey design, single case design, intervention design, secondary data analysis, and action research at large. In doing so, these chapters provide solid examples as to how the issues raised in the earlier groundwork of the book play out in diverse orientations within deaf education, including both quantitative and qualitative research approaches. Designed to help guide researchers from the germ of their idea through seeing their work published, *Research in Deaf Education* offers readers a comprehensive understanding of the critical is-

sues behind the decisions that go into this rigorous and important research for the community at hand.

Deaf Cognition examines the cognitive underpinnings of deaf individuals' learning. Marschark and Hauser have brought together scientists from different disciplines, which rarely interact, to share their ideas and create this book. It contributes to the science of learning by describing and testing theories that might either over or underestimate the role that audition or vision plays in learning and memory, and by shedding light on multiple pathways for learning. International experts in cognitive psychology, brain sciences, cognitive development, and deaf children offer a unique, integrative examination of cognition and learning, with discussions on their implications for deaf education. Each chapter focuses primarily on the intersection of research in cognitive psychology, developmental psychology, and deaf education. The general theme of the book is that deaf and hearing individuals differ to some extent in early experience, brain development, cognitive functioning, memory organization, and problem solving. Identifying similarities and differences among these domains provides new insights into potential methods for enhancing achievement in this traditionally under-performing population.

Debates about methods of supporting language development and academic skills of deaf or hard-of-hearing children have waxed and waned for more than 100 years: Will using sign language interfere with learning to use spoken language or does it offer optimal access to communication for deaf children? Does placement in classrooms with mostly hearing children enhance or impede academic and social-emotional development? Will cochlear im-

plants or other assistive listening devices provide deaf children with sufficient input for age-appropriate reading abilities? Are traditional methods of classroom teaching effective for deaf and hard-of-hearing students? Although there is a wealth of evidence with regard to each of these issues, too often, decisions on how to best support deaf and hard-of-hearing children in developing language and academic skills are made based on incorrect or incomplete information. No matter how well-intentioned, decisions grounded in opinions, beliefs, or value judgments are insufficient to guide practice. Instead, we need to take advantage of relevant, emerging research concerning best practices and outcomes in educating deaf and hard-of-hearing learners. In this critical evaluation of what we know and what we do not know about educating deaf and hard-of-hearing students, the authors examine a wide range of educational settings and research methods that have guided deaf education in recent years--or should. The book provides a focus for future educational and research efforts, and aims to promote optimal support for deaf and hard-of-hearing learners of all ages. Co-authored by two of the most respected leaders in the field, this book summarizes and evaluates research findings across multiple disciplines pertaining to the raising and educating of deaf children, providing a comprehensive but concise record of the successes, failures, and unanswered questions in deaf education. A readily accessible and invaluable source for teachers, university students, and other professionals, Evidence-Based Practice in Educating Deaf and Hard-of-Hearing Students encourages readers to reconsider assumptions and delve more deeply into what we really know about deaf and hard-of-hearing children, their patterns of development, and their lifelong

learning.

The field of Artificial Intelligence in Education has continued to broaden and now includes research and researchers from many areas of technology and social science. This study opens opportunities for the cross-fertilization of information and ideas from researchers in the many fields that make up this interdisciplinary research area, including artificial intelligence, other areas of computer science, cognitive science, education, learning sciences, educational technology, psychology, philosophy, sociology, anthropology, linguistics, and the many domain-specific areas for which Artificial Intelligence in Education systems have been designed and built. An explicit goal is to appeal to those researchers who share the perspective that true progress in learning technology re-

quires both deep insight into technology and also deep insight into learners, learning, and the context of learning. The theme reflects this basic duality.

This book constitutes the refereed proceedings of the 7th International Conference on Intelligent Tutoring Systems, ITS 2004, held in Maceió, Alagoas, Brazil in August/September 2004. The 73 revised full papers and 39 poster papers presented together with abstracts of invited talks, panels, and workshops were carefully reviewed and selected from over 180 submissions. The papers are organized in topical sections on adaptive testing, affect, architectures for ITS, authoring systems, cognitive modeling, collaborative learning, natural language dialogue and discourse, evaluation, machine learning in ITS, pedagogical agents, student modeling, and teaching and learning strategies.