Deaf adults and children, like their hearing counterparts, experience a full range of mental health problems. They develop psychoses, sink into deep depressions, abuse alcohol and drugs, commit sexual offenses, or simply have trouble adjusting to new life situations. But when a deaf client appears on the doorstep of an ordinary hospital, residential facility, clinic, or office, panic often ensues. Mental Health Care of Deaf People: A Culturally Affirmative Approach, offers much-needed help to clinical and counseling psychologists, psychiatrists, social workers, nurses, and other mental health professionals--and to their program administrators. The editors, a psychologist and a psychiatrist, and the authors, leading authorities with a variety of expertises, systematically review the special needs of deaf patients, particularly those who regard themselves as "culturally Deaf," and provide professionals with the tools they need to meet those needs. Among these tools is an extensive "library" of pictorial questionnaires and information sheets developed by one of the very few psychiatric units in the country devoted to the deaf. These handouts greatly simplify the processes involved in the diagnosis and treatment of people who in many cases are not good readers--for example, explaining medication and inquiring about side-effects. The handouts are reproduced on a CD included in each copy of the book, to enable purchasers to print out and use copies in their work. This comprehensive clinical guide and its accompanying CD constitute vital resources for all those who seek to provide sensitive, effective mental health care to deaf people.

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.
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.

"The focus of this study is the nature of language use with secondary level deaf students during science instruction in American Sign Language/English bilingual settings." -- Leaf 1.

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.

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.

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.

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 under 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 (Christodoulu, et. al.) A rts and mixed methods research: an innovative methodological merger (Archibald, M.M. & Gerber, N.)

This book presents chapters by many eminent researchers and interventionists, all of whom address the development of deaf and hard-of-hearing children in the context of family and school. A variety of disciplines and perspectives are provided in order to capture the complexity of factors affecting development of these children in their diverse environments. Consistent with current theory and educational practice, the book focuses most strongly on the interaction of family and child strengths and needs and the role of educational and other interventionists in supporting family and child growth. This work, and the authors represented in it, have been influenced by the seminal work of Kathryn P. Meadow-Orlans, whose work continues to apply a multidisciplinary, developmental approach to understanding the development of deaf children. The book differs from other collections in the degree to which the chapters share ecological and developmental theoretical bases. A synthesis of information is provided in section introductions and in an afterword provided by Dr. Meadow-Orlans. The book reflects emerging research practice in the field by representing both qualitative and quantitative approaches. In addition, the book is notable for the contributions of deaf as well as hearing authors and for chapters in which research participants speak for themselves—providing first-person accounts of experiences and feelings of deaf children and their parents. Some chapters in the book may surprise readers in that they present a more positive view of family and child functioning than has historically been the case in this field. This is consistent with emerging data from deaf and hard of hearing children who have benefitted from early identification and intervention. In addition, it represents an emerging recognition of strengths shown by the children and by their deaf and hearing parents. The book moves from consideration of child and family to a focus on the role and effects of school environments on development. Issues of culture and expectations pervade the chapters in this section of the book, which includes chapters addressing effects of school placement options, positive effects of learning about deaf culture and history, effects of changing educational practice in developing nations, and the need for increased knowledge about ways to meet individual needs of the diverse group of deaf and hard of hearing students. Thus, the book gives the reader a coherent view of current knowledge and issues in research and intervention for deaf and hard of hearing children and their families. Because the focus is on child and family instead of a specific discipline, the book can serve as a helpful
supplemental text for advanced undergraduate and graduate courses in a variety of disciplines, including education, psychology, sociology, and language studies with an emphasis on deaf and hard of hearing children.

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 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.

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.

Williamson interviews nine successful deaf and hard of hearing African Americans to create a formula for success for other black, deaf students.

'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
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 implants 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.

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 publish, Research in Deaf Education offers readers a comprehensive understanding of the critical issues behind the decisions that go into this rigorous and important research for the community at hand.

This book examines sociolinguistic, educational and psycholinguistic factors that shape the...
path to sign bilingualism in deaf individuals and contributes to a better understanding of the specific characteristics of a type of bilingualism that is neither territorial nor commonly the result of parent-to-child transmission. The evolution of sign bilingualism at the individual level is discussed from a developmental linguistics perspective on the basis of a longitudinal investigation of deaf learners' bilingual acquisition of German sign language (DGS) and German. The case studies included in this volume offer unique insights into bilingual deaf learners' sign language and written language productions, and the sophisticated nature of the bilingual competence they attain. Commonalities and differences between sign bilingual language development in deaf learners and language development in other language acquisition scenarios are identified on the basis of a dynamic model of change in the evolution of (learner) language, with a focus on the role of language contact in the organisation of multilingual knowledge and the scope of inter- and intra-individual variation in learner grammars. In many respects, as becomes apparent throughout the chapters of this work, sign bilingualism represents not only a challenge but also a resource. Given this cross-disciplinary perspective, the insights on bilingualism and deafness in this volume will be of interest to a wide range of researchers and professionals.

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-impoverished 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.

"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"--

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With an increasing number of students pursuing a postsecondary education, colleges are looking at how to attract and keep students in school as states have increased accountability on colleges ensuring students are successfully obtaining degrees. One of the keys in this process is understanding how college choice may affect students' ability to successfully graduate with degrees. The purpose of this qualitative study was to examine how Deaf students come to a decision on which college they attend. Many studies have examined the college choice phenomenon for first-generation students, Students of Color, students of low socioeconomic status, and undocumented students. These studies have investigated how parent education background, cost of attendance and financial aid, reputation, location, and majors offered affect the decision-making process. With only 17% of Deaf individuals obtaining a bachelor's degree compared to 32% for their hearing peers (Garberoglio, Cawthon, & Sales, 2017), there exists a clear need to see how this college choice process may affect their long-term success in college. Through individual interviews with high school students and staff, Deaf students' college choice process was examined through the combined framework of Critical Race Theory, intersectionality, and Community Cultural Wealth. Findings revealed that participants generally aspired to pursue higher education at the encouragement of their families, but were limited
when creating their college choice sets. Participants were not knowledgeable of the various types of colleges to choose from and did not know the names of specific colleges that had large Deaf student populations. Campus visits had a significant impact on participants' final college choice, but completing applications became difficult for some due to challenges with writing. Participants and their parents also had little understanding of the finances involved with a college education. The significance of the findings can perhaps lead to different educational settings of Deaf students, particularly schools for the Deaf, to reevaluate how they support students as they navigate the college choice process to ensure they persist in college and graduate.

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.

In Bilingualism and Bilingual Deaf Education, volume editors Marc Marschark, Gladys Tang, and Harry Knoors bring together diverse issues and evidence in two related domains: bilingualism among deaf learners - in sign language and the written/spoken vernacular - and bilingual deaf education. The volume examines each issue with regard to language acquisition, language functioning, social-emotional functioning, and academic outcomes. It considers bilingualism and bilingual deaf education within the contexts of mainstream education of deaf and hard-of-hearing students in regular schools, placement in special schools and programs for the deaf, and co-enrollment programs, which are designed to give deaf students the best of both educational worlds. The volume offers both literature reviews and new findings across disciplines from neuropsychology to child development and from linguistics to cognitive psychology. With a focus on evidence-based practice, contributors consider recent investigations into bilingualism and bilingual programming in different educational contexts and in different countries that may have different models of using spoken and signed languages as well as different cultural expectations. The 18 chapters establish shared understandings of what are meant by "bilingualism," "bilingual education," and "co-enrollment programming," examine their foundations and outcomes, and chart directions for future research in this multidisciplinary area. Chapters are divided into three sections: Linguistic, Cognitive, and Social Foundations; Education and Bilingual Education; and Co-Enrollment Settings. Chapters in each section pay particular attention to causal and outcome factors related to the acquisition and use of these two languages by deaf learners of different ages. The impact of bilingualism and bilingual deaf education in these domains is considered through quantitative and qualitative investigations, bringing into focus not only common educational, psychological, and linguistic variables, but also expectations and reactions of the stakeholders in bilingual programming: parents, teachers, schools, and the deaf and hearing students themselves.

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.

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.

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/constructivist) 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.

A significant number of d/Dear 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.

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...

Mathews conducts qualitative research that explores the impact of mainstreaming deaf students on power relations across parents, children, and professionals.

Deaf and hard-of-hearing students form a specific group of foreign language learners. They...
need to use foreign languages just like their hearing peers if they want to enjoy the same benefits of globalization and technical advancements of today, yet they cannot take part in the same foreign language education. As sign language users, lip-readers or persons relying on hearing aids or cochlear implants in their everyday communication, they need special support in learning a foreign language. This book has been written by teachers and researchers involved in teaching English as a foreign language (EFL) to deaf and hard-of-hearing students in various different European countries, including the Czech Republic, France, Hungary, Norway, Poland, and Serbia. The chapters mirror both the authors’ personal journeys through this field and give insight into various aspects of empirical research into the foreign language acquisition of hearing-impaired learners. They discuss mainly the issue of specific methodology for teaching EFL vocabulary, grammar, reading, writing and speaking to deaf and hard-of-hearing persons and the challenge of effective communication during the classes via sign language, cued speech or the oral approach. Special chapters are also devoted to EFL teachers’ experience in special schools for the deaf. Educators interested in practical advice, responses to challenges and worked-out solutions to problems will particularly welcome this book as a useful source of ideas. It will also help novice teachers embarking on their careers in English language education for deaf and hard-of-hearing children and adults.

This volume gives scholars and students a working knowledge of the procedures, challenges, and benefits of using photo methods in their ethnographic work through studies by researchers who are currently using it. The studies are both examples of exemplary scholarship and serve as tutorials on the procedures and methodological considerations of using this personal, even intimate, method. These eight authors were asked to re-open their carefully packed-away studies, disassemble the methods and the findings, and reflect on the contents. Like looking through old photo albums, these reflective essays allowed us to have new conversations with different audiences. Each chapter contains sections that penetratingly explain the research problem, describe why photo methods were used for the study, elucidate and reflect on the method, summarize the findings, and then examine participant empowerment through the method. This unique structure is specifically designed to be used in masters and doctoral classrooms and with researchers looking for new methods or to strengthen their existing work. The editors and authors believe that using photo-methods can empower participants to become part of the research process. Each author uses photo with the same goal; to create rigorous science that has meaning for the participants.

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

Epistemology is the study of how "knowledge" is formed. Standard epistemology isolates the "known" from the "knowers," thereby defining "knowledge" as objectively constant. Multiple epistemologies suggest that individuals learn in different ways shaped by life factors such as education, family, ethnicity, history, and regional beliefs. In this groundbreaking volume, editors Peter V. Paul and Donald F. Moores call on ten other noted scholars and researchers to join them in examining the many ways that deaf people see and acquire deaf knowledge. This collection considers three major groups of deaf knowledge perspectives: sociological and anthropological, historical/psychological and literary, and educational and philosophical. The first explores the adoption of a naturalized, critical epistemological stance in evaluating research; the epistemology of a positive deaf identity; how personal epistemologies can help
form deaf education policies; and valuing deaf indigenous knowledge in research. The next part considers dueling epistemologies in educating deaf learners; reforms in deaf education; the role of deaf children of hearing parents in creating Deaf epistemologies; and the benefit of reading literature with deaf characters for all students. The final part explores the application of the Qualitative-Similarity Hypothesis to deaf students' acquisition of knowledge; a metaparadigm for literacy instruction in bilingual-bicultural education; collaborative knowledge-building to access academia; and examination of the benefits and disadvantages of being deaf.