



Educating Deaf Learners: Creating a Global Evidence Base (Perspectives on Deafness)

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Education in general, and education for deaf learners in particular, has gone through significant changes over the past three decades. And change certainly will be the buzzword in the foreseeable future. The rapid growth of information and communication technology as well as progress in educational, psychological, and allied research fields have many scholars questioning aspects of traditional school concepts. For example, should the classroom be "flipped" so that students receive instruction online at home and do "homework" in school? At the same time, inclusive education has changed the traditional landscape of special education and thus of deaf education in many if not all countries, and yet deaf children continued to lag significantly behind hearing peers in academic achievement. As a consequence of technological innovations (e.g., digital hearing aids and early bilateral cochlear implants), the needs of many deaf learners have changed considerably. Parents and professionals, however, are just now coming to recognize that there are cognitive, experiential, and social-emotional differences between deaf and hearing students likely to affect academic outcomes. Understanding such differences and determining ways in which to accommodate them through global cooperation must become a top priority in educating deaf learners.

Through the participation of an international, interdisciplinary set of scholars, *Educating Deaf Learners* takes a broader view of learning and academic achievement than any previous work, considering the whole child. In adopting this broad perspective, the authors capture the complexities and commonalities in the social, emotional, cognitive, and linguistic mosaic of which the deaf child is a part. It is only through such a holistic consideration that we can understand their academic potential.

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