

Deaf Studies - Workshop

Deaf Education

Higher Education – Deaf Students

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Welcome

- Introduction
- Icebreaker



Content Overview

- Objectives
- Legal framework
- Obstacles and barriers
- Support
- Strategies and solutions
- Guidelines for universal learning (barrier-free)
- Self-advocacy (3 examples)



Goals

- Knowledge of legal frameworks
- Knowledge of support measures
- Importance of self-advocacy and autonomy for Deaf students
- Knowledge about inclusion in higher education



Legal Framework



international

**national
country**

**regional
institution**

UN-UN Convention on the Rights of Persons with Disabilities (UN CRPD)

General Equal Treatment Act
Protection against discrimination on the basis of disability

Higher education laws
Commitment to accessibility and support





Barriers



Lack of
accessibility in
courses and
rooms

Lack of support
in
communication

Insufficient
awareness
among staff

Unclear
responsibilities
and financial
constraints



Support Measures

Sign language interpreters in courses

assistive technologies, apps, subtitles

Accessible learning materials,
Tutors for transcripts



Strategies and solutions



Accessible
teaching and learning
concepts



Training teaching staff
in dealing with Deaf
students



Use of modern
technologies



Promotion of self-
advocacy

Theory Background - Education & Language

Vygotsky's socio-cultural learning

theory



“The ability to express oneself in any environment, especially in the classroom, is crucial for intellectual development.”



russischer Psychologe
1886 – 1934, Moskau
Bildungs- und
Entwicklungspsychologie

[Source: Lev Vygotsky's Instagram, Twitter & Facebook on IDCrawl](#)

▶ Models of accessibility

▶ Language Diversity in the Classroom

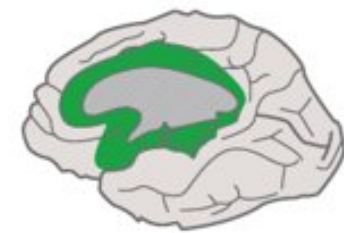


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Finding Practical Examples

Activity

Universal Design for Learning Guidelines



Provide Multiple Means of
Engagement

Purposeful, motivated learners



Provide Multiple Means of
Representation

Resourceful, knowledgeable learners



Provide Multiple Means of
Action & Expression

Strategic, goal-directed learners

[CAST Universal Design for Learning Guidelines](#)

WHY

Stimulate interest
and motivation for
learning

WHAT

Present
information and
content in
different ways

HOW

Differentiate the
ways that students
can express what
they know

Finding Practical Examples for the Deaf

Universal Design for Learning Guidelines



Provide Multiple Means of Engagement

Purposeful, motivated learners

Provide options for self-regulation

- + Promote expectations and beliefs that optimize motivation
- + Facilitate personal coping skills and strategies
- + Develop self-assessment and reflection

Provide options for sustaining effort and persistence

- + Heighten salience of goals and objectives
- + Vary demands and resources to optimize challenge
- + Foster collaboration and community
- + Increase mastery-oriented feedback

Provide options for recruiting interest

- + Optimize individual choice and autonomy
- + Optimize relevance, value, and authenticity
- + Minimize threats and distractions



Provide Multiple Means of Representation

Resourceful, knowledgeable learners

Provide options for comprehension

- + Activate or supply background knowledge
- + Highlight patterns, critical features, big ideas, and relationships
- + Guide information processing, visualization, and manipulation
- + Maximize transfer and generalization

Provide options for language, mathematical expressions, and symbols

- + Clarify vocabulary and symbols
- + Clarify syntax and structure
- + Support decoding of text, mathematical notation, and symbols
- + Promote understanding across languages
- + Illustrate through multiple media

Provide options for perception

- + Offer ways of customizing the display of information
- + Offer alternatives for auditory information
- + Offer alternatives for visual information



Provide Multiple Means of Action & Expression

Strategic, goal-directed learners

Provide options for executive functions

- + Guide appropriate goal-setting
- + Support planning and strategy development
- + Enhance capacity for monitoring progress

Provide options for expression and communication

- + Use multiple media for communication
- + Use multiple tools for construction and composition
- + Build fluencies with graduated levels of support for practice and performance

Provide options for physical action

- + Vary the methods for response and navigation
- + Optimize access to tools and assistive technologies

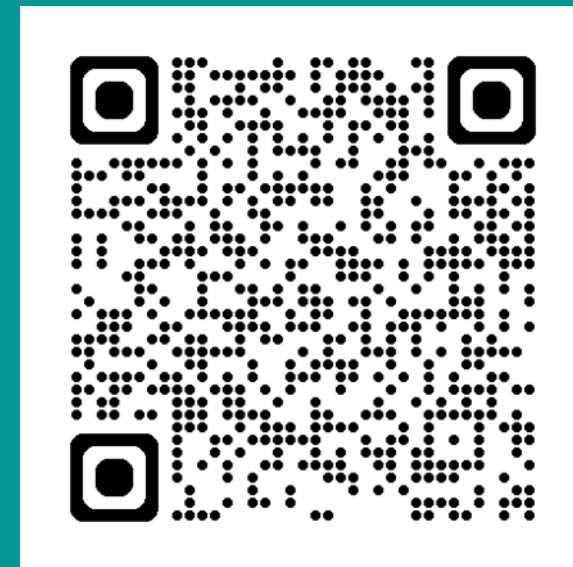
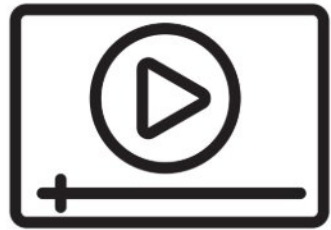
Activity

Promotion of self-determination, Example 1



European Deaf Students' Union

European
Level



edsu.edsu@gmail.com



[Home | European Deaf Students' Union](#)

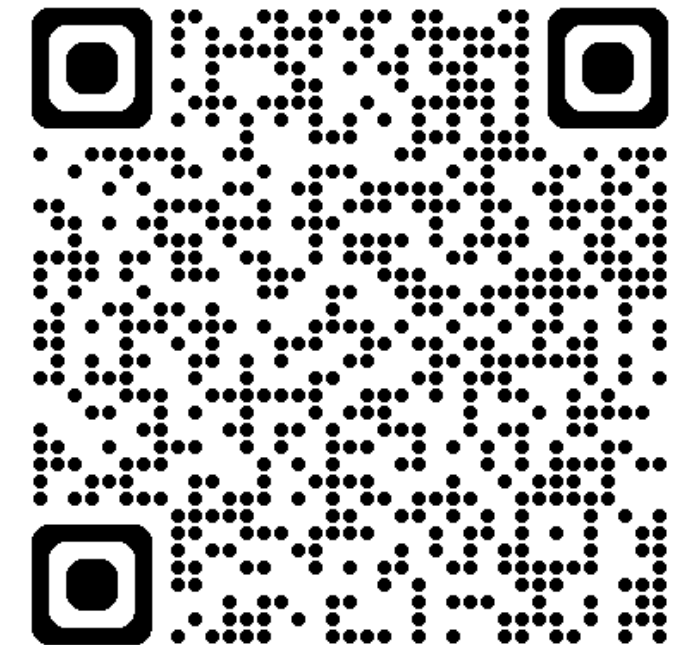


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Promotion of self-determination



**International
Level**



- cross-disciplinary international Deaf space
- strengthen deaf academics on their careers
- workshops between experienced and new Deaf academics,



Promotion of self-determination, Example 3

Association of Austrian Deaf Students

**National
Level**



Peer-to-peer
counselling



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Promotion of self-determination, Example 4

Support, Universities in Vienna an Graz

**Regional
Level**



[Servicestelle GESTU Wien stellt sich vor](#)

GESTU organises and coordinates services
for Deaf students

- Sign language interpreters
- Speech-to-text interpreters
- Note-takers for classes

GESTU provides advice and support for University Staff



Fazit

- The rights of deaf students are stated in various laws (international, national, regional).
- Accessible and inclusive learning environments promote equal opportunities.
- Good networks of deaf students promote accessibility.
- The goal is to develop self-determined students.



Stand up for your rights!

Contact



<https://deafstudies.eu/>



Deaf Culture, Heritage and Diversity



@deafstudies.eu

TURKOOIS



Innosign

Witaf
Seit 1865 im Dienste der Gehörlosen



ISTITUTO DEI SORDI
DI TORINO