

## VIDUSIGN – WP 02

### REPOSITORY: TOP 10 LITERATURE

Nº	Contributor	Category	Reference	Abstract	Main contribution
1	UGR	1	Denham, P. J., Battro, A. M. (2012) Education of the Deaf and Hard of Hearing in the Digital Era MIND BRAIN AND EDUCATION , 6 , 51-53	The education of the deaf and hard of hearing has been the aim and inspiration of many technological discoveries and developments. Since the early work of Alexander Graham Bell, a visionary in special education for the deaf, many relevant innovations have considerably improved the quality of life and the professional opportunities for deaf people of all ages, especially recent advances in cochlear implants. In this article, based on our experience at the Instituto Oral Modelo (IOM) in Buenos Aires, we explain how the digital technology of today has radically changed the education of the deaf and the expectations we may have in the digital era for the next generation of children with auditory deficiencies	Very relevant for the project, since it addresses the impact of new technology (including media) on the education with hearing problems

2	UGR	1	<p>Laroche, C.; Garcia, LJ; Barrette, J. (2000) Perceptions by persons with hearing impairment, audiologists, and employers of the obstacles to work integration</p> <p>Fuente Journal-Academy of Rehabilitative Audiology, 33, 63-90,</p>	<p>The purpose of the present study was to report perceptions of persons with hearing loss, o audiologists, and of employers regarding the potential barriers to job integration. Statements were gathered using a focus group and a nominal group technique and were organized according to whether they perceived as related to the individual, to the organization, or society. Qualitative differences were noted among the 3 groups, but they were unanimous in identifying barriers that were judged as relating to working conditions, the use of electronic tools, having to commu8nicate in groups, the interview and selection process, expectations related to productivity, and attitudes of persons with whom they must interact. Suggestion for strategies for eliminating these barriers were also collected.</p>	<p>This paper is very relevant for the issues of barriers and limitation that deaf people find in their working environment</p>
3	EQUA	1	<p>Marschark, M.; Morrison, C. &amp; Lukomski, J. (2013). Are deaf students visual learners? <i>Learning and Individual Differences</i>, 25 (6), 156-162</p>	<p>It is frequently assumed that by virtue of their hearing losses, deaf students are visual learners. Deaf individuals have some visual-spatial advantages relative to hearing individuals, but most have been linked to use of sign language rather than auditory deprivation. How such cognitive differences might affect academic performance has been investigated only rarely. This study examined relations among deaf college students' language and visual-spatial abilities, mathematics problem solving, and hearing thresholds. Results extended some previous findings and clarified others. Contrary to what might be expected, hearing students exhibited visual-spatial skills equal to or better than deaf students. Scores on a Spatial Relations task were associated with better mathematics problem solving. Relations among the several variables, however, suggested that deaf students are no more likely to be visual learners than hearing students and that their visual-spatial skill may be related more to their hearing losses than to their sign language skills.</p>	<p>This is an important entry because it highlights the visual-spatial skills of deaf people.</p>

4	KUL	1	Alfonso Gutierrez Martín (Eds), Armin Hottmann (Coord.) (2011): <i>Video Education, Media Education and Lifelong Learning</i> Berlin: Kulturring in Berlin e.V.	Book with an overall insight into the use of video in the classroom - theory and case studies.	Pedagogical background for the video approach of the vidusign project. Some video production tasks of the vidusign matrix are explained in detail in this book.
5	KUL	4	DIVIS – Video production and language learning booklet/ mini guide by Armin Hottmann & Dolores Masats <a href="http://www.divisproject.eu/categoryblog/143-mini-guide-download-page">http://www.divisproject.eu/categoryblog/143-mini-guide-download-page</a>	Visual guide for video production in language learning.	Very visual and easy to understand guide for simple video exercises. Could be an example for the vidusign guide for deaf youth who is not familiar with reading.
6	RACIO	4	Karo, N.: E-IZOBRAŽEVANJE KOT MOTIVACIJA V IZOBRAŽEVANJU GLUHIH IN NAGLUŠNIH	The aim of this thesis is to present how we can use e-learning to improve the quality and efficiency of education of the deaf and hard of hearing, and a way to motivate them with properly formatted, interactive and attractive e-materials.	Interesting to see how are working in Slovenia.
7	GISTAL	1	Opportunity Blocked. The employment experiences of deaf and hard of hearing people <a href="http://www.ssiacymru.org.uk/resource/as_Opportunity_20Blocked.pdf">http://www.ssiacymru.org.uk/resource/as_Opportunity_20Blocked.pdf</a>	This report from Action on Hearing Loss, previously known as The Royal National Institute for Deaf People (RNID) from UK is based on the experiences of 870 deaf people about employment and unemployment. It includes recommendations for governments, employers, jobcenters, etc.	Recommendations from the experience of 870 deaf people and their difficulties to access to work.
8	UGR	1	Silver, Ann (1999). My Experience as an Artist–Vis-à-Vis Deaf Art. <i>Visual anthropology review</i> , 15 (2): 37-46	Ann Silver is a self-taught artist who works in a variety of styles and media. Born genetically Deaf to a hearing family she was blessed with art as a native language - for it enabled her to communicate with the hearingfolk through crayons, long before she acquired other languages, namely English and ASL.	It is an extremely important paper for the project because it is a self-description of what it is to be deaf and artist

9	GISTAL	1	Flórez, M <sup>a</sup> A. (2008): Programas de inserción laboral para personas con discapacidad auditiva: una experiencia concreta en el Principado de Asturias. <i>Intervención Psicosocial</i> , vol. 17 n.º 3, 281-297	This issue features a specific employment program for persons with hearing impairment taking place in Asturias (Spain). The procedures and dates that follow occurred between 1998 and 2002. Our job focused primarily on young hearing impaired persons, their families and non-specifically targeted companies, but we also have worked in other areas. We believe that the results achieved show: 1) that hearing impaired persons can compete successfully in the work market on their own merits and needing only little advice and support and 2) and need stability for these projects based on the excellent results achieved.	Employment program for people with hearing impairment. It could be useful. And it is one of the few concrete experiences found.
10	GISTAL	1	Bonds, Bobbie Gale (2003) School-to-Work Experiences: Curriculum as a Bridge. <i>American Annals of the Deaf</i> Vol. 148, No. 1,	School-to-work (STW) has become an umbrella term for activities, experiences and opportunities that prepare students for the world of work, such as youth apprenticeships, mentoring, internships, job shadowing, career exploration, and integration of academic and vocational curriculum. This article provides historical background on STW, laws shaping requirements for STW programs, and research supporting STW components. Recommendations are provided for curricular elements of an STW program, and trends in STW are forecast.	Very interesting reflection on the importance of practical experience in the period of transition from school to work.