

Special Issue

Educating Deaf Students in the 21st Century: A Changed and Changing Context

Message from the Guest Editors

The education of deaf students has a long and controversial history, with debates on effective teaching methods, language and communication approaches, and educational placements dating back to the early 18th century. In the United States, Gallaudet College (now University) was established and authorized by Congress to confer college degrees in 1864. Later in the 20th century and continuing into the 21st century, early intervention, advances in hearing technologies, and the increasing diversity among deaf students—particularly those with additional disabilities and for whom English is not their first or home language—attracted increased attention. This Special Issue aims to explore the aforementioned topics in greater detail. The contributors were selected to consider issues in their areas of expertise and address the following questions about the education of deaf students: 1) Where are students educated? 2) Who is educating them? 3) How are they being educated? 4) What do we know about their achievement and how is it being measured? and 5) How are we educating the educators (i.e., teacher preparation, paraprofessionals)...

Guest Editors

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Prof. Dr. Peter V. Paul

Deadline for manuscript submissions

closed (31 January 2024)



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About the Journal

Message from the Editor-in-Chief

From its first issue in 2011, *Education Sciences* (ISSN 2227-7102) has grown as a scholarly international open access journal. Its aim remains to publish extended full-length research papers that have the scope to substantively address current issues in education. As a member of the Committee on Publication Ethics (COPE), our goal has been to disseminate high quality research. Our publisher, MDPI, takes the responsibility to enforce a rigorous double-blind peer-review together with strict ethical policies and standards to ensure to add high quality scientific works to the field of scholarly publication.

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