



## Presentation Description

**Title:** Learning Strategies of Deaf and Hearing-Impaired Student in Higher Education

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### Description:

The paper discusses the research project originally prepared for the Centre of Teaching and Learning, (CeLT) at the University of Wolverhampton during the academic year of 2002-2003, which examines preferred learning strategies of deaf and hearing-impaired students in Higher Education. The research team consisted of three people with different backgrounds: a teacher of the deaf, a sign linguist and a consumer of Deaf education of all levels from primary to higher education.

In contrast to the usual practice of consulting teachers on deaf education, the project uses receivers of Deaf education. Using sample of 22 undergraduates and graduates who attended the University of Wolverhampton who completed the questionnaire, the study reveals several interesting issues faced by deaf students, which need to be addressed. The analysis was based upon the course model created by Paul Ramsden, 1991 and utilised by J.T.E. Richardson, 2002.

The presentation will include illustrated statistical data to highlight essential concerns for both academics and communication support workers, working with deaf students to develop their expertise further to meet the actual needs of students in terms of learning, both surface and deep and to eliminate passivity.

### Presentation Materials:

[Learning Strategies of Deaf and Hearing Impaired Students in Higher Education](#) (PDF)

[Handouts](#) from PowerPoint (PDF)