

# Technology and Deaf Education: Need and Opportunity for Technology Infusion

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*This is a special time in education, and especially so, because of technology available to dramatically influence the learning process.*

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The abiding problem  
encountered by Deaf and  
Hard of Hearing (D&HH)  
persons is living in, and  
*adapting to, acoustically-*  
*oriented societies.*

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First, *the system for reaching students has changed,*

Second, *the characteristics of those who come to be served have changed;*

Third, *the educational demands of the work force have changed.*

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The one thing  
that has not changed  
is the *purpose of your work.*



What a profession becomes  
is influenced by *factors*  
*outside as well as factors*  
*from within.*





*... is to create the synergies that lead to quickened rates of learning and educational progress more closely approximating OR EXCEEDING that of their hearing peer groups.*

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Thus was born the GI Bill of Rights – a device to help avoid massive unemployment. In the process however, this signaled a deeper sociologic change . . . *the beginning of universal postsecondary education in this country . . .*

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. . . invention of the *transistor*  
*and printed circuits*  
that enabled a quantum leap  
in reliability and  
miniaturization of  
electromechanical devices.

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Technological advances  
impact how professions  
and organizations  
conduct their business.



Experience gained from those  
rehab programs led to a *new  
field called Audiology and  
Speech Pathology.*





. . . not long ago, the *residential school for the deaf* was the center of the educational delivery system for deaf and hard of hearing students.

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*A structural shift from direct instruction to one of access and support services in mainstream settings.*



The characteristics of  
the children and youth  
who come to be served  
have changed.





*. . . a sociological shift from  
one of a “melting pot”  
mentality to  
one of a “salad bowl” .*



Demands of the work force  
continue to change.



Rarely did deaf adults  
occupy technical and  
managerial positions  
in the private sector.

... Congress to support *the  
establishment of NTID.*

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Successful thought processing,  
in this information-based social  
and economic world, assumes  
*the capacity to integrate and  
prioritize multiple sets of  
information quickly.*



*As you look to  
the future opportunities  
for technology abound.*



It is clear that *a shift  
from direct instruction  
to supported  
instruction continues.*





From its inception NTID has  
opened new avenues of  
learning for those attending  
integrated classes with  
their hearing peers.



A cautionary note . . .

Your future work might be complicated to some extent by the *apparent disconnect between social policy and educational goals of deaf children and youth . . .*

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# Major External Developments of the 21<sup>st</sup> Century.





We can expect  
technologies geared to  
improving the *matching*  
*of technology to the person.*



Look for innovations  
stemming from *cell biology,*  
*biochemistry, genetics, and*  
*biomedical engineering.*



The enduring *hope for improved educational outcomes* rests with the creativity of you and your professional colleagues in *taking advantage of those technologies that enthuse and guide students to improved capacity for life-long learning.*

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**Thank you  
and best wishes  
for a productive and  
joyful symposium.**

