


COMMENT ON
“RESEARCH ON THE INTEGRATED TRAINING MODE OF
HIGHER ART EDUCATION FOR THE DEAF”

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Commented Article: LIU, Fangfang. Research on the integrated training mode of higher art education for the deaf. **Trans/Form/Ação**: Unesp journal of philosophy, v. 46, Special Issue, p. 47- 72, 2023.

Liu (2023) has taken the pains and burnt the midnight oil to research the topic at hand thoroughly. The writer has skillfully highlighted all the main aspects of the research article and given suggestions and insights wherever the subject demanded. Scintillatingly, the writer employed all the research tools available to dig out all the profound wisdom and observations regarding this fascinating topic. One of the key measures of how well an education system of a nation for the disabled is doing, as well as how well its enabling laws and social civilization are progressing, is the growth of higher education for people with disabilities.

The culture of the deaf community is visualized through its art, which has a distinctive aesthetic value and serves a communication and cultural appeal. Building a campus culture of “tolerance and no difference” and constructing a social environment of “equality and integration” are goals of

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integrative education. The adoption of an integrated education and training model for deaf students, who major in arts and crafts and acquire higher art education, helps enhance deaf people's social integration and fosters their seamless absorption into society (BATEMAN; LINDEN, 1998).

This work collects case study data using interviews, participant observations and object collections as part of a combined qualitative and quantitative research methodology. Using the School of Arts and Special Education at School M as the case school, the classroom teaching activities of four grades of the arts and crafts major are monitored in a collaborative manner. For in-depth interviews, two teachers, two teaching managers and two deaf college students were chosen. The deaf college students' survey on the survival *status* was performed through the questionnaire for deaf college students, and the data were processed and analyzed using SPSS17.0. The qualitative data are compiled and analyzed using the three-level coding method of Strauss and Corbin (CROCKETT; KAUFFMAN, 1999).

The results of the data analysis of the questionnaire and the coding of qualitative data indicate that: (1) deaf students with general school experience have better adaptability; (2) the universal health integration training mode is more conducive to improving the deaf students' school adaptability and social communication awareness; (3) deaf college students have a high demand for professional guidance; and (4) deaf students with disabilities have a higher rate of unemployment. Fourthly, the integrated training mode of the case school is demonstrated in four areas: the integration of curriculum material, teaching resources, campus environment and social networks; yet, its integrated training mode still has potential for development (GERSTEN; SCHILLER; VAUGHN, 2000). Fifth, deaf individuals benefit from having a left vision, right brain, spatial intelligence, the ability to think visually, the capacity for concentration and the other healthy people's practice.

According to initial speculation, deaf students can learn in the "practical" arts and crafts major (HALLAHAN; KAUFFMAN, 2000). When integration mode is used in the arts and crafts major, deaf students can better understand interpersonal communication and social integration while acquiring society-based abilities. The deaf college students' needs in terms of learning adaptation, interpersonal adaptation and professional values are the key elements driving the creation of the integrated training model. However, national legislation and labor market demands have also had an impact (HALLAHAN; KAUFFMAN; LLOYD, 1999).

The following recommendations are made to improve the integrated training method of higher art education for the deaf at case schools in light of the study above findings and issues in practice. Another recommendation was to enhance the system for managing integrated teaching and learning, as well as to improve the integrated arts and crafts curricular system and learning support system for deaf college students under the direction of the school (HALLAHAN; KEOGH, 2001).

Few pertinent studies on the deaf students' psychological traits and the integration model in higher education are now available in the research on higher art education for the deaf in China. The current state of the integration education model of higher art education for the deaf in case schools under the new idea is the main subject of this study, along with research on the difficulties encountered (HOCKENBURY; KAUFFMAN; HALLAHAN, 1999). Take, for instance, the 14-year integration training model and the teaching practice exploration of the Art Institute of Special Education. Explore an integrated education teaching mode that is appropriate for deaf students by delving deeply into the classroom teaching of its arts and crafts. It is significant to observe and understand the current situation of its integrated teaching mode from the school running concept, curriculum, education management, classroom teaching, teachers and other aspects, and discover its characteristics (KAUFFMAN, 1999). It has creative value in enhancing the integrated education model of higher art education for the deaf. It can encourage the investigation of the teaching guidelines of higher art education for the deaf in case schools (LLOYD *et al.*, 1998).

Following are the limitations of the study. First, based on the researcher's factors, the interview and communication with deaf college students can be affected by the collection and acquisition of qualitative research data, as the deaf college students' conversations are supplemented by sign language translation and have a basic sign language foundation. The second limitation is the time necessary for study due to the geographical separation between the case school and the researcher. Only two months were available for participatory observation and interviewing due to the constrained study arrangement and learning progression in this paper, which is inconvenient for repeated excursions in the case school. According to the time rule of education and teaching in the case school, a thorough investigation of the integrated arts and crafts training mode for one semester can be done if follow-up research can be done (MASTROPIERI; SCRUGGS, 2000).

Second, given the deaf college students' psychological characteristics, the structural interview method that the interview approach employs may not be able to determine the student's understanding of the issues ultimately. The maximization of information is another principle that directs the selection of study materials. The content covered may not be exhaustive enough if there is a chance to design the selection of research objects in more detail in the future.

Finally, reflection is used to determine the sample size. The initial plan for the project was to compare two case schools as a starting point for a cross-school analysis. Then, for the field research, universities with superior higher art education integration and training models were chosen. The School of Arts for Special Education of School M was chosen as the case school because if this were done, it might result in too great disparities between schools due to varied regional cultures and school concepts, making it hard to analyze similarities and contrasts. Should a second study be conducted, the sample size will be increased to examine the effects of various regional cultures and educational paradigms on the integrated training model of higher art education for the deaf. This model can be used as a prototype universally and across the globe.

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