

Vygotsky and Deaf Research: A Call for Papers

Special Issue of the *American Annals of the Deaf*

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A full century has passed since Vygotsky began publishing experimental and theoretical work on deaf education in Russia. Vygotsky's (1993) *The Fundamentals of Defectology* was translated into English a quarter century ago. The intervening years show both, tremendous progress and troubling stagnation with regard to the overarching goal of deaf education: improving educational outcomes for deaf learners by way of sophisticated research.

This is a call for papers (CFP) to be published as a special issue of the *American Annals of the Deaf*. The coeditors listed above invite scholars, researchers, and educators in a wide array of contemporary disciplines contributing to deaf research to mine the rich, subterranean veins of Vygotsky's scholarship about deafness. Only by extracting and refining can its obscure ore become visible, and thus made bright and useful. Neglected, its potential power is dormant and unrealized.

SCOPE AND PURPOSE

Long hidden in obscurity, Vygotsky's research on deaf education and psychology is significant for modern scholars to consider. The scope of this CFP is largely determined by two texts: *Defectology* (Vygotsky, 1993), and Skyer's (2020) "The Bright Triad and Five Propositions," which contemporizes Vygotsky's theories within the problem-spaces of modern deaf education. Together, the book and the article constitute the conceptual stage on which the CFP is established.

The CFP aims to reinvigorate the Vygotskian tradition of deaf education research by better understanding both its historical roots and its potential use in contemporary contexts. This CFP is organized around the central problem identified by Skyer (2020): "What exists is an apparent paradox—the simultaneous importance and dearth of Vygotskian deaf education research" (p. 578). As such, the special issue has two purposes:

1. **Analysis**—To better understand the (historically unique) nature of Vygotsky's original research on deaf education and psychology
2. **Synthesis**—To better understand contemporary concepts and issues in deaf research in light of Vygotsky's contributions

CONTRIBUTORS AND CONTRIBUTIONS

While Vygotsky makes a case for the integrated nature of deaf education and psychology, modern disciplines of interest to Vygotsky's research are increasingly diverse and wide-ranging. This CFP is relevant for scholars, researchers, and educators working in multiple academic research disciplines and sites of deaf education and research. Likewise, it is relevant for those who make use of multiple concepts and issues described by both Vygotsky (1993) and Skyer (2020).

The following table is not exhaustive. It aims to organize the disciplines and subjects relevant to the CFP.

Discipline	<i>Subjects</i> (including relevant theories, domains, subdisciplines, and related concepts, and issues)
Education	Methods and theory of pedagogy, curriculum, assessment, learning, learners, environments, placements, methods of instruction, modes and multimodal theory, languaging and translanguaging, gerontology, and community and parent education
Psychology	Empirical and theoretical research in development, cognition, neurology, neuroscience, psychopathology, metacognition, consciousness, dual coding theory, and language deprivation
Sociology	Deaf communities, deaf cultures, sign languages, biosocial interactions, social semiotics, communication, language, discourse, sociocultural tools, identity, sign language communities, and Sign Language Peoples
Language Studies/ Linguistics	Morphology/phonology, speech and hearing, language/communication disorders, bi/multilingualism, language acquisition, language learning, code switching, language variation, literacy and multiple literacies
Disability Studies	Deaf corporeality, medical model, social model, biosocial paradigm, adaptation, oppression and resistance, autonomy/agency, self-determination, disability policy studies, social justice, and disability rights
Deaf Studies	Deaf gain, deaf flourishing, deaf politics, deaf embodiment, visibility and ocularcentricity, orality and phonocentricity, audism, biopolitics/biopower, deaf diversity/heterogeneity, deaf ethnicity, and surdesence/deafhood
Special Education	Disability and ability, twice exceptional, classifications, early-interventions, teaching placements/methods, remedial education, and deficit ideology,
Social Science Methodologies	Qualitative, quantitative, and mixed methodologies, the visual turn, testing/assessment bias, pathology, interpretation/translation studies, deaf-centric research methods and methodologies
Philosophy	deaf epistemology, deaf ontology, deaf axiology, ethics, power, conflict, phonocentricity/ocularcentricity, ideology, and the distribution of the sensible
Interdisciplinary	Medical humanities, embodied cognition, deaf legal theory, bioethics, access technologies, globalization/transnationalism, psycholinguistics, neuropsychology, sociocultural psychology, and cognitive linguistics

TYPES OF MANUSCRIPTS SOLICITED

Drawing upon the aforementioned disciplines and subjects, we invite scholars to submit the following types of manuscripts,

which are briefly defined with examples provided. Examples are included for illustrative purposes; manuscripts can combine types or explore other avenues not explicitly listed here.

Manuscript Type	Definition	Example
Conceptual or Theoretical Synthesis, or Application	A research-based synthesis of concepts and/or theory, that advances the field beyond its extant state	Describing the emergent biosocial paradigm of deaf research, used to reinterpret longstanding problems with regard to modality, as cited by Vygotsky. Or, using current theories of language deprivation to better understand the Vygotskian theory of "linguistic paucity" and its effects on education and psychology.
Methodological	The use, analysis, or development of methodologies or methods of research	Outlining clinical or naturalistic procedures for data collection and analysis with respect to sign languages as socio-cultural tools used by parent-child or child-teacher dyads, as suggested by Vygotsky.
Review	A critical analysis of multiple studies with a new question or new purpose	Summative literature review and analysis of deaf research that illustrates themes and issues evoked by Vygotsky's theories referencing <i>Defectology</i> explicitly or not.

Manuscript Type	Definition	Example
Historical	Uncovering and analyzing historical information, data, or examining issues of historical interest	Archival research, perhaps in collaboration with Vygotskian studies and centers, that aims to bring to light unpublished data, obscure data sets, new analyses of old data, and new interpretations or findings related to deaf education and special education.
Empirical*	Collecting and analyzing new data, generating new descriptions and discussions of their meaning	Hypothesis-testing, perhaps using single-case methods, curriculum-based measurement, or quasi-experimental designs based on or informed by Vygotskian theories and speculations.

*All manuscripts will be peer-reviewed by the special issue coeditors and the AAD Editor-at-Large; however, empirical manuscripts are subject to an additional review by the AAD Associate Editor Review Board for methodological rigor and ethical compliance.

POTENTIAL QUESTIONS, CONCEPTS, AND THEMES

The following questions, extracted from Skyer (2020, p. 577), serve to delimit the scope of the special issue but do not preclude other topics not listed here.

1. Which environments are appropriate for deaf children's sociocultural and intellectual development?
2. Are deaf children developmentally disabled or developing along a different axis?
3. Is quantitative deaf research essentially normative, and thus pathologically oriented toward its subject?
4. How is deaf learning a holistic biosocial process of development?
5. What modalities offer the greatest utility for deaf epistemological development?
6. What methodologies—in teaching and research—are needed to answer these lines of inquiry?

TIMELINE AND OTHER CONSIDERATIONS

This CFP will be released in August 2020, five months following Skyer's (2020) "The Bright Triad and Five Propositions," to allow for dissemination and circulation of the work. Barring any unforeseen

disruptions, authors submitting manuscripts should use the following timeline as a guide:

12/20/2020	- 500-word abstracts** due
02/20/2021	- Abstract acceptance/rejection letters sent out to lead authors by coeditors
08/20/2021	- Full manuscripts due to coeditors
10/20/2021	- Coeditors return feedback on full revised manuscripts to lead authors
01/20/2022	- Revised full manuscripts due back to coeditors by lead authors
03/20/2022	- AAD editorial board review, see also: note* on p. 3.
05/20/2022	- Acceptance/rejection letters sent out to lead authors of revised manuscripts
06/20/2022	- Copyediting begins
09/20/2022	- Publication, anticipated Special issue: Fall 2022/** Winter 2023 Issue of the <i>American Annals of the Deaf</i> .

Each manuscript should be submitted in typewritten English. Each will consist of approximately 5,500-6,500 words,

although allowances can be made for special circumstances. All manuscripts should follow the *American Annals of the Deaf* publication guidelines, found here. Manuscripts can be authored by a single researcher, coauthored, or written by a research team. Disciplinary focus may be based primarily within one discipline or be interdisciplinary.

**ABSTRACTS

Interested parties should propose their research paper in the form of a 500-word abstract. It should include the following:

1. Author/s, discipline/s (see p. 2), and institutional affiliations;
2. 3–5 keywords;
3. manuscript type (see p. 3);
4. body copy, including a description of the research question/s. Please note: 500-word count applies only to item 4; and

5. potential references, including naming data sets if applicable.

***CAVEAT

We anticipate six to seven full-length manuscripts to comprise the special issue. If there are significantly more submissions, the special issue may be extended to include Volume 2, AAD Winter 2023 issue.

REFERENCES

- Skyer, M. E. (2020). Invited article: The bright triad and five propositions: Toward a Vygotskian framework for deaf pedagogy and research. *American Annals of the Deaf*, 164(5), 577–591. <https://doi.org/10.1353/aad.2020.0004>
- Vygotsky, L. S. (1993). *The collected works of L. S. Vygotsky: The fundamentals of defectology: Abnormal psychology and learning disabilities* (Vol. 2, R. W. Reiber & A. S. Carton, Eds.). New York, NY: Plenum Press.