

Digital education and its effects on psychological functioning in adolescents with hearing loss

Sara Szepanski¹, Kerttu Huttunen², Nina Jakhelln Laugen³, Pernilla Larsman¹, Marek Meristo¹

¹ University of Gothenburg (SWEDEN), ² University of Oulu (FINLAND), ³ Norwegian University of Science and Technology (NORWAY)

Introduction

Digital and online learning practices are increasingly used in education. Students with hearing loss (HL) might face challenges, especially with video and sound quality of the technology used, as well as lack of social encounters and face-to-face communication. These difficulties related to learning environment might contribute to the risks of insufficient communication, inadequate school support, compromised school success, social isolation, and deteriorated psychological well-being. However, digital practices also have potential to provide unique communication pathways, support, and inclusive opportunities for students with HL.

Aim

We aim to investigate the availability and use of digital and online learning resources among students with HL in Sweden, Norway, and Finland. Additionally, we aim to investigate the relationships between digital education and audiological, psychological and pedagogical factors.

Method

Ongoing data collection involves online questionnaires for students aged 13–19 years with HL and their caregivers, including a control group of typically hearing peers. The collected data covers hearing status, language environment, linguistic abilities, social cognition, and psychological well-being. Pedagogical aspects include the access, usage and skills of digital resources, online and real-life school experiences and school success.

Result

We will present preliminary results on the relationships between the different variables, in search of factors moderating and mediating digital education's impact on pedagogical and psychological functioning.

Discussion

The findings will aid development of appropriate teaching/learning practices and offer general guidelines for educational policies tailored to the needs of students with HL, with the aim to improve the educational outcomes and overall quality of life.