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CAMBRIDGE, MA— “Teaching Mathematics Vocabulary with an Interactive Signing Math Dictionary” by Judy Vesel and Tara Robillard is included in the Summer 2013 issue of the *Journal of Research on Technology in Education* (JRTE), ISTE’s quarterly, peer-reviewed research publication.

The research described in this article examined the use of a [Signing Math Dictionary \(SMD\)](#) to help middle school students who are deaf and hard of hearing access the vocabulary required to master the mathematics content that underlies the topics they are studying.

The study included eight separate classes and a total of 39 participants—8 teachers and 31 students—representing grades 4–8. The research design incorporated a descriptive case study methodology that involved observing (a) teaching mathematics without the SMD, (b) preparing students to use the SMD, (c) teaching mathematics with the SMD. The results suggest that, when used in actual classroom settings, the SMD may be a resource that supplements effective teaching and learning of the vocabulary of mathematics. However, further research is needed to study its use by both experienced and inexperienced teachers working with students in schools for the deaf and in inclusion settings, across math topics and grades.

To access the JRTE Summer 2013 Issue, please visit: www.iste.org/publications.

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ISTE’s *Journal of Research on Technology in Education* (JRTE) features blind, peer-reviewed articles that report on original research, system or project descriptions and evaluations, syntheses of the literature, assessments of the state of the art, and theoretical or conceptual positions that relate to instructional uses of educational technology. International in scope and thorough in its coverage, JRTE defines the state of the art and future horizons of learning and teaching with technology in educational environments. For more information on ISTE publications, please visit: www.iste.org.