



Co-funded by
the European Union

seeing the
invisible



INITIAL PREVIOUS KNOWLEDGE TEST

TOOLS ADAPTED TO STUDENTS WITH LOW VISION.



seeing the
invisible



Coordinator entity: RedTree Making Projects
Coop.V.

Address: Jesús y María 26 - ground floor.
46008 - Valencia, Spain.

e-mail: info@redtree.es

Phone: 96 015 06 04

This result has been developed by Redtree Making Projects Coop. V. in collaboration with GRETA du Velay, Smallcodes, Aniridia Europe, Alba Asociación, Aniridia Norway and Aniridia Italiana within the project “SEEING THE INVISIBLE: Inclusive digitalization of low vision students in school education”, cofinanced by the ERASMUS+ PROGRAMME of the EUROPEAN UNION.

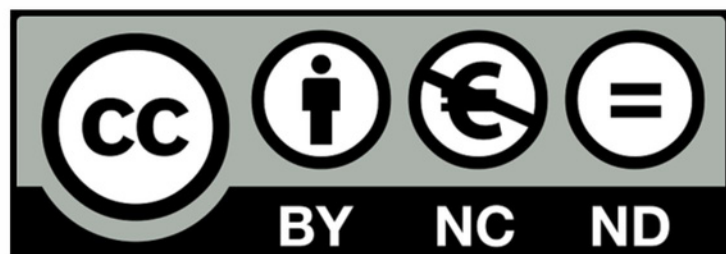
This project has been funded with the support of the European Commission. The author is exclusively responsible for this publication.

The Commission cannot held liable for any use of the information herein.



Co-funded by
the European Union

Copyright 2022 subject to the Creative Commons licence of Attribution-NonCommercial-NoDerivs (by-nc-nd).



CONTENTS

I. INTRODUCTION 04

II. INITIAL PREVIOUS KNOWLEDGE
TEST 05

I. INTRODUCTION

Low vision can be caused by many different reasons, including two genetic disorders: Albinism and Aniridia, which impact vision, although not exclusively.


Albinism is a genetic disorder caused by the mutation of several genes, which affects humans, other animal species, and even some plants. Its most visible and known effect is the severe lack of melanin, although its most characteristic effect is actually the vision problems it causes.

Aniridia is also a genetic disorder whose name means “lack of iris”. It affects the visual apparatus through iris hypoplasia, problems in the retina and the optic nerve, not being limited only to both eyes, but also being able to impact other organs of the body. It is very rare, with an estimated rate of 1 in every 40.000 or 100.000 births.

The objective of this open educational resource is to offer teachers an initial test to know their knowledge about Albinism and Aniridia before they teach a student with low vision. This way the teacher can access information on the characteristics of both diseases and the visual impairment they cause with the knowledge available to them.



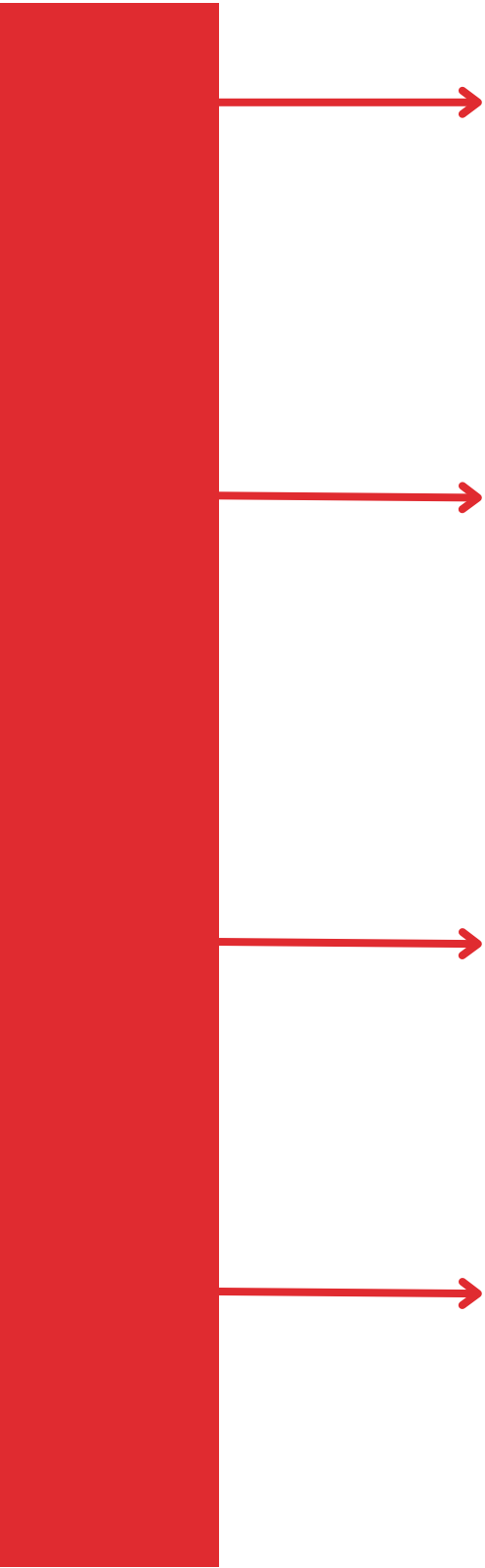
II. INITIAL PREVIOUS KNOWLEDGE TEST

- 
1. What kind of diseases are Albinism and Aniridia?
- a) Both are of genetic origin.
 - b) They can be both of genetic and infectious origin.
 - c) One is of genetic origin and the other of infectious origin.
 - d) Both are of infectious origin.

2. Do people with Albinism and Aniridia always have symptoms related to limited vision?
- a) Yes.
 - b) No.
 - c) Only in some cases.

3. Are there people with Albinism without any visual problem?
- a) Yes.
 - b) No.
 - c) Only in some cases.

4. What is best for students with low vision?
- a) Receiving lessons in a space specially adapted and reserved for them.
 - b) Receiving lessons with the rest of the students without any differentiation.
 - c) Sharing all spaces with their peers, also having any necessary adaptations.
 - d) To adapt a specific classroom for them.



5. Adapted materials for students with low vision...

a) ... should never have images, and font size should be large.

b) ... should only have black and white images.

c) ... colored paper should never be used.

d) ... glossy paper should never be used.

6. When interacting with students or other people with low or no vision...

a) ... avoid using words or expressions related to vision.

b) ... it is advisable to take them by the arm when guiding them.

c) ... pay special attention to the psychological problems they usually have.

d) None of the above are correct.

7. Can students with low or no vision be exempt from subjects like physical education?

a) Yes, if they request to.

b) No.

c) It depends on each case.

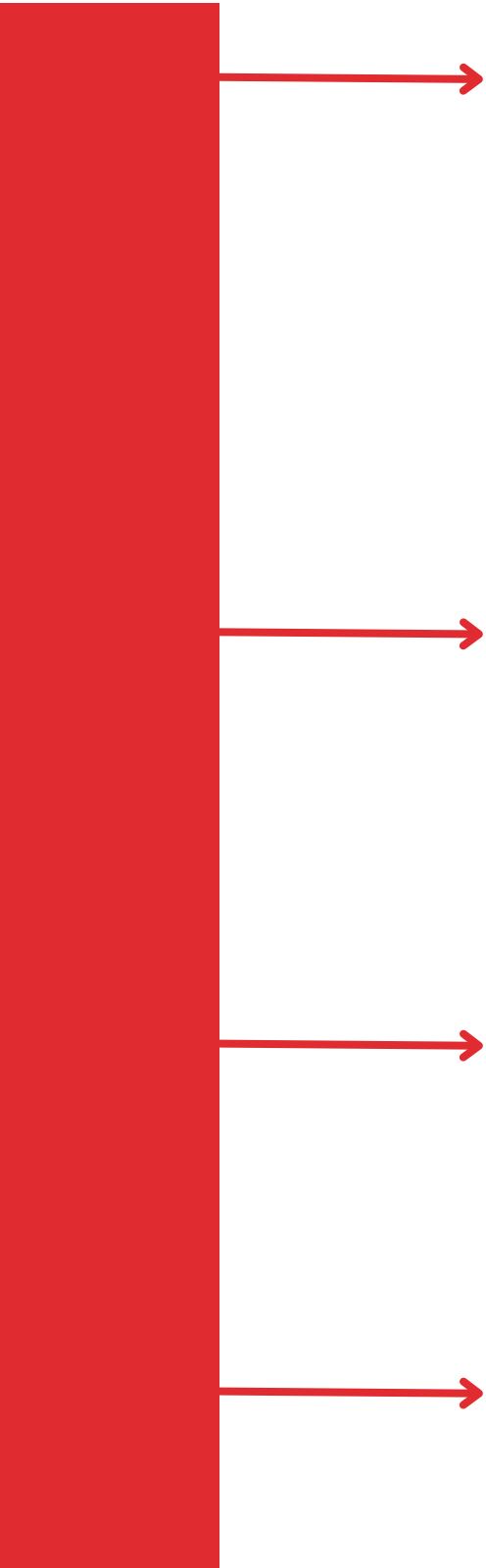
8. What are the characteristics of universal design?

a) To consider that there are disabling environments rather than disabled people.

b) To design for standard people and then make possible adaptations for disabled people.

c) Work from the awareness of the existing diversity, of its varied circumstances and needs.

d) Both a) and c) are correct.



9. The inclusive digitalization of the classroom...

- a) ... is a basic tool to facilitate accessibility and autonomy for students with low vision.
- b) ... implies an effort for students, teachers, families, and the administration.
- c) ... doesn't imply demanding students with low vision more and better skills than the rest due to their use of adapted technological means.
- d) All of the above are correct.

10. Students with low vision don't need to learn braille.

- a) True.
- b) False.
- c) They only need to learn it if they can't force their remaining sight.
- d) It depends in all cases on the remaining sight.

11. The remaining sight of students with low vision...

- a) ... should never be forced.
- b) ... should always be exercised.
- c) ... should only be exercised when it is usable.

12. What does inclusive evaluation entail?

- a) To put evaluation at the service of learning.
- b) To adapt evaluation to all disabilities.
- c) To evaluate with curricular adaptations.
- d) To use uncompetitive parameters.



Co-funded by
the European Union

seeing the
invisible

