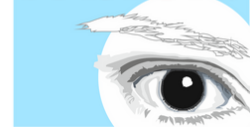




Co-funded by
the European Union

seeing the
invisible



FINAL TEST OF ACQUIRED KNOWLEDGE

OERS 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.

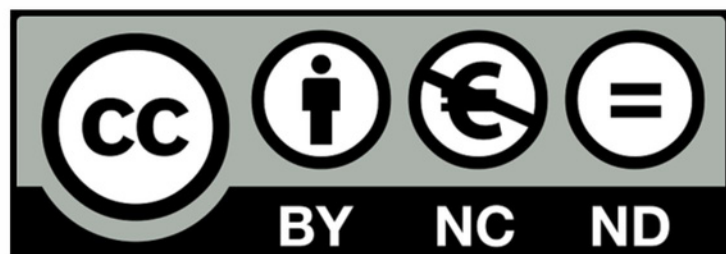
This project has been funded with the support of the European Commission. The author is exclusively responsible for this publication.

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. FINAL TEST OF ACQUIRED
KNOWLEDGE 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.

Children with low vision require their visual functions to be worked on as soon as possible, so that their remaining sight can be maximized, no matter how small, making the best possible use of it.

In an environment in which information and content are at our immediate disposal on devices that are already essential and to which we dedicate many minutes of our time daily, the figure of the teacher is a key element for two basic learning objectives: on the one hand, awareness of the importance of acquiring, assuming, and using knowledge and data despite the fact that we have the facility to access them immediately; and on the other, providing the tools so that the acquisition of information and knowledge is carried out through skills developed according to the criteria of critical thinking.

The objective of this open educational resource is to offer teachers a final test to assess the knowledge they have acquired on Albinism and Aniridia after having learned how to teach students with low vision. Thus, teachers can verify if they have the necessary knowledge for the inclusive adaptation of the classroom to these students.

II. FINAL TEST OF ACQUIRED KNOWLEDGE

1. Which of the following sentences is correct?

- a) According to the WHO, low vision is considered for visual acuity below 30% and legal blindness is considered for visual remains below 10%.
- b) The parameters that determine vision are: acuity, focus, light field, chromatic field, and refraction.
- c) The usual viewing angles for people are 220° degrees horizontally and 160° vertically.
- d) Sight is accurate at an angle of 15° which is in which the fovea focuses.

2. Scotomas are:

- a) Areas where color isn't perceived correctly.
- b) Areas of partial blindness.
- c) The type of cells that can perceive luminosity.
- d) The type of cells that can recognize colors.

3. Which of the following sentences is correct?

- a) Albinism is hereditary and dominant.
- b) Aniridia is hereditary and recessive.
- c) Loss of pigmentation is common to all forms of Albinism.
- d) Nystagmus is a common symptom in both Albinism and Aniridia.

4. Regarding glare:

- a) It is common in both Albinism and Aniridia due to problems in the formation of the fovea.
- b) It only affects people with Aniridia.
- c) It affects both people with Albinism and Aniridia.
- d) It only affects people with Albinism.

5. The remaining sight:

- a) If it is very little, the stimulation of the other senses should be prioritized.
- b) A very low remaining sight is compensated for by the sharpening of other senses.
- c) Below 10% should not be forced.
- d) It should always be stimulated, no matter how little.

6. What difficulties are common to students with low vision?


- a) Difficulties to learn by imitation.
- b) A slower cognitive development.
- c) Easier to get distracted or bored.
- d) All of three answers above are correct.

7. When adapting texts for students with low vision, it is recommended:

- a) To use a font size between 14 and 18.
- b) To use bold to make texts more visible.
- c) Not to resort to a line spacing too small nor oversized.
- d) Write everything in capital letters.

8. Regarding saccadic movements:

- a) The brain interrupts direct vision during them.
- b) It's how the eyes' focusing several times per minute to read is called.
- c) They are involuntary and produced by a lack of fovea.
- d) They are usually horizontal.

- 
- 9. A correct action of the school regarding low vision is:**
- a) The exchange of experiences among teachers.
 - b) To concentrate material and human resources on students with low vision in specific and well-adapted classrooms.
 - c) Blame the responsibility for the lack of resources on the educational administration.
 - d) Put all students with special needs together in the same classroom.
- 10. Regarding psychology in low vision:**
- a) Young people with low vision are a special category.
 - b) Low vision leads to the development of psychological problems.
 - c) The feelings of guilt that appear among the students must be treated.
 - d) Low vision often only causes a delay in the beginning and end of the teenage stage.
- 11. Universal Design for Learning...**
- a) ... is based on the principles of Universal Design developed in the early 20th century.
 - b) ... is based on the existence of affective, recognition and strategic networks.
 - c) ... methodologically provides multiple guidelines on basic principles.
 - d) ... has among its principles is that of proximity.
- 12. Which of the following sentences is correct?**
- a) Diversity implies that "normality" integrates "different".
 - b) Diversity must be recognized even if it is not valued.
 - c) The concept of inclusive classrooms focuses on providing special resources for students with special needs.
 - d) In an inclusive classroom the goal is to work with adapted frameworks, not adapting to the framework.

13. The role of teachers in inclusive learning:

- a) They must facilitate the transmission of knowledge.
- b) They must promote the autonomy of students with low vision in the use of non-inclusive technologies.
- c) They must respect its own rhythms derived from the use of technologies.
- d) They must encourage individual work versus group work.

14. Which of the following sentences is correct?

- a) Teachers should just point out the existing obstacles to a real and effective inclusive teaching.
- b) The specialist teacher teaches certain techniques specifically related to low vision.
- c) The specialist teacher doesn't advise on curricular adaptations even if they carry out their follow-up.
- d) The teacher shouldn't act with autonomy regarding individualized plans.

15. When setting up work groups in the classroom, it's better for them to:

- a) Be homogeneous.
- b) Keep affinity.
- c) Be heterogeneous and short-lasting.
- d) Be heterogeneous and long-lasting.

16. Which of the following sentences is correct?

- a) Groups must learn to coordinate efforts and distribute tasks so that some take on leadership and others learn to accept it.
- b) If someone in a group is left out or relegated to marginal or dispensable work, they must be changed into another group.
- c) All members of the group must know that the main objective is to get the highest possible grade.
- d) The main objective of the group is to share the learning obtained among all its members.

17. The external support centers for blindness and low vision have among their functions:

- a) To contribute to the real effectiveness of inclusion in the education system.
- b) To contribute to the training, advice, and exchange of experiences of the teaching staff.
- c) To support and encourage extracurricular experiences but not school ones.
- d) Both a) and b) are true.

18. When deciding on the technological means and adaptations for students with low vision, you must consider:

- a) Only the particular needs of the student.
- b) The best adaptation to the educational objectives shared with all students in the classroom.
- c) The Universal Design for Learning.
- d) The benefits offered by the means and adaptations, and their price.

19. The methodology in the classroom...

- a) ... must be different for each person.
- b) ... should be the same for everyone.
- c) ... should be the same with basic adaptations.
- d) ... should include different works for students with low vision.

20. What is important when working in inclusive education?

- a) Availability of digital resources like subtitling only in necessary cases.
- b) The use of accessible technologies in teaching, but not in informal meetings.
- c) A continuous evaluation of students, customized, and based on the knowledge acquired.
- d) Intense, fluid, and coordinated communication between the school, the teachers, and the families of students with functional diversity.



21. What is currently the most inclusive format for documents?

- a) .PDF.
- b) .DOC.
- c) ASCII.
- d) .DBF.

22. What does the braille line allow?

- a) Reading in braille.
- b) Translating writing into sound.
- c) Writing in braille.
- d) Printing in braille.

23. What does a Perkins machine do?

- a) Print in relief from a computer.
- b) Turn special paper prints into sheets in relief.
- c) Write in braille.
- d) Print in braille from a computer.

24. Which of the following sentences is correct?

- a) Scanner pens with OCR can recognize written texts.
- b) There are two categories (AA and AAA) to qualify the level of accessibility of websites.
- c) Computer screens for low vision should be larger than 30 inches.
- d) Screen reviewers are used to check the accessibility of a website.

25. Which of the following sentences is correct?

- a) Non-significant curricular adaptations refer to the spaces and means of the school.
- b) Non-significant curricular adaptations include removing, replacing, or adding elements to and from the official curriculum.
- c) Students with low vision must know all the characteristics of the school and the situation of doors and windows in detail.
- d) Students with low vision should know the general layout of the school and the routes necessary to get everywhere.

26. What measures are included among non-significant curricular adaptations?


- a) Expanding times of execution, adapting materials and activities, and prioritizing some teachings over others.
- b) Adapting evaluation methodologies and formats.
- c) Include specific learnings in the official curriculum.
- d) All options are true.

27. Which of the following sentences is correct?

- a) Adaptations for students with low vision aren't usually helpful for others.
- b) One should focus more on adaptations than on what the student cannot do.
- c) You shouldn't correct inadequate postures to work or slightly socially incorrect postures in students with low vision.
- d) Students with low vision must get used to using standard gestures of visual content.

28. Which factors should be considered when planning didactic activities?

- a) For them to be handled both with mouse and keyboard.
- b) For them to boot in full screen mode, without toolbars or scrolling.
- c) For their time to be increased due to the special needs arising from low vision.
- d) All of the above are true.

- 
29. Which of the following are principles of inclusive evaluation?
- a) All evaluation procedures should be focused on informing and promoting learning.
 - b) Students have the right to be informed of the procedures of the evaluation in which they participate.
 - c) All evaluation procedures must complement one another and be connected.
 - d) All of the above are.

30. Which of the following sentences is true?
- a) The objective of evaluation for learning is to provide teachers with information about the learning process to guide teaching planning.
 - b) Inclusive evaluation should use egalitarian criteria rather than equitable criteria.
 - c) The evaluation of learning implies a punctual procedure aimed at accountability through concrete evidence.
 - d) Both a) and c) are true.



Co-funded by
the European Union

seeing the
invisible

