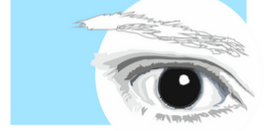




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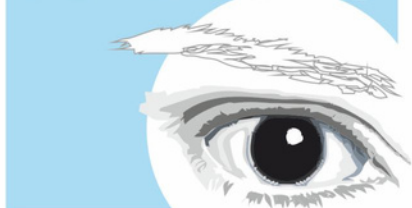


CHECK LIST FOR LABORATORY ACTIVITIES

OERS ADAPTED TO STUDENTS WITH LOW VISION.



seeing the
invisible



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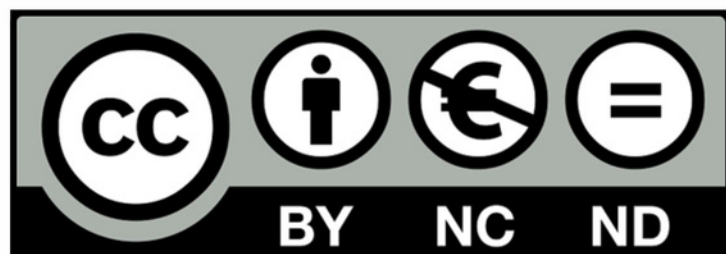
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I. INTRODUCTION



Students with low vision can carry out the same laboratory practices as their peers, they only need a series of adaptations. These students may have deficiencies in the observation and experimentation of certain physical and chemical phenomena. Therefore, you must ensure that the laboratory practice activity is accessible, inclusive, and adapted, allowing them to acquire the expected learning outcomes. It is essential that students with low vision have equal opportunities in carrying out laboratory practices at school.

For it, prepare and give the student all the tools and materials adapted to allow them to carry out the experiments, use the laboratory materials, and develop scientific thinking on equal terms with their classmates.

The objective of this open educational resource is to offer the teachers of subjects that include laboratory activities a checklist to verify that they have made the main adaptations to develop the activity with students with low vision properly.



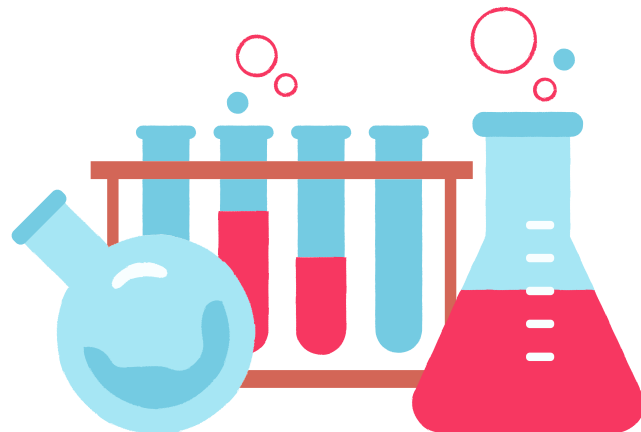
II. CHECK LIST FOR LABORATORY ACTIVITIES

- I have informed myself about the characteristics of the disease and the remaining sight of the student(s).
- I have informed myself about the optical and non-optical aids they need.
- I have analyzed the accessibility level of the activity.
- I have analyzed and determined the expected learning outcomes.
- I have drafted a preliminary document.
- I have adapted the document of laboratory safety measures.
- I have explained the laboratory safety measures.
- I have cleared the workbenches, leaving only the necessary materials to carry out the activity.
- I have checked if the safety glasses are comfortable to wear on top of standard glasses. stopwatch, digital pipettes...).



- I have placed a non-slip base or supports in which to place test tubes, flasks, etc.
- I have placed adapted labels on all products.
- I have paid attention to contrast (both in materials and in the laboratory classroom).
- I have used large font sizes for numbers, letters, and symbols.
- The laboratory has digital tools, as far as possible (digital vernier caliper, digital scales, voiced stopwatch, digital pipettes...).
- I have highlighted the plunger marks.
- I have used colored cardboard in the glass materials to improve their contrast and visualization.
- I have verbally described the distribution of the laboratory to the student with low vision.
- I have described the route and spots of the laboratory to the student with low vision.

- I have explained the laboratory materials for the activity to the student with low vision.
- I have taken into account the time the student with low vision needs to carry out the activity.
- I have used mobile or tablet APPs that allow to detect colors or changes in luminosity as far as possible.





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