

| GENERAL INFORMATION  |   |
|--|---|
| <b>Title</b>   | <b>Production of support materials and use of the different support products for blind students.</b>  |
| <b>Key words</b>   | blind students; supporting products; Braille  |
| <b>Objectives</b>  | Enable blind students to participate in society, particularly in the area of training in basic computer skills;<br>Assess and provide advice about the types of equipment or products and their way of use;<br>Support and train teachers in the use of supportive products and developing affordable materials;  |
| <b>Phase of studies</b> ( <i>Choose all phases it applies</i> )  | Access <input type="checkbox"/> Retain <input checked="" type="checkbox"/> Graduation <input checked="" type="checkbox"/> Transition to work-life <input checked="" type="checkbox"/>   |
| <b>Type of degree</b> ( <i>Choose all degrees it applies</i> )   | Bachelor's <input checked="" type="checkbox"/> Graduate <input checked="" type="checkbox"/> Master's <input checked="" type="checkbox"/>  |
| <b>Level</b> ( <i>Choose all levels it applies</i> )   | International <input type="checkbox"/> National <input type="checkbox"/> Institutional <input checked="" type="checkbox"/> Faculty <input checked="" type="checkbox"/> Group <input checked="" type="checkbox"/> Individual <input checked="" type="checkbox"/>   |
| <b>Name of the institution</b>   | Polytechnic Institute of Leiria (IPLeiria)  |
| <b>Location</b> ( <i>City and country</i> )  | Leiria – Portugal   |
| <b>Target group/s</b>  | Blind and low vision higher education students  |
| <b>Stakeholders involved</b>   | CRID- Center for Digital Inclusion  |
| <b>Description of the organisational process</b><br><i>Actors, triggering evidence, campaigns, graph... (max. 300 words)</i> | Initially the teachers send materials of their curricular units. Later they are adapted through specific software and printed in Braille and high relief.<br>Once ready, the same are distributed to students so that they are in the possession of all documents required for lessons in equity with their peers |

## A. FORMAL EVALUATION CRITERIA

|   |   |
|---|---|
| <p><b>A1. ACCESS TO INFORMATION</b><br/> <i>Provide sources of information (URL, websites, literature, materials)</i></p>   | <p>Through the website and meetings with students and teachers involved.</p>  |
| <p><b>A2. TIMEFRAME</b><br/> <i>Since when has it been in use? What is its maturity level (initial, intermediate, advanced)? Describe if there is evidence of its duration in the long run. (max. 70 words)</i></p>   | <p>The project started in 2015, so it is in an initial level. There's no timetable with a predictable duration in the long run. We believed this is a kind of strategy that make sense to be carried out without any end in sight.</p>                  |
| <p><b>A3. NUMBER OF STUDENTS</b><br/> <i>How many students are involved? Is the number representative considering the target group?</i></p>   | <p>4 blind students (all blind students currently attending the Polytechnic Institute of Leiria)</p>  |
| <p><b>A4. SCALABILITY</b> ("volume")<br/> <i>Describe how it has been or can potentially be scaled up and practiced in a wider scale. Or, has it been or can it potentially be scaled down (e.g., from larger to smaller institutions)? (max. 70 words)</i></p>   | <p>It can be extended to all blind students who will attend the Polytechnic Institute of Leiria</p>   |
| <p><b>A5. TRANSFERABILITY</b> (from one context to another)<br/> <i>Describe how it has been or can potentially be transferred and applied to different (a) target groups, (b) institutions, and (c) societies. If possible, name also some practices that this initiative was developed from or has inspired to. (max. 70 words)</i></p>   | <p>Yes. The project can be replicated in any higher education institution.<br/>         It can also be replicated in a social context. In this moment different literary books are being translated into braille under the project "Leiria Convida"</p> |
| <p><b>A6. ASSESSMENT</b><br/> <i>Describe how it has been evaluated. How has it proved its relevance as the most effective way to achieve the objective? How it was successfully adopted? How it has had a positive impact on people? How the impact has been measured? Shortly describe how various forms of evaluations have been used in the assessment (A6.1 User evaluation, A6.2 Self-evaluation, A6.3 Peer evaluation, A6.4 External expert evaluation). Provide references, if possible. (max. 200 words)</i></p> | <p>The project is still under way so there is no assessment.</p>  |

|  |  |
|--|--|
| <b>A7. CONTACT</b><br><i>Who can be contacted so as to seek support and networks for implementing the practice (name, position, e-mail)?</i> | Célia Sousa<br>Project manager CRID- Center for Digital Inclusion<br>celia.sousa@ipleiria.pt |
|--|--|

## B. CONTENT EVALUATION CRITERIA

### B1. SOCIAL JUSTICE PRINCIPLES (see Nelson & Creagh, 2013)

|  | Very weakly  | Weakly                             | Well                             | Very well  |
|--|--|------------------------------------|----------------------------------|--|
| <b>B1.1 Self-determination</b><br><i>Rate and Justify (max. 70 words)</i><br><br><i>(how students have participated to its (a) design, (b) enactment and (c) evaluation and how they can (d) make informed decisions about the participation)</i>        | Very weakly<br><input checked="" type="checkbox"/> | Weakly<br><input type="checkbox"/> | Well<br><input type="checkbox"/> | Very well<br><input type="checkbox"/>            |
| <i>Students do not participate in products preparation because it depends on the content selected by teachers.</i>   |  |                                    |                                  |  |
| <b>B1.2 Rights</b><br><i>Rate and Justify (max. 70 words)</i><br><br><i>(how it is assured that all participants are treated with dignity and respect. How have their individual cultural, social and knowledge systems been recognised and valued?)</i> | Very weakly<br><input type="checkbox"/>            | Weakly<br><input type="checkbox"/> | Well<br><input type="checkbox"/> | Very well<br><input checked="" type="checkbox"/> |
| Ensure access to information for all students in full equality regardless of their specific needs.   |  |                                    |                                  |  |
| <b>B1.3 Access</b><br><i>Rate and Justify (max. 70 words)</i><br><br><i>(how it is assured that there is an active and impartial access to the resources (e.g., curriculum, learning, academic, social, cultural, support, and financial resources))</i> | Very weakly<br><input type="checkbox"/>            | Weakly<br><input type="checkbox"/> | Well<br><input type="checkbox"/> | Very well<br><input checked="" type="checkbox"/> |
| The blind students as well as those with low sight have access to support products, specific use of assistive technologies and documents in braille.   |  |                                    |                                  |  |
| <b>B1.4 Equity</b><br><i>Rate and Justify (max. 70 words)</i><br><br><i>(how if it openly demystifies and decodes dominant university cultures, processes, expectations and language for differently prepared cohorts)</i>                               | Very weakly<br><input type="checkbox"/>            | Weakly<br><input type="checkbox"/> | Well<br><input type="checkbox"/> | Very well<br><input checked="" type="checkbox"/> |
| The project allowed the demystification of the visual disability along the whole academic community, transforming the Polytechnic Institute of Leiria in an open educational institution that respects the difference and equity of their students.      |  |                                    |                                  |  |

| <b>B1.5 Participation</b><br><i>Rate and Justify (max. 70 words)</i>  | <i>Very weakly</i><br><input type="checkbox"/>   | <i>Weakly</i><br><input type="checkbox"/> | <i>Well</i><br><input type="checkbox"/> | <i>Very well</i><br><input checked="" type="checkbox"/> |
|---|--|---|---|---|
| <i>(how it has led to socially inclusive practices. How does it increase students' sense of belonging and connectedness?)</i>   | The project contributed to the inclusion of blind students, since they have access to all the documents provided by teachers in the proper format according to their capabilities.                                 |   |   |   |
| <b>B2. COLLABORATION</b><br><i>Describe what kind of collaboration there is between various stakeholders. (max. 70 words)</i>   | Not applicable   |   |   |   |
| <b>B3. STUDENT SATISFACTION</b><br><i>Describe the student perception of this initiative. Is there evidence of their satisfaction? (see also A6.1) (max. 200 words)</i>                             | The project is still under way so there is no further evaluation.  |   |   |   |
| <b>B4. STUDENT WELLBEING</b><br><i>How does it influence on students' (a) psychological, (b) social, (c) academic, and (d) physical wellbeing? What kind of evidence there is? (max. 200 words)</i> | The project positively influences students, as it allows them to be in possession of all the information according to their capabilities and in addition their full inclusion in all academic and social activity. |   |   |   |
| <b>C. FINAL REFLECTIONS</b><br>(based on the previous description of you good practice)   |  |   |   |   |
| <b>Success factors</b><br><i>What are the factors required for the successful implementation? (max. 200 words)</i>  | The existence of adequate legislation to pupils with special needs who currently attend higher education.  |   |   |   |
| <b>Sustainability</b><br><i>What is needed for the practice to sustain? What resources are required? How it contributes to environmental, economic or social sustainability? (max. 200 words)</i>   | The project requires human resources and specific materials like hardware and software.  |   |   |   |
| <b>Challenges</b><br><i>What are the constraints identified? How easy it is to learn and implement? (max. 200 words)</i>  | Lack of proper equipment and training from teachers about blindness.<br>The project can easily be replicated if hardware and software for specific adaptation of documents is available.                           |   |   |   |

### Sources

Kunttu, K. 2005. The study ability model. The Finnish Student Health Service (FSHS). ([http://www.yths.fi/filebank/692-ENG\\_OPIKELUKYKYMALLI\\_pdf.pdf](http://www.yths.fi/filebank/692-ENG_OPIKELUKYKYMALLI_pdf.pdf))

Nelson, K & Creagh T. 2013. A Good Practice Guide: Safeguarding Student Learning Engagement. Queensland University of Technology. Brisbane, Australia. ([http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU\\_Good-practice-guide\\_eBook\\_20130320.pdf](http://safeguardingstudentlearning.net/wp-content/uploads/2012/04/LTU_Good-practice-guide_eBook_20130320.pdf))