

Computational Language for Teaching Mathematics to Visually Impaired

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Abstract

Inability before a student with visual impairment is the first feeling that a teacher has to deal with this situation. Given this difficulty, it is extremely necessary to find alternative ways to provide the student with the same learning. The experience will be told here had its origin in the need to find a way to assess the knowledge acquired by students with visual impairments, and at the same time, allow their inclusion. In many mathematical content, the computer can actually be used. In this specific case, the actual visual needs student has created a computer program to be used in the study of arrays, so that could be used independently. With practical examples of the everyday, the teacher worked content of dies in a third year course in 2011 in the Integrated Technical Federal Technological University of Paraná, in Campo Mourao. Because there was a student with a visual impairment in this group, the material was adapted by him. With the development of the content, the students set out to create a program in Java to could participate actively in the classroom and the teachers assess their learning. As the program was proposed and presented to other students, inclusion policies have been implemented in an effective and productive, making the class more enjoyable for everyone. The result was satisfactory, since it was possible to evaluate the learning of students with visual impairments, do math class lighter and interesting for the whole group and especially to show that, despite the limitations, everyone can learn. You must use creativity, dedication and love of teaching.

Keywords: social inclusion; mathematics; learning.