ID	3431
Curricular Unit	Technology Specific Support
Regent	Ana Cristina Guerreiro Espadinha
Learning Outcomes	Analyse the contribution of technology to the autonomy and inclusion of people with visual impairments. Knowing assessment methodologies and appropriate counseling to people with visual impairment in different contexts of life technologies. Meet the international classification system for assistive technologies and the process of attribution in Portugal. Barriers or facilitators of assistive technology caused by the application of principles 'accessibility', 'usability', 'design for all' and 'e-inclusion'.
Syllabus	Theoretical study of the different components of assistive technology systems applied to people with visual impairment approaches. The classification of different forms of assistive technologies and usability measures including the application of the principles of 'Design for All' and accessibility related 'e-inclusion'. The main systems of existing assistive technology for people with visual impairment: blind and low vision. The assessment of levels of user satisfaction in relation to its supporting technologies. The choice of the appropriate options of targeted support for low vision and blindness technologies in areas such as reading and mobility, for example: mastery of the keyboards and access to braille devices; computer programs to access visual information (screen readers); optical and digital magnification devices.
Evaluation	Continuous assessment : working on a theme of the program to select and oral discussion Final assessment : written and oral exam
Bibliography	Hersh, MA, Johnson, MA, & Keating, D. (2008). Assistive technology for visually impaired and blind people . London: Springer. Secondary literature: Journals : Journal of visual impairment and blindness and Technology and Disability