



Actividades didácticas de Biología celular para estudiantes con discapacidad visual: una propuesta de inclusión [

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text (article)

Analítica

This article is supported by the Theory of communicative contexts to support the development of didactic activities in Cell Biology for students with visual disabilities. Both in the development and the application of didactic activities, the communicative potentialities were explored, in the search for the collective construction of knowledge, considering researchers and students. It is qualitative research, and analysis of the results occurred using content analysis techniques. The activities developed achieved the objectives because they proved effectiveness getting meaning to non-visual representations of tactile and auditory registers. Finally, it is to highlight that the article presents satisfactory results breaking with the traditional, where the Teaching of Biological Sciences is based on assumptions and visual strategies, with a shortage (or absence) of resources that meet the needs of students with visual disabilities

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