# **UBIS**

# Meeting report - Luxemburg



28-30 November 2017

Institut pour Déficients visuels

**JBIS** 

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## **PARTICIPANTS**

#### INSTITUT POUR DEFICIENTS VISUELS

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## BLISTA - DEUTSCHE BLINDENSTUDIENANSTALT E.V.

Knut Büttner, Hannes Walz

## LVR JOHANNITERSCHULE DUISBURG - FÖRDERSCHULE MIT DEM FÖRDERSCHWERPUNKT SEHEN

Andrea Weihe-Kölker, Olaf Reiß

#### BBI BUNDES-BLINDENERZIEHUNGSINSTITUT WIEN

Erich Schmid, Johannes Weingartner

## KONINKLIJKE VISIO

Wendy Voorn

### DAY 1

#### **START**

Each school introduced itself briefly (PowerPoint presentation) and described its field of activity. Afterwards, the first experiences in 3D printing have been exchanged in big round: the different schools explained their current state of 3D printing. In addition, the participants of the project presented different models for illustration: these models were discussed by the group and various printing techniques were treated. The discussion also revealed the clear expectations that each individual member has of the UBIS project: the group agreed in consensus that the most important thing is the "next step" in the area of 3D printing for blind and visually impaired students. The guidelines, the reference book, the handbook and the final database were once again defined as important goals and products of the project.

#### **GROUP WORK 1**

In the afternoon, the entire UBIS team divided into 2 separate groups. Each group should develop a structure for the guidelines (Brainstorming Attachment 1). After the group work, the results were compared and discussed. As a result, the group decided that first of all, scientific sources on the subject of "blind people (+vi) and tactical perception" should be consulted and compiled in order to have a basic catalogue of written information, which would be helpful for all our further work.

In addition, a structure for developing the guidelines has been defined.

- The first unit is a "verification tool" to ensure that a tactile 3D model from the printer is the optimal solution for a visually impaired or blind person in a specific situation.
- The second unit of the guideline deals with the different target groups of 3D models as well as the related, group-specific challenges.
- The third unit deals in detail with the entire development process of a 3D model for the visually impaired and blind students.

#### DAY 2

#### BLIND PEOPLE (+VI) AND TACTICAL PERCEPTION

On the morning of the second day, the entire UBIS team divided into 3 new groups.

First of all, the three groups withdrew to do a detailed research on the topic of "blind people (+vi) and tactical perception", as discussed the day before. After the research, all results have been collected and discussed (Attachment 2). This research and the ensuing discussion should now serve as a constant help in the development of the guidelines and subsequent documents.

#### **GUIDELINES**

In the afternoon, each group worked on a specific unit of the guidelines, which have been developed the day before.

Afterwards, each group presented the results of their work to the other team members. All the results were collectively analysed in large group and, if necessary, adapted and refined. Furthermore, the group considered that the guidelines at the end of our project have to be supplemented by practical examples. However, we can only do this if there are specific contents in the database to which we can refer. An initial RAW version of the Guidelines has been prepared (Attachment 3).

#### DAY 3

#### **GUIDELINES**

On the third day, the entire group of participants discussed and worked together. The guidelines were discussed and adapted once again.

#### PROFESSIONAL EXCHANGE

The members split for an our in small groups of people sharing expertise in 3D printing and its pedagogical handling (as so often in these days). Through various professional insights, each member has gained new insights and new aspects in his specialist area, which he can implement in his daily work.

#### DISCUSSION AND DECISIONS

Some administrative and organizational contents were discussed and determined:

1) The 4 further international meetings in the next 2 years have been established. NOTE: Team Duisburg had asked for organizational reasons to swap meetings with colleagues from Vienna. This was accepted by the group.

The dates for further meetings:

✓ Vienna: 19 June - 21 June 2018

✓ Marburg: 13.11. -15.11.2018

✓ Duisburg: 19.033. -31.03.2019

✓ Amsterdam: 25.06, -27.06,2019

- 1) Team Luxembourg takes care of the reservation of the domain ubisproject.org, ubis-project.com or ubis-project.eu (depending on availability). This domain will also be used to retrieve the database at a later date. Team Luxembourg will create a mailing list for the UBIS members as soon as possible (linked to the domaine). In addition, a Shared Space and a Wiki will be created. Team Luxemburg will upload all the received data (research PDF) asap.
- 2) Wendy has agreed to design a logo for the UBIS project. She will send her suggestions/proposals to the team members.
- 3) Homework:

Until the next meeting, each team should do the following tasks:

- ✓ Development of a 3D model based on the guidelines established so far.
- ✓ Database requirements: each team should write down their expectations, wishes concerning the database, and send them to Team Luxembourg. This information is needed to assist Team Luxembourg in

the theoretical development of the database structure and to prevent future structural changes of the database.

- ✓ Guidelines: Each team should revise and adapt the "raw" guidelines.
- 4) Signing in attendance lists
- 5) Distribution of the Certificate

Finally, each member of the meeting got the floor to give feedback on the project and the meeting. This feedback has always been positive.

NOTE: The group had a very good dynamic over the 3 days: Many concrete topics were implemented, contents have been worked out, expert knowledge was exchanged and considerations were verified. In addition, the whole group harmonises very well, which is also due to the well mixed composition of different experts of pedagogical and technical fields.