

MUSEUM AND TACTILE MAPPING: INTRODUCTION TO HERITAGE EDUCATION TO THE VISUALLY IMPAIRED

TATIANA MAYUMI TAMURA*, FERNANDO LUIZ DE PAULA SANTIL**, ANTONIO DE OLIVEIRA***, JOÃO BATISTA DA SILVA****

* Post-graduate student in urban engineering - State University Maringa

** Post-graduate program in Geography – State University Maringa

*** Graduate student in Geography and scholarship CNPQ-AF – State University Maringa

**** Specialist in Archeology and Cultural Heritage – State University Maringa

Abstract. Maintain memory and rescue cultural values are the basic quest for identity. What is intended is the awareness of the communities on the importance of the generation, recovery and safeguarding of cultural heritage sites. This paper proposes discussions that permeate these questions in order to provide the visually impaired access the world around you from the cultural heritage, recognizing themselves as active citizens, belonging to a social group that is peculiar. The activities were conducted at the Museum of the Paraná Basin, State University of Maringá, and had the support of fotopapers, tactile maps and models depicting some of the history and expansion of the city of Maringa. The visually impaired tactile explored these products, and minor repairs are needed to maintain and use. This audience was interested and integrated, because there are few alternatives available to it with pleasure and reading a visual world. The heritage education is an initiative that encourages and values the appropriation of cultural heritage for society, can contribute to the preservation of tangible and intangible assets, and may strengthen the traces of identity and citizenship of a nation.

Keywords: Heritage Education, mapping tactile, visual impaired

1. Introduction

It is known that teaching in the field of cultural heritage aims to treat students as historical and social agents to work as responsible to recognize and

safeguard the tangible and intangible cultural heritage, whose aim is to keep the memory and rescue cultural values, because who does not considers that heritage and does not respect this bound to lose their identity, weakening their citizenship. On the other hand, when discussing heritage education, it is important to consider two aspects: memory and local history. What we are seeking is the awareness of the communities on the importance of the generation, recovery and safeguarding of cultural heritage sites. It recurrence cultivation of sensitivity of the population as a way to instrumentalize it within their universes common identification, understanding and usefulness to cultural heritage within its jurisdiction (Saballa, 2007). So this paper proposes discussions that permeate these questions with the aim of providing the student with a visual impairment to read the world around you from the cultural heritage, recognizing themselves as active citizens, belonging to a social group which is peculiar.

2. Form, execution and analysis of the proposed

For this to happen, we started with the concepts of tangible and intangible cultural heritage as key elements in the process of teaching and learning. As evidenced Horta et al. (1999, p. 29), "cultural heritage is the set of real and tangible and intangible values, expressed in words, objects, monuments and sites, rites and rituals, habits and attitudes." In practice, this was consolidated with visitors in the Museum of the Paraná Basin, State University of Maringá, which provided photographs embossed its collection to analysis and through mockups and tactile maps (*Figures 1 and 2*) allow, respectively, designing the shape of monument and the spatial organization of the city of Maringá (Parana - Brazil), aspects essential to understanding the historical formation. *Figure 3* illustrates this activity developed with the visually impaired.

As we also know the museum is not just an architectural structure that has significant antique tools inside, artistic expressions and photographs that bring nostalgia to the elderly and the friendliness of the youngest, but it is a place of research and could offer "new ways" of perception of their patrons. The museum is an institution that preserves and enhances memory, since it allows the multiplication of means of records and recording of facts, events and people (Branco, 2008). In that regard, Chauí (2000, p.161) comments that "advertising and propaganda makes us prefer the "new", "modern", the "latest fashion", (...) also appears in the proliferation of disposable objects, in the way the construction industry destroys entire cities to make them "modern", destroying the memory and history of these cities. "Failure to maintain administrative policies and the media cause changes that affect

society and its citizens, including the visually impaired who end up suffering the deprivation of stimuli and information from the surrounding environment, requiring a form of relationship and communication that instigates your thinking. Furthermore, the new generations do not identify with this place because they consider such as support for identity oldies, which refers only to the nostalgic "older". These facts were discussed with participants, then there was the analysis of the photographs in high relief with their inclusion in the city's history. This issue, participants discussed the absences of cultural landmarks in the city, which were destroyed by the public agency (city hall), as they compromise this beauty and it is essential to impose the new as an office building to meet the needs of our society.



Figure 1. Example of tactile map – The master plan of the city of Maringa – PR - Brazil.



Figure 2. Scale model of the cathedral of Maringa – PR – Brazil.



Figure 3. Activity to explore the tactile map of Maringa – PR –Brazil.

Making history with rescue clothing, housewares and up to the trunks of trees which show the formation of vegetation contributes to building the story, but allow the student to create its own identity and historicity from their place will make you more conscious of their actions. Thus, working with local history causes it to develop a sense of belonging, throws a new look on your location, to understand it as a place of memories and even contradictions (Corrêa, 2008). This pursuit has become possible from the the preparation of fotopapers that are manipulated images with support from Corel Draw 12, have a proposal to simplify the landscape and facilitate the reading of the scene were recorded and printed on paper microencapsulated in Termofusora Fuzy ®. *Figure 4* shows a fotopaper, who represents the central city of Maringa (Parana - Brazil).

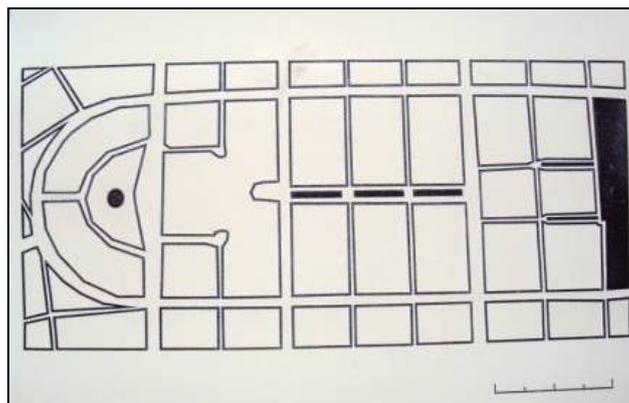


Figure 4. Center area of the city of Maringa, adapted to reading of the visually impaired.

These photos have enabled visually impaired perceive the "morphology" of the city and previous modifications imposed by urban growth. Thus, memory is therefore imperative that the extent clarifies the connection between the succession of generations and the long history that accompanies. Without this, urban populations, and particularly the visually impaired, are unable to understand the history of their city, as its urban space was produced by men through the ages, or the origin of the process that characterized. As it claims Del Priori (2008, p. 30), "the photograph, in its different forms, can provide important information about historical facts and, more broadly, help understanding the evolution of a society." We sought to establish a standard that facilitates to reading, ie, detect the differences of tactile elements in the picture according to the proposed by Griffin & Gerber (2010). This step served, if necessary, to reshape the materials to facilitate not only the reading by the visually impaired, but to parse the message to be transmitted proposed noiseless (Andrews, 1988). Was allowed to explore the visually impaired material, and there was a conversation actually applied were six questions, to know his difficulties reading the material and knowledge on issues such as proposals, for example, urban sprawl. It is noted that there was no explanation as to form, material type and any other matter relating to the material analyzed by the participants. Thicknesses were obtained for basic avenues (4mm) and streets (2mm), and the definition of geometric shapes to squares and blocks, respectively, circle and square.

3. PROPOSAL EVALUATION AND FUTURE WORKS

One should think of the representation of fotopapers reformulate to meet the practical use by visually impaired, without disregarding the use of other materials such as tactile maps and models. Regarding the material was tactile difficulties in reading it. In the case of your informative level model is more selective, which imposes the groping and recurring memory as the user. This scaling back the search for a new mental schemes, because the cartographic generalization adapts to the elements and their semantic relationship is changed. This is corroborated by Nogueira (2009) and Carmo (2011). It turned out that the visually impaired do not have basic concepts of orientation, scale, among others, and emphasized that it was important to make this material available in schools because they deem essential to know their city, is the autonomy of citizens who are in "play." As pointed out by Loch (2008, p. 35), the visually impaired need tactile materials that "can serve as educational resources and as facilitators of mobility." Moreover, one should not forget that student cognitive development, as stated Simielli (2001, p. 98): "the curriculum is developed according to the taught

knowledge and knowledge acquired in school or out, and the themes should be developed increasingly, watching the contents of the geography and the natural development of the child". So arouse the interest of such content requires that teaches that "sensitivity", and transact their relationship with the everyday student. In 1986, Moro has highlighted this fact. The goods will require small adjustments because maintaining the relationship between them "objects seen" interfered at different scales, but it was not decisive, in reading the participants. Nevertheless, the proposal of "standardization" is not feasible initially, because culture is a barrier to this proposal. This will be a challenge as well as the evaluation of the material and its inclusion in school.

On the other hand, it can be said that the heritage education is an initiative that encourages and values the appropriation of cultural heritage for society, can also contribute to the preservation of tangible and intangible goods, and will strengthen the traces of identity and citizenship of a nation. Moreover, allowing the museum to be observed with a place that preserves history, and it can be exploited by any individual, is to ensure that the "educational process can provide students with the use of their intellectual capacities to the acquisition and use of concepts and skills in practice in your daily life and the educational process itself" (Pinheiro, 2010, p. 156).

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