

"THE FINAL COUNTDOWN"

Apply Dis(ease)Ability: Teaching Methodology and innovative Media Education in function solution/communication with disability

Raffaella Conversano¹, Gaetano Manzulli²

¹Comprehensive Institute "A. MORO", via Alfieri 14, 74021 Carosino (TA) Italy,
raffaellaconversano@tin.it raffaellaconversano@mme.com

² I. T. I. "Pacinotti", via Lago Trasimeno s.n. 74100 Taranto Italy,
gaetano.manzulli@pacinottitaranto.it

Abstract

This paper concludes a trilogy, a research and experimentation that has led our team to define uniquely the lines of a new and innovative pedagogical theory, with its teaching and specific methodology for reading application in the field of Media Education school about the strategic use of new technologies to facilitate communication with disabilities and people with disabling diseases in general as well as academic contexts uncomfortable and foreign. From "Enchanted Maze" - educational interactive game where we have assumed the technical lines and innovative features of the software/hardware that they might be really useful to a conscious use of language communication, through facilitators for the acquisition also foreign language skills, implementing procedural tools for technology needs in the process of functional autonomy of the person with difficulty permanent/semi-permanent; through "Work in Progress" - Designing the Dis(ease) ability with functional autonomy App, project evolutionary experiment with the adoption of SMART information technologies in teaching and the use of technologically advanced software platforms for the integration of pupils with various intellectual disabilities, we aim with this latest effort, which rely on the views of educational research worldwide, non-only as a product of thought but also share our successes experiencing. Started with innovative ideas about the use of certain technologies as strategic tools solutions in communication with certain serious disabling diseases, we have come to verify the validity of the same application, proposing and disseminating original models of instructional use not only of the most common technological tools (pc, workstations and related systems), but also and above all, an instrument in particular - the phone or mobile system- placing us in its approach solution communication and information diffusion (learning functional competence), under the guidance of our inspirational educational theory titled: "Dis (ease) Ability".

Keywords: Educational theory, teaching methodology, smart technologies/app, disability.

Critical issues

Laborious process of experimentation, our work has resulted from the desire to implement innovative ideas about the use of certain technologies as strategic tools of solution in communication with certain medical conditions disabling serious. These applications have led us later to identify in our daily work a theoretical reference line, whose results have been nothing that testing the validity of the application itself, on how to use technology with everyone, even for diseases disabling. The idea was to propose and disseminate original models of instructional use not only of the most common technological tools (computer stations and related systems), but also and above all, an instrument in particular - the phone or mobile system - putting ourselves in his approach to communication and information diffusion (learning functional competence), under the guidance of our inspirational educational theory which we have called "Dis(ease)Ability". In fact, there is much talk about the use and broad spectrum of technologies that flood the rooms and deposits of schools, without taking into account that what is really missing: 1) The natural predisposition to Pedagogy as the identity of philosophical reference; 2) The mastery and TEACHING METHODOLOGY in order to direct the process of teaching the solution of problems of communication with everyone, to facilitate learning generating skills, reinterpreted in a critical way by the students, can become new in everyday usability for personal autonomy; 3) The mastery inherent characteristic of usability - how feasible solution and valuable not only for the disabled but easily accessible "even" from them - all the potentials that technological tools have, first of all the mobile phone, the consumer whose skill lies above be able to integrate the functional synthesis of the enormous panorama of communicative/virtual which is a carrier; 4) The teacher intentionality, understood as directed learning through awareness training in the use of all potential technological tools for communication have to favor the autonomy of life and approach to it all; 5) The need to marginalizing those who still does "audience" of their technological incompetence demonizing educational use, strategically valid instead to support the methodology everyday, enabling adequate levels of social sharing training, favors the possibility of new creative ideas; 6) The need to reverse the trend on the one hand to flood of computerization and instrumentation schools and, secondly, he delegates the use of restricting it only to a select few, not to mention that "new" does not mean "throw" but "evolve" especially in the way of thinking about the conceptual context of the term "school".

Our resources

Our starting point has been present in the various realities of our classes (disabling diseases, presence of different ethnic groups with disabilities, learning difficulties generalized, difficulty empathic communication) where the presence of students with normal learning styles were only the limiting case to activate curricula "normal." The node to be solved was to put in the same condition to store, edit and re communicate cultural data using instruments peculiarly usable by all. We looked around and rummaged among all that was available to us and them and we pulled out beyond the PC and instruments related thereto, all phones have the students compare the various models and finding common locations instrumental offered by smart tech to the current Apps. We have succeeded in this because we were firmly upstream aware of our role as teachers to be intentional, intended as absolute and undisputed directed learning, through awareness training in the use of all potentialities technological tools for communication have to favor the autonomy of life and approach to it for everyone. Addressing the analysis of the real difficulties within our reality classes, where the presence

of pupils suffering from more or less serious approach to living normal life were commonly the limiting case to solve, we first analyzed their functionality residual disabilities and personal mode of communication in order to identify it later: 1. Their "operation" as an approach to the dynamics of communication for personal autonomy; 2. Their attitudes and personal because everyone has to be identified, cultivated and strengthened; 3. The degree of stress that the presence of the deficit unleashed not only in the classroom, relationships with peers, but also among the teachers of the class - a state of "ana-empathy" understood as an impediment to grasp, however, a person can comprehend with different communication mode in its entirety - activating the barrier psychological / behavioral leading to label the individual with various terms such as "disability, disabled ... etc.."; 4. The general objectives of an educational / instructive that the school had planned to prosecute; 5. The instruments available, those available, those actually working and always accessible and those in our possession; 6. Thought so methodologically sound in terms of learning to organize itineraries new communicative content that are designed with the group class as a new process for "Learning to Learn", was technically valid, but, above all, accessible to everyone, not just by who had seen the difficulties stem from; 7. Overcome biases related to the use and consumption of mobile technology. The testing of these routes, scientifically designed, provides a functional organization with the expected results, understood as: Hygiene defined as professional research team/action: perhaps lines pedagogical, didactic and methodological reference the scene where it was devoid of Media Education beyond a simple sociological analysis of reference about the impact of the use of relapse technologies would in time (M. McLhuan) and a mild indication of the need "... to study the media in a serious way and as a discipline. beyond the simple exercises around film, advertising, television, radio." (Len Masterman); moreover, everyone is talking about assuming a shared writing, the advent of a future media education, without grasping that needed a pedagogy that would change the ' communicative approach with all, thus the new way of strategic technology as a function of solution; experience the success for recalibration as a function of continuous evolution adapting to the evolution of the technology itself; Organize, according to statistics, the results achieved, the material and ideas built achievable; Believing firmly in the strength of the theoretical lines outlined and shared in a team, in order to compare, manufacturing and so acceptable, in the context of academic research national, international and world for the dissemination of the same. Do not just create excellent technologies if we lack the pedagogical theory with his teaching methodology and application of reference, in order to manage in the field instructive and indeed, with the Dis(ease)Ability we aimed to change the communicative approach with all favoring the new strategic way of looking at technology as a function of solution based on the assumption that: there were "disabled" that had to communicate with us in a unique and standardized but we play with the different ways that the various types of clinical and pathological disabling be placed in what they wanted to say and/or provide.

As we have designed

New technologies offer significant resources to making a significant contribution to the reconfiguration of positive teaching, but for this to happen, it is necessary that these are "situated" and "integrated" with special conditions, without which, their mere introduction is designed to drying up. In the first instance we asked ourselves: 1. How the media with their technological support could actually enter into our daily teaching and if; 2. Between Media Education and educational work, could an organic establishment and durable paper in support of a better quality of learning and real.

Through our research/action we have tried to identify, thanks to the support of our pedagogical theory of reference - the Dis(ease)Ability - the points of synergy that normally remained obscured by the rhetoric of technology and a lack of objectivity of educational documentation that often accompanies innovation. We started by considering the extent to which we had to make use of the technologies and how to rediscover them, compared to the more traditional ones, to promote learning mostly based on manual and corporeality. The problem has not been recently because spaces were reconfigured and new styles of thought, which may in time of joint cultural and consolidations, we have had recourse, therefore, to the "intent" of our role "to be" teachers, via crucial to select appropriate technologies that promote creative forms, consciously filling the new space with cognitive commitments. We have established criteria for being able to make choices about which: Role of the media attribute; What are the purposes and contexts employ; Functional for what purpose problem-solving cognitive and learning that the school project put in place. The AIMS 'experimentation has been defined by the philosophical analysis of our educational theory (cultural setting, goals, objectives) as the path to follow guidelines including criteria for the identification of classes, the spatial features of the catchment area and those otherwise involved in an attempt to investigate, directly or indirectly, as the same teaching, activated with the same criteria, could vary in socio-culturally different. We functionalized our operational forecasting of working groups for different type of school in order to decline the same training/education to a wide range of learning, defining appropriate paths with the individualization of a common methodology in a laboratory network. Entering the specific field of learning, we realized the true effects that relapse use of technology has had an impact on our teaching, so we focused in progress, thanks to their functional evolution: 1. What technologies to use; 2. What environments to explore or rebuild; 3. What languages recode to develop logical skills in order to promote the learning of specific content or to overcome certain communication difficulties associated with clinical disease or disabling deficits. PRINCIPLES: Experiment: the use of verbal and nonverbal codes beyond the use of media products as pure and exclusive educational aids; Involve: in line continuity, various educational levels starting from the situation of involvement with links macro experiments in contexts of education classes between segments of our relevance; Promote and outline: through specific didactic, learning the culture and language media with macro objective of training of the person; Activate: a comparison of operating new design applications with dynamic application network. RELAPSE on OUR OPERATIONAL TRAINING: Promotion: research/action in the areas of application; Stressing active: in the experiment with a new teaching methodology and its impact in the classroom; Mutual support: collaboration/exchange in the network; Promotion: an attitude of observation/listening aimed at promoting the effectiveness of educational interventions activated, the free expression of professional and creative reworking of the pupils. SHARING of: Professional skills specific degree Special Education and Media Educator, Computer Engineering and Systems Data Transmission; Articulation refers to the specific segment of the methodological school identified; Activation of cognitive strategies and design of specific didactic in various levels of education; Adapting the methods of self-assessment and verification of the feedback; Prediction of the directions of development of didactic classes identified and involvement in subsequent classes involved. The general aim of our work has revolved around: Aware of the importance of a cultural shared in a systemic way; Implementation of a Teaching Methodology and a new school in all; Promotion, in a new way, to "know and be able to do" methodological and didactic that was instrumental in the formation of new skills and awareness with respect to the use of various forms of communication and expression, and audio visual. With FUNCTIONAL PURPOSE to meet the educational theory of reference, such as: Encourage: the self and conscious relationship with the sphere of autonomy,

information and communication; Help: to cultivate the potential imaginative, expressive and creative, by raising the aesthetic taste of the pupils involved; Promotion: the recognition of the specificity of the language used and their operational approach, which determined culturally and linguistically structured vision; Support: the assumption of an analytic attitude and systemic allowing further generalizations, analysis and contextualization; Solicit: the approach to the new languages depending on the role that they have in the way of students to deal with, understand and interpret reality in a clear framework of OBJECTIVE TRAINING for: Training to learn and to prepare for the design of specific activities related to the Media Education in schools; Allow the availability, monitoring and evaluation of individual actions. In this interaction between the educational process and spectacular communication, we found in the media the key to application development interesting, a formula that is defined within our pedagogical theory of reference, has allowed us the final transition to a new concept the use of ICT in educational processes classics. Our pedagogical model, evolving towards an integrated use of the means of mass communication in schooling, has allowed us to remodel according to the different needs of different types (cognitive, psycho/physical access, socio-cultural) to the service the resulting methodology, strong alliance and at the same time necessary for the survival of all the actors involved in the process of training and education. Our challenge in the application research of a teaching methodology and educational, that places itself, according to constructivist mode at the center, including obsolete equipment mannerism of cognitivism and behaviorism, was to combine the rigorous training needs of school with that of typical entertainment media in all their expressions, in order to connect instrumental complexity and their use in the field instructive/communicative.

Case studies and results

Cases that have allowed us to experience success with the outcome of the application of our theoretical lines, and other ongoing studies - David and Roberta -, we have proposed a more extensive learning as a process of cognitive and affective growth, because each story had its own history, its dynamics, its potential and ingenuity of action where the limits us we were right, finalizing a process of knowledge built on the plan of life, helping to give them a picture of the school that was less narrow and less derogatory than often happens, becoming for them a simple point of reference, but the availability of the meeting space.

- 1) **Roberto:** Clinical Diagnosis: Mental retardation in a patient with tuberous sclerosis and epilepsy; functional consequences: Delay of learning and language. The subject had a severe degree of disability level, required ancillary service as non-self in the satisfaction of basic needs (using the toilet, blowing your nose, wash your hands, etc..) Was in rehabilitation and outpatient OT and LT had a sense of hot/cold and pain. Technology used: the first examples of animated PowerPoint slides; Results: autonomy of data storage, independent of read/write command of captured content and their marketability.
- 2) **Dennis:** Clinical diagnosis: Mental retardation in a subject with chromosomal and heart disease (syndrome monosemy 18q (q18-) associated with stridor, functional outcomes: cognitive and language delay. The subject had a severe degree of disability level, while self in the satisfaction of basic needs, it was essential the presence of auxiliary assistance as manifested unpredictable behavior, caused by violent attacks killing spree accompanied by seizures, continuous and conspicuous nasal epistaxis, difficulty grasping the upper limbs, the nose was formed by only cover cartilaginous, hands and feet did not have the identifying digital lines, the palate was deformed, he did not use much less transport aids and was in rehabilitation and outpatient LT OT -

at birth was listed as the 58th case in the world. technology used: sms on mobile phone, the Nokia. Results: greater availability to the interaction of their communicative skills in the language, creative thinking and logical/mathematical.

- 3) **Francesca:** Clinical Diagnosis: Severe Cognitive delay, language and psychomotor autistic; functional consequences: severe intellectual disability (pre-operating phase Christmas) with serious relational problems. The subject had substantial difficulties due to communicational problems, from the perspective of cognitive difficulties were evident in all areas and in need of an adult that stimulate and guide him in the activation of different skills with diversified activities and executing practical/operational modal proposal, with the scanning time and manner responsive to her, in order to determine the conditioning acts to blunt oppositional attitudes and/or self-centered and escape; needed personal assistance in the fulfillment of the primary needs (absence of sphincter control). Totally absent verbal language replaced by echolalia acute and persistent and skills up/motor were compromised and inadequate temporal orientation. Technology used: Full desktop PC workstation with headphones. Results: conquest of communicative with the outside of the primary needs, state of mind, overcoming a total stress of relapse deficit.
- 4) **Isabella:** Clinical diagnosis: mild cognitive delay; functional consequences: failure sphincter control and emotions. The subject attended class in the context multiethnic presence of other subjects with generalized behavioral difficulties, socio/cultural and learning. Technology used: activate an experimental project on the use of the mobile phone to school to offer possible avenues and tested materials that synergistically integrate the use of information & communication technologies with a constructivist approach, our project, however, it is connected to the report of 'University of Nottingham (L'Espresso 41 of 16/10/2008 pag.173 "Welcome cell phone to school," Monica Maggi), which in turn led to an educational experiment based on the use of mobile phones in school about the 'use the organizer to pin tasks, recording of lessons on the agenda, use the calendar, use the calculator, use the stopwatch to conduct experiments based on time, clock reading, DST etc.. Results: more communicative interaction between equals, greater availability for learning motivated by socialization of new codes, greater sharing of deliveries and control both at school and outside school (parents).
- 5) **Lilia:** Clinical Diagnosis: Severe delay in subjects with Down syndrome, functional consequences: delay in learning and language. Technology used: fixed computer station, mini notebook, iPad and App specifications. Results: autonomy of communicational needs, the usability of skills to read/write acquired, interacting with virtual channels for the sites of interest, greater availability linguistic communication and increase the quality of the vocabulary.

Our Theory: The Dis(ease)Ability – Short ideas

Since the deficit requires the redefinition of the communicational paradigm with others, we have developed a shared reflection on the problems disabling diseases are engaged in individual, according to a reinterpretation Holistic point to different ways and styles of learning as a resource, becoming clinical pathology the guideline to be observed and kept as a reference point to calibrate and adjust the method and teaching. The idea 'was simple: instead of narrowing the field of autonomous performance of the person with diversified ability, partly because of clinical status and/or pathological as it still is, we made sure that this was an integral part of the field of action of the person itself, in fact, the failure to take account of

this or the failure to comply with this basic rule, to confuse the inability to approach with all of the daily routine and also teaching, trivializing the clinical diagnosis of the individual as a barrier to the social and closing the common stereotype of disability understood as "dis(ease)ability." So we have redefined what are the real obstacles: not so much different approach skillful with the surrounding reality, ie "use" the newspaper in a different way, as the anxieties, fears and inability to approach that they trigger in those around them, showing on one side the difficulties associated with the deficit and on the other, the attitudes of fear and ambivalence of the environment that interact with the potential degree of autonomy reached, despite the disadvantage. The objective was to design carriers for facilitating access to social communication acquiring, by themselves, the ideas for making the most appropriate way to staff "approve" our normal way of life to their bowing to a new interpretation: it was necessary to compensate for what was lacking in the individual with a disability, as this would have increased his gap of psychological distress to others, but enhance what disability that had spared remodel supporting it properly, that phase between what the individual in its entirety was able to do or could have done and what could still be able to achieve, even in the situation disabling, with tutorial support of technology, that is, move the attention of those solutions that commonly flock to the everyday, from what the individual can do alone (area of individual competence) to what could be done if supported by any aid, so even technology - where technology is not intended primarily for the field of electronics or computer but anything that can change in optimal state of passivity and dependence on the state of maximum autonomy and well-being - (area of proximal development) not only that, but there definitely placed in the area of competence, because it was useless to teach what the person was already able to do, at the risk of discouraging or generate ideas devaluing car. Its focus, moreover, is part of the heuristic as a philosophical vision where, if the task of our research was to facilitate access to new developments empiricist, was right in the heuristic process that settles the ideal place to achieve it since, we relied on intuition and to the state of the temporary circumstances, in order to generate new knowledge as a method of approach to the solution of problems.

From “saving to doing”: Teaching Methodology and the Dis(ease)Ability

The use of new technologies facilitates significant change in the educational context since, on the one hand increases the motivation of the students, on the other hand it increases self-esteem by promoting a capacity of involvement and a greater level of participation, facilitating the processes of relationship. Aware that just within the education (teaching practice) and methodology (path for the creation of an educational purpose) had to identify investments operational dynamics, compared to the new standardized processes, although higher levels of abstraction, we reflected on the function that the technologies had to be to promote the learning processes, considering how primary the need to enhance the student as an actor and starred in the path of knowledge and learning evolutionary co-constructed. We inferred that the methodology was found to adapt the teaching to the personal characteristics of the students - at their own pace and learning styles, their ability linguistic/communicative and cognitive prerequisites to them - trying to achieve individual learning objectives common to the class and indeed, if the dynamics of the teaching-learning process does not place the contents in the middle school but brings them back to their rightful role in stimulating perceptible and usable by everyone, for the pupil in difficulty this becomes an opportunity to rethink education as instrument of educational success for all. But, as a teaching model adopted to implement this new vision of the methodology? In this respect, the models were different from that for the concepts for integrating background, from that of teaching than for short targets up to model for educational problems, each containing a good potential for

integration though, that remained targets for the model most appropriate and the most widely used, certainly for its positive implications with respect to the processes of individualization: the scanning of the objectives, topics, respect for timing and characteristics of the subject, the concern about the verifiability of the results. In this respect, Dario Ianes identifies five levels of adjustment of the targets in relation to the severity of the deficit, working from the least severe to most severe: Level 1: replacement. The objective is not easy, but it is cured only accessibility language codes (use a method of communication to facilitate the communication process aimed to learning, functional to the different needs of intellectual disabilities, physical and mental and DSA - dyslexia, dysgraphia, dyscalculia - to solve cognitive problems and the reduction of the gap with class); Level 2: facilitation. To ensure the achievement of the objective is sufficient to use technology more motivating (eg Apps specially developed teaching) and teaching contexts are highly interactive and operational (tutoring, cooperative learning groups, workshops, simulations etc..). Level 3: simplification. You change the lexicon, it reduces the conceptual complexity is shall carry out the calculation using Apps, you change the criteria for successful execution of a task, allowing more errors and inaccuracies. Level 4: The breakdown in the nuclei founding. Epistemology of disciplinary knowledge are identified and accessible to the founding of the activity level of difficulty that we need. Level 5: participation in the culture of the task. We try to find opportunities for the student to experience, even if only as a spectator, the "culture of responsibility" (the emotional climate, cognitive tension, products produced, etc..). In everyday life we participate in a multitude of situations, although not in these special skills, but not participate in the cultural atmosphere we disclaim from obtaining important stress on a personal level. In other words, the band "emotional" (personal level of interest in relation to an event) is a lever that greatly amplifies the ability to learn, and it is for this reason that the teaching methodology identified must aim first to understand and then to use the specific interests of the student to learn in order to guide effective alternative to those traditional teaching methods not only fails but becomes further bankruptcy. To accomplish this, we thought detached from standardized education based solely on disciplines to move towards the operation of teaching focused on people learning, overcoming all barriers regardless dynamic/operational, social/cultural, clinical/pathological also disabling type of communicative interaction with whom we work. We have outlined a strategy TEACHING innovative, it was new for analysis and approach, oriented in three main areas: Motivational: food creative and communicative capacity of helping to overcome inhibitions and anxieties related to communication of knowledge; Perceptual/Cognitive: to develop skillfulness specific perceptual-motor and cognitive and metacognitive; Disciplinary/Cultural: expanding segments of learning disciplinary/inter-disciplinary, multi-cultural experiences helping to make critical learning through the presentation of issues at various angles and interpretations for specific MEET PROBLEMS: Linking the school environment with the world of media and communication; Use in a creative way in the educational environment, or virtual, the communication media in order to promote more effective learning; Develop a communication school environment that exceeds the size autocentrista and closed her of this institution; To encourage the mastery of innovative approaches; Promote the specific expertise in relation to the project areas of work METHODOLOGICAL-EDUCATIONAL PURPOSES and holistic: Acquire the ability to define specific learning objectives related to work plans pertaining to the Media Education; By analyzing spatial reference school with provision for final feedback, expected results from the experimental program designed; Functionalized to the real training needs of students, organized in a concrete situation workshop for; Encourage the acquisition of specific skills also cross; Increase self-esteem

In practice, starting from our pedagogical theory "the Dis(ease)Ability" - innovative lines to

reinterpret the approach to the difficulties given by the disease, the difficulties of learning according to common standards and the difficulty of impact dictated by different styles present in class contexts - we have identified the guidelines of a valid teaching according to the reinterpretation of the Media Education - which technological approach and intent on teaching interactive development between directed learning and qualitative skills of learners - to point to a methodology that can be a valid tab stops priori all the information you need the teacher to implement and adapt the educational and technological tools to the peculiarities of each learner, so that the content and their choice were the most appropriate standardized to the objectives to be achieved. We set out to create a technological innovation, dynamically structured, open for all and not just isolated cases, to be provided to teachers to give students a chance to say who they really are, how they work and process information, such as tools they use and how they want to express themselves thus giving them the chance to design the technology of the future, but building it together. This tool is embodied in an App, technologically set of mobile devices, we are making to give to everyone, not just students with different abilities, the opportunity to communicate in an alternative way their skills and interests. With this app the teacher acquires the details regarding the area-linguistic expression, the logical-mathematical area, the area of computing and multimedia thus allowing him to understand the functional diversity of use of the various skills towards its interaction with the 'external, in order to calibrate the instrumentality most suitable to increase the process of autonomy in relation to this, you can decide the most appropriate educational intervention strategy focusing on skills and interests highlighted, motivating than the learner. Significant in this regard is the experience of being with David, boy with marked personality disorders, with obvious pain against traditionally taught Mathematics: David has a particular interest, like all those of his generation, in respect of the tablet and the their use, and in general for informatics, after having identified the needs and motivations with a teaching strategy targeted, we thought to convey his programming skills to create programs / software that solve not only the problems but also the dynamics approach problematic at math. The expected results are monitored through the involvement of the student in question at the time showed a certain effectiveness in communication and the achievement of the objectives sudden minimal learning of the discipline.

Conclusions

Teaching is a demanding job that no one has guaranteed the outcome: it requires preparation, passion, flexibility, energy and professionalism. With high volume of intent, we challenged to communicate effectively, to "invent" and "reinvent" lessons interesting ways and techniques of knowledge transmission that were both attractive and stimulating for student learning, all without exception, regardless of their mode of approach to interaction techniques. Everyday stories different, always tasty and always full of surprises and small great achievements of autonomy, in game where we put our ideas: effective, good and often excellent even in seemingly difficult to manage. We have set ourselves as "knowledge workers" by the transmission and the construction of knowledge our great professional project, creating a space, virtual and solid, where you can enter the connection of our professional worlds, different and parallel at the same time. We fell in images with an innovative solution for effectiveness, analyzed and discussed ideas for events, "tell us, confront and communicate - from person to person - the school and the school" because they are the people with the eclecticism of their individuality, the specificity of their experience and the originality of their ideas that make a difference. We did not value our school, but because we are people who work there, we wanted to build the "value of school 'as we feel pulsing before any other

component. We have always believed, merge our energies and pursue success in the results, comforted us, and now more than ever, encourages us to believe and to "... be even more hungry and mad ..." (S. J.)

Bibliography:

- 1) Conversano, R., (2005) Edizioni Pugliesi, *Interagire per crescere – Interazione tra Media e Formazione*.
- 2) Conversano, R., (2005) Edizioni Pugliesi, *Progetto di sperimentazione in M.E. – La Media Education nella scuola elementare*.
- 3) Conversano R., Binacchi M., in “Challenges in International Communication” Edited by Margarita Kefalaki, Yorgo Pasadeos from ATINER 2012
- 4) Conversano R., Manzulli G., Binacchi M., Atiner Conference Paper Series N. MED2012-0372 Edited by Athens Institute for Education and Research 2012, “Work in Progress”- *Designing the Dis(ease)ability with functional autonomy App communicative with people with disabilities*
- 5) Conversano R., Manzulli G., in *Lecture Notes in Electrical Engineering* - volume 2010 - Proceedings of the 2012 International Conference on Information Technology and Software Engineering – Information Technology by Wei Lu, Guoqiang Cai, Weibin Liu, Weiwei Xing Editor SPRINGER -
- 6) de Kerckove D., in «Mass Media. Rivista bimestrale di comunicazione», VI, n. 1, 1987 *La coscienza planetaria*,
- 7) Ianes, D., Edizioni Erickson, Trento 2005, pp. 213-214, *Didattica Speciale per l'integrazione*
- 8) Manzulli G., Salentino A., 1° premio in Didattica 2008 – Atti del Congresso Editore Laterza Giuseppe Edizioni, 2008 *Mediateca Virtuale*
- 9) Manzulli G., Salentino A., in Atti del V Congresso E-Learning Sie-I 2008 Editore Società Italiana E-Learning, Trento, 2008 *L'Insegnante Virtuale*
- 10) Masterman Len, La Scuola Brescia (1997), *A scuola di media. Educazione, media e democrazia*
- 11) McLuhan M., Il Saggiatore, 2008 *Gli Strumenti del Comunicare*
- 12) Vygotskij L., a cura di L. Mecacci , 10^a ed., Roma-Bari, Laterza [1990], 2008 *Pensiero e linguaggio. Ricerche psicologiche*,
- 13) Schianchi M., Editore Feltrinelli, Serie Bianca Feltrinelli Milano 2009 *La terza Nazione del Mondo. I disabili tra pregiudizio e realtà*
- 14) Prensky M., 2001 *Digital Game-Based Learning*

Link useful:

- 1) RAI RADIO 1: “Area di servizio” - Interview Gaetano Manzulli
www.rai.tv/.../ContentItem-a13fe48c-891d-4dd8-ae4a-688db20f2b1
- 2) RAI RADIO 1: “Diversi da chi?” – Interview Raffaella Conversano
www.radio.rai.it/radio1/diversidachi/view.cfm?Q_EV_ID=321903
- 3) RAI RADIO 1: “Area di servizio” – Interview Raffaella Conversano and Gaetano Manzulli
www.rai.tv/.../ContentItem-2d54f9c3-fe29-4e53-99af-ae8c7ce1eb22
- 4) HANDIMATICA 2010 – Migrants and disabled Seminar: Technology mediation and mediators
<http://www.youtube.com/watch?v=DCU0A74cwfo>