"DIS(EASE)ABILITY GAME"   WHEN YOU APPLY AN INNOVATIVE PEDAGOGICAL THEORY IS A NO-BRAINER, BUT ... AN APP

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Abstract

After a complex research and experimentation on the definition of program guidelines, methodological and didactic application of my innovative pedagogical theory, based on re-reading application of Media Education in schools about the strategic use of new technologies in the definition of educational plans, to custom various difficulties - pathological and disabling of socio/cultural - I propose its instrumental application: an App that allows teachers and students, finally, to participate together with the construction of knowledge and how to learn it rather, to play video. An evolutionary ambitious project, which has pioneered the adoption of SMART information technologies in teaching and the use of technologically advanced software platforms for the integration of pupils with various disabilities. The research landscape to propose national educational seals the willingness to share, not only the success of my educational theory, now recognized worldwide, and titled: "Dis(ease)Ability", but also and above all, its new application. Laborious process of experimentation, this work has sprung from the desire to implement innovative ideas on the use of certain technologies, used as strategic tools solution in communication with certain serious disabling diseases. Do not just create good technology if we lack the pedagogical theory with his teaching methodology and application benchmarks to manage them in the field of educational. From what I've designed and defined the "Dis(ease)Ability Game" App, a pedagogical tool for teachers, allowing you to play with and teaching method developed, the innovative theory of "Dis(ease)ability " as an operational tool daily , and become a virtual game for pupils to interact together to build the lesson that leads to the finish line, defined as the acquisition of skills and competencies of reference. Thanks to this App the teacher acquires the details that apply to all areas of study and interest as well as multimedia, allowing him to understand the functional diversity of use of the various skills towards his interaction with the outside world, in order to calibrate the instrumentality more suitable to increase the process of autonomy in relation to this, you can decide the most appropriate educational intervention strategy focusing on the skills and interests highlighted, motivating the learner at the most.

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