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Motor skills and new technologies to have access to school knowledge in Italian primary school

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In Italy the Ministry of the Education (2007) promotes the acquisition of knowledge for children through the involvement of all their abilities and expressive-communicative codes. The ability to use all Information and Communication Technologies can give to the partially sighted child of the primary school, the possibility to use and improve his own motor abilities, to create an immersive educational environment where his /her motor skills represent a deciding element to use the technologies which enable his/her access to knowledge. The effectiveness of the intervention depends on the application of protocols expressly developed to assess the pre-requirements to use computers, assisting technologies and didactical programs according to the specific deficit.

The aim of this research is the realization of a software as an alternative way to access to the school knowledge, for the partially sighted children attending the Italian primary school, to increase children's manual ability as a teaching interactive tool.

The research envisaged two phases.

The first was a theoretic-argumentative one aimed at :

- collecting and reviewing the possible teaching relation among body, movement and music learning during the childhood;
- improving the existing technologies which support the musical education of partially sighted pupils in the Italian primary school;
- analysing the instructions of the Italian Ministry of Education about musical education in the primary school.

The second phase was an experimental one to create a software aimed to give partially sighted pupils and blind pupils the access to teaching contents through the standard interaction: hand-technological supports.

The research has shown that the different knowledge required by the Ministry of Education Guidelines, can be acquired through different ways of interaction and that they can use differently body and movements for learning.

The expected results, through the setting-up of a software for visual disabled, could describe new possibilities and methods of access to knowledge in order to increase the main motor skills in subjects with visual disability. The results, in a lengthwise study, will enable us to establish if there is a possible significant difference in the learning process of semantically equivalent contents by partially sighted pupils, learned through traditional teaching systems or based on informatics.

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