

The iper-multimedia of technologies to learn and teach with the emotion of knowing.

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SUMMARY:

It is necessary to document experiences about integration, the good procedure about the use of technologies to overcome understanding and teaching's difficulties to determinate, in the comparison, itineraries of updating and formation that on the operative plan propose cooperation, comparison and check's "nets".

Therefore operative routes about technologies use integration of children with special needs and theoretical choices have to be oriented to create that experimental attitude that helps us to organize experiences to make possible their communication.

So it appears fundamental to have technological and communication competences to document tactics, strategies and enacted techniques, especially how occasions to develop and improve projects have been used.

Such documentation appears fundamental just because integration's process coincides with that deep need of innovation of that school permanently needs.

Integration route's documentation through the easy use of technologies, in comparison with other colleagues, is an occasion of checking and reciprocal formation, therefore,

establishing your own operative choices on the theoretical and methodological plan means to be able to find in a comparison-formation the necessary rigor for newer and newer foundations that orientate operative-didactic and educational choices with modern technologies help.

Documenting, to reflect together, becomes another source for integration. The word is often not sufficient to understand the complexity of an intervention, of an integrate didactics itinerary, made by actual, emotional, apart from rational and organizational "atmospheres".

Contexts, their organization, no verbal meanings, analogical messages that enter in "conjugation" with the project, the programming, goals, need audiovisual instruments to exchange experiences in a no reductive and "prescriptions" way.

When we talk about technologies and multimedia we want to refer to the production of a message (content and didactic notion) that proposes to the children and pupils that there is access from more communicative opportunities and possibilities.

A message can be:

-only auditory: to tell a story directly

-auditory and visual: to tell a story writing the essential points at the blackboard

These two canals, auditory and visual ones, used only through the voice, teacher's gesture and writing on a blackboard or on a playbill, can be optimized thanks to technologies, developing and increasing themselves in a iper and multimedia dimension through the complete assistance of other tools like slides, videos, contact papers' projection, documents and images' projection by episcopo, films' screening, musical backdrop to create atmospheres...

Anymore it is necessary to consider that also the laboratory dimension, through the doing, participate to produce an iper and a multimedia that we could define experienced and well acted.

A multimedia that could be realized also without technologies (theatre, role play) that turns out to be complementary with the use of technologies (videotaping skits arisen by educational and didactic use of theatre and the role play propose, also pouring images videotaped on a computer, to have second thoughts about situations, problems, repetition of dialogues, to pay attention to the gesture, to stop images, to enlarge them, to put into the foreground, every strategy to analyze a problem, to deepen the causes, to think over the content...possible actions thanks to the use of technologies).

An iper and multimedia, that one of integrating laboratory dimension with technologies that proposes a more powerful use of the “acted”, of doing and taking, of moving, searching, comparing,...become those acts that we can define “experimental attitudes”.

Special Pedagogy and Didactic of Integration's researches that we are acting out suggest us which context suitable for the overtaking of learning and teaching's difficulties in a classroom where teachers prefer a teamwork with references to active pedagogies through a global didactic with a strong care not only for the contents to learn, but also for the processes about active-cooperative' sphere of Freinet and last orientations named “cooperative learning's” inspiration.

In the last century Frainet already pointed out the importance of the “doing”, of the laboratory and the organization of his teaching and of the learning's dimension proposes techniques. These ones were executed with technologies existent in that period, I especially remember the press.

A technique, the press that orientated the “doing” and reflections about “doing”: projectuality, checks, valuations. A route that introduced children in the processes and made the importance of technologic supports rise up, driving them to their use and also to their modifications, a push towards the inventing.

Freinet urged on the term “techniques”, alluding to the use of new operative instruments, for a didactic dimension that didn't have to be only a methodology that he saw sliding to a mere abstractness. We think that Freinet had at his disposal cameras, slide projectors, television cameras, computers, scanners...Instruments that by now cost less than toys and that could become complementary with the classic instruments of teaching, from the chalk to the backboard, cutting, sticking, building using paperboard, wood...These last activities are opportunities that cannot be given up, but integrated with modern techniques and a study of practicality can be drawn with the help of a computer and a child who doesn't have the possibility of using hands can be integrated in the work with all his mates.

A multi and ipermedia that propose different accesses to learn through a multiplicity of mediating situations and instruments' use. A didactic careful to the contexts, the situations, strong atmospheres about relational and emotional sphere. A didactic that proposes a laboratory dimension where the hypothesizing, the planning of the testing through the “trying”, moving, carrying, raising, pushing...Transforming...Proposes the actions as generative of experimental conditions where the “doing” stimulates reflections, new hypothesis, valuations, checks, search of instruments, use of technologies...Those conditions that propose prodding for the development and the strengthening of competences with the emotion of knowing.

An active school proposes strategies and techniques that intertwine themselves with reference to children's cognitive originalities to improve and optimize them. In their intertwining, strategies and techniques differently combined, can give rise to a multiplicity of didactic solutions allowing the determination of manifold routes to reach the same goals. A dimension that proposes the discovering that a problem can be analyzed by a

multiplicity of points of view, finding out that the other, the group, the comparison are a great resource that allows us to find ways to solve problems with a plurality of ideas and instruments.

A plurality of possibilities in an extremely plastic dimension (a plasticity that acts as mirror for a cognitive organization as much mightily plastic) adopts an own profile in relation to the different needs put by the atmosphere and by the pupils.

Active school proposes an environment and atmospheres for the teaching and for the learning through strategies, techniques and the use of technology that put in synergy both the care of doing, of operating, and projecting, and testing together is not a mere use of technologies but an acquisition of a mentality of an adequate use of technologic helps.

In that vision, to have the familiarity, intimacy with the technologies become for a child the possibility to create a mentality that will orientate him to think about a future that the man, with the technologies' help, can improve. In such dimension multimedia is not only linked to technologies, but also to the comparison, the cooperation, the construction of shared and ethically oriented routes.

Technologies result a great resource to support, improve and facilitate the teaching and the learning both for the children with special needs and also for everyone.

Anyway, technologies must be inserted in a relational system that proposes the emotion of knowing in a relational system that determinates that strength which is the emotional, the pleasure of being together proposes.

Indeed, the word, the writing on the blackboard, the laboratory with its movement, are not technologies, but they allow us to enter in synergy with technologies, increasing message's strength and rising the quality of content. For instance, if we wanted to explain Pitagora's theorem, introducing that in a multimedia system with the technology's help, apart from saying and drawing it on the backboard, we could allow children and student to produce it, drawing it on a playbill, a triangle with two squares on the cathetus and one on the hypotenuse.

Students will realize little squares of the same size; so many to fill the areas of the squares made on the two cathetus (blue little squares for cathetus and yellows ones for the other). It could be possible to move gradually all the little squares so much (the blue and the yellows ones), photographing every passage, to bring them all in the big square realized on the hypotenuse. Putting together the frames realized by an electronic common camera (included also in the mobile phones), we visually will obtain that the squares of different colors will pass, jumping, with the sound of music from taking up the spaces of the two cathetus to taking up the spaces of the big square realized on the hypotenuse; a sort of cartoon that children can realize to explain Pitagora's theorem. (<http://www.youtube.com/watch?v=4bGKfFhDpQs>)

In that way, children not only can learn the content about Pitagora's theorem, but also they will acquire competences about the use of technologies, camera or television camera,

computer, for the acquisition of images and of the use of software for editing, projector to realize a lesson for all the classroom. In this itinerary there are many possibilities of active participation for the pupils, for students with deficit situations, because transforming in operative route the theoretical elements of Pitagora's theorem proposes, realizing a film, a direction, an operative route with the aim of making know, explicit, through a scenic action, a route of animation, a theoretical concept.

Afterwards, through the film, it could be possible to think about the practice to support the theoretical concept: the practice of the little squares in movement that start from two squares on the cathetus and the way they fill the entire area of the big square on the hypotenuse practically proposes, visually, graphically: the addition of the squares realized on the cathetus is the same of the square realized on the hypotenuse. A child with handicap has so many occasions to participate to such a project that plans the use of technologies to facilitate learning, to realize didactic multimedia helps; a child with special needs, in relation to his handicaps, could:

- observe all the preparation's process;
- photograph different levels;
- recognize colors;
- participate to cut the little squares to put on the cathetus;
- put and move little colored squares;
- put the CD which documents the animation of the CD player;

A child with handicaps would have many opportunities and occasions to integrate himself, participating in the work, not only for taking advantage of a facilitated learning, but also for acquiring a multiplicity of notions during the route of the film's realization.

Other example of integrated didactic that brings to the use of technologies and multimedia can be found in the following example which refers to the organizational dynamics of a journalistic editing that acts for the preparation of a newsmagazine.

In a journalistic editing everyone has a role and a function in relation to their own competences and needs to reach a common goal: realizing a newsmagazine.

In editing there are many people, everyone has his own responsibility and different competences; everybody has to collaborate for the attainment of the goals made agree.

The reciprocal help which is determined, in a classroom that assumes the same organization' style of the editing, proposes both emotional and functional links, the collaboration among everybody, with competences and different abilities for the same goal; everyone needs the other, and that proposes recognition of capacities, of everyone's "be able".

Cooperation, reciprocal help, collaboration, reciprocal adaptations, to have an useful role and wished by everybody in relation to your own competences: writing the text, paginating, making photographs, choosing photos, inventing titles, composing on the computer, scanning...it proposes a sense of reciprocity and collaboration that are the cultural foundation of integration.

Having to arrange a style and realizing it together actually proposes integration and cooperation.

As it happens in a newsmagazine's editing, at school, it could be organized a periodical (monthly or bimonthly) in which various newsmagazine's columns propose, resuming them, contents and notions treated by teachers of different areas and subjects; moreover the newsmagazine could discuss about various curiosities. The newsmagazine's project proposes usefulness for the entire classroom that engages didactic activity synthesis; moreover it proposes the use of technologies and computer science offering opportunities for different levels.

Actually it is essential the use of the camera, of the computer, of computer's program for the graphics, the use of scanner...: title, subtitle, messages' body, images, (photos, draws, different characters types, graphics selection, collages) propose, both for the quantity and for the quality, different accesses and possibilities of participation.

Moreover newsmagazine proposes:

- choosing different text processors on the basis of difficulties, capacities and interests;
- keeping the same subject of the group;
- using camera as activity of observation and memory;
- using of tape-recorder to acquire information (for example by interview) and to remember (listen the lesson again)

Both the tape-recorder and the camera are reporter's instruments and they are congruent with the reportage's track.

It is possible to take part in the newsmagazine's project although you have dyslexia's problems, because the camera and the tape-recorder allow you to participate although you can't read and write yet. Taking part in a newsmagazine's project for a child with dyslexia's problems, or with difficulties to learn the reading and the writing means to get acquainted and to start an excellent relation with the reading and the writing in a dimension which seems that of journalistic editing.

By the way, also the use of a simple program as Power Point offers both the access to the learning of the modern technologies' use and to connote them as help, support to do, learning.

Using Power Point means that it is possible to integrate messages (determining multimedia), and visual and auditory data, with and through fixed images, films, (slices of films, and or video-taped produced on purpose), sounds, sound effects, environmental noises, comments taped on written subtitles of the comments themselves, original documents' reproductions,...;through Power Point data can be enlarged on screens through a video projector, sound effects, music, comments can be amplified, producing very strong and suggestive, fascinating, scene's effects, conditions that increase attention and the remembering (and many children, students with handicaps have problems about memory and attention).

Power point simply and easily proposes a multimedia condition at a low price and at a high effectiveness. The use of Power Point has appeared extremely useful to allow students and pupils with dyslexia to access the knowledge, to learn contents and notions, and about contents it has been possible because the integration of images, and comments that the projected texts read and the subtitles gave the possibility of listening and seeing the writing with a reading voice. Waiting for learning to read and write, Power Point has offered the possibility of studying with success.

Also the very simple taping technology, it's so easy use has been tested in projects about Special Pedagogy and Didactic of Integration, has allowed the access to the contents, to the notions, taping teachers lessons listen to them again and to learn studying at home, listening more times what has been taped (today there are electronic video-tapes that are on sale and are very simple to use because they can point out, and can find a slice, and even stress lines to put them together to resume everything in essential points...easy and simple possibilities at a low price).

A multimedia made (as we said, easily, custom made) using technologies that today, I repeat, cost less than toys (moreover the law provides for the VAT's reduction of 16% for people defined disabled). Also the simple use of the episcope and of the projector proposes the possibility of producing, through very simple but powerful technologies, supports to the extreme power's didactic and easy for everyone. Realizing study groups or companies for the use of technologies and the overtaking of handicaps and for the integration composed by teachers, service's operators, relatives and students with the job of collaborating with the educational enterprises for the integration of people with special needs, handicaps, deficit as the law at present provides for (February the 5th, n.104, cfr. art. 14), settled companies, giving the responsibility also to the students about the planning and the realization of "technologic laboratory for helps" has been (in the operative researches about Special Pedagogy) a further opportunity both for updating didactics' routes and for realizing integration's occasions in the "high school".

I relate some reflections and hypothesis:

A. technological audiovisual subsidies: "to offer to O.(suffering from trisomy21) further

opportunities it has appeared interesting to make reference to a group of students that with him have organized technological audiovisual subsidies: realization of glossy papers, documents-images to project with episcopes, photocopies of notes, schemes and pieces by texts that O. has collaborated to classify, arrange, archive, distribute,...; slides of places, monuments, contexts, situations, that have been put together, prepared to be of use as technological help for lessons in the classroom.

B. The responsibility of the materials, documents, technologies of "audiovisual subsidies' archive", has been put into the hands of O., who has learned and consolidated abilities, organization and projection competences about their management: record keeping, filing, loan for consultation or use, layout in shelves, classifiers, custodies; instruments and materials' maintenance".

C. Producing images, audiovisual materials and to see them used, both as support for the lessons, and for the tests, has generated in the students regardless of a defined "disable classmate's presence regardless of integration's object a very strong emotional effect, they have felt themselves as protagonists, becoming very interested assistants, almost punctilious (opposite of the usual superficiality and half-heartedness), they have been careful in documenting, finding sources, quotations, original documents, images..., they have considered times, they have been careful for the total aesthetics of the didactic union".

"Technologic subsidies for the didactics" projects have supplied and offered different opportunities:

to put the title, the subtitle, to enlarge the text; to supply more codes to the contents messages that subsidies want to support, through images projected with the episcopes with draws and texts on the glossy paper, with slides, comment-test taped on a tape recorder, with sound tracks, appropriate music that point out meanings, sensations to communicate...; opportunity of teaching-transmitting contents, competences about the quantitative but also the qualitative sphere, proposing different accesses and possibilities of participation both in their preparation and in their understanding.

Other hypothesis:

1 To organize 5-6-7 slides (with comments in words or music) that characterized an historical period;

2 To organize slides that visualize a poem with background music, the disk of an actor who recites it.

3 To organize slides that characterizes an environment (forest, jungle, desert, savannah)

4 To organize slides that characterizes cities, customizes different cultures settings

5 To organize slides; glossy papers that represent geometric shapes and theorems...

Even more possible solutions for an “audiovisual subsidies laboratory”, for instance I report a scheme used for operators’ formation in the “hotel-touristic” field (with the insertion of a student defined dyslexic, the organization has produced of an high formation for the dyslexic boy also with reading’s heavy problems and reading and writing lacks allowing other access to the contents), that on the structural plan can give many ideas in other numerous fields:

1. Research of films in which there are scenes about hotels and restaurants’ organization (showing different styles of milieu, clothes, behavior, languages, organization...hotel and restaurant’s different categories)
2. To analyze (from films’ scenes) particular dialogues to focus on the understanding of different roles in relation to a behavior to have, pointing out relational and communicative aspects both in the verbal sphere and in the not verbal one, about behavior.
3. To produce role-play related to situations in that stand out professionalism and competences to have
4. The produced role-plays can represent appropriate and not appropriate behaviors
5. The role-plays can be taped or photographed and organized, with a very careful to contexts, situations, communications, relations’ direction....They can substitute the traditional “Theme”
6. Through modern technologies and electronic equipment the images, sounds, comments (written and said), can be captured for the realization of multimedia-documents' construction.

A further occasion to approach with the knowledge and the use of technologies for the implementation of new systems for organizing contents, didactic, to form that “flexible

mentality" that job's world and production by now have asked for some time

7. Role-plays can be translated in French, English, Spanish...

Films on sale, now easily available at a low price (they are rent distributed in video tapes), are a low price and high level estate used as opportunely selected and removed. From films which have contents and plots that doesn't have the same contents of the school program, we can obtain extracts, that represent roles, behaviors, relational and communicative modalities, contexts, situations, performances can become analysis' material and reflections about many professionalisms and professionals. The films' used route followed as example for an "hotel operator" 's formation can be of use as a projection idea for the realization of "technological audiovisual subsidies", directed to produce reflections about technical, relational and communicative competences about professions from more traditional to the more modern, from those defined "simple", "executive", to the high level ones, "conceptual", "managerial" ones.

Moreover, I focus it again, to be able to analyze and use the communication and the instruments for messages' organization and realization critically and in an integrate and multimedia way (with simple technologies like camera, camcorder, video tape, scanner, computer, bright blackboard...) means to have the competences that more and more are part of the present and future's professions, whatever they are. To have competences and a mentality that is able to understand, analyze and manage the communication according to computer systems and multimedia and ipermedia, turns out to be the present and essential base-level of alphabetization.

Newsmagazine's project

The newsmagazine's project above mentioned is an example of the ideas that the integration has suggested, ideas that result, for many reasons, provocative about the technological mentality we are referring to.

Documentation, network

The project proposes to determinate connections among professions and institutions, both for the rigor of the scientific comparison, and to determine sounding boards that promote and increase the circulation of data, information and experiences about the use of technologies to overcome the handicaps that deficits propose.

Documentations, strategies, documented procedure for children's integration- inclusion, disabled students, must be available and easy to find through a net that links school world with the research world, in particular about special researches in didactic integration about "Special Pedagogy". Such networks will must produce references for a permanent updating to give to the school, the teachers projection competences that make them able to realize exchange "nets" of experiences, able to determinate cooperation and comparison' situations which can organize, document their experiences to divulge, transmit and compare themselves, about professionals able in the communication.

It is necessary to document experiences about integration, the good procedure about the use of technologies to overcome understanding and teaching's difficulties to determinate, in the comparison, itineraries of updating and formation that on the operative plan propose cooperation, comparison and check's "nets".

Therefore operative routes about technologies use integration of children with special needs and theoretical choices have to be oriented to create that experimental attitude that helps us to organize experiences to make possible their communication.

So it appears fundamental to have technological and communication competences to document tactics, strategies and enacted techniques, especially how occasions to develop and improve projects have been used.

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Documenting, to reflect together, becomes another source for integration. The word is often not sufficient to understand the complexity of an intervention, of an integrate didactics itinerary, made by actual, emotional, apart from rational and organizational "atmospheres".

Contexts, their organization, no verbal meanings, analogical messages that enter in "conjugation" with the project, the programming, goals, need audiovisual instruments to exchange experiences in a no reductive and "prescriptions" way.

Projectile competences

The close cooperation among school and scientific research studies mutually help to assure

the exit from “the Cinderella's isolation from the kitchens”, determining those structures, inter-institutional and interpersonal “nets” that allow to skip over “stepmothers”.

The projection capacity becomes the “integrator background” both for the different subjects and for the different professionals that act and represent them. Projectile competences result a sort of meta competences, because, on the structural plan force different professionals to a research of rules and instruments that severely help them, in a comparison dimension (integrated), to orientate, to value and to check hypothesis that we want to make operative and test in the standard procedure, in particular in those that use technologies' help.

D.A.Schon focuses that “planning study” awakes my attention partly for its specific interest, partly because exemplifies, in a particularly accessible manner, the characters typically projectile present in all the other kinds of practical activities”. Among the themes on which Schon could reflect in his research “professional practice's new epistemology”, I report the followings: “different ways of 'seeing' in the planning's functions, the roles of prototypes and preliminary structures in the projectile process, projectile worlds formation that the organizers build for themselves during projectile problems' setting and solution, the possible roles of computer science in the planning, the potential and the limits of computational models' limits of the planning, and the crucial role of the communicative interactions among co-organizers and users of handiworks projected during the social process of planning”.

Among the directions that Schon considers “main” in his studies, it is useful for me to value operative references of the routes relative to the project about the use of the technologies for integration, which is defined “of the education to the planning”. To educate to the planning means to make the student, the future professional, enter in the processes, in those bristly routes (as we have focused before) of traps, both in the theoretical and methodological, and in the operative one: to propose an experienced and not undergone route”. The teaching and the learning should be considered through “planning's lens”. Experimental attitude orientates teachers to document their own experience detecting in it those structural and potential elements that in other contexts can be a reference for the colleagues that live different educational realities.

In such documentation projects it is necessary to bear in mind that experiences in the educational sphere are unrepeatable, in which the unrepeatability, I reaffirm, means that they cannot be replied as the same. A pedagogical intervention is based on an experimental rigorous attitude, careful about observation, for hypothesis of interventions' production, of occasions to propose basically as theoretical and methodological essential requirements, and not as mere prescriptions and exercises to propose an unrepeatability that assures the respect of everyone's identity and originality.

The unrepeatability doesn't oppose the need of communicating and reflecting about occurred experience, but it focuses that a certain experience

cannot be repeated for everyone as the same.

Not only do these phenomena have a constant regularity; also they can be sporadically observed have their importance on the scientific plan. In educational sphere if we want to respect the originality, the authenticity, the identity of a person it is necessary to analyze, to observe the individual in the compound in which he lives; to permanently note that his acting, his existing, do not be considered only in the constant regularities, but they are observed, documented, in their developing, in the dynamic processes that put it in relation to different contexts and situations.

Let's organize experiences

It results as fundamental that teachers, that go through integration itineraries, document tactics, strategies, and techniques acted, especially how occasions have been used to develop and improve projects. This documentation results fundamental because integration's process reveals and coincides, as we have indicated, with that deep need of innovation of which school permanently needs. Moreover the documentation, in comparison with the other colleagues, constitutes an occasion of checking and reciprocal formation, therefore, basing your own operative choices on the theoretical and methodological plan means to find in the comparison-formation the necessary severity for newer and newer foundations that orientate didactic and educational choices.

Let's document

The need of documenting experiences about the use of technologies for the integration to be able to "interrogate" them, to reflect together, becomes another technological source for the integration. The word is not often enough to understand the complexity of an intervention of an integrated didactics itinerary, made of emotional "atmospheres", apart from being rational and organizational.

Contexts and their organization, no verbal meanings, analogical messages that enter in "conjugation" with the project, the planning, the goals, need audiovisual instruments to exchange experiences in a no reductive and "pre-inscription" way.

For the reflection and comparison's finalities slides give the appropriate modalities. Slides, compared to films, have static images, offering the opportunity, because of the static

nature and the time that you can have at your disposal, of comparing themselves to reflect and elaborate interpretative hypothesis. Films, on the contrary, present the risk of giving a message, the experience, with a completed meaning, because the critic elaboration has already happened and it has given the sense of the message.

Today, fortunately, at a low cost, technological possibilities propose the freeze frames, the rewinding, enlarging the details, comparing different images,...Analysis possibilities that only some years ago could be very difficult (they need very high specialization's professionals) and with high costs. Through slides and freeze frames and with technologies' help as computers, messages are more verifiable, it is possible, one by one, easily, to rewind, to go ahead, to extend or diminish times both for the exposition and for the comments that in their turns can change in relation to the argumentations that emerge in the comparison. With the new and simple computer technologies the image order can be broken up and built again into different situations. Actions can be changed as that knowledge changes, cognitions change...Anyway image interpretation can change and can be enriched with new data, with new events that change and/or reveal new meanings.

Computerized and managed with very simple programs at one's disposal's videotaping can become an instrument that provokes a problem, not suggesting "prescriptions": it makes space; it offers occasions to stop and reflect to compare and check experiences. The possibilities of comparison and elaboration, given by the experiences projection's times, have new opportunities and intervention's strategies discovered during the projection itself.

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