



**fordys**  
V A R

Fostering Inclusive Learning  
for Children with Dyslexia

# DISSEMINATION REPORT

**ITALY**      **MEDEA**

***February 2021***





Cofinanziato dal  
programma Erasmus+  
dell'Unione europea



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VAR

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## **DYSLEXIA, VIRTUAL REALITY AND AUGMENTED REALITY: EUROPEAN PROJECT FORDYS –VAR**

I.R.C.C.S. – Associazione La Nostra Famiglia - E. Medea Scientific Institute - Conegliano-Pieve di Soligo (Treviso, Italy) - launched the Erasmus Plus project - Key Action 2 Strategic Partnerships - Cooperation for innovation and the exchange of good practices-, called "FORDYS-VAR - Fostering Inclusive Learning for Children with Dyslexia in Europe by Providing Easy-to-Use Virtual and/or Augmented Reality Tools and Guidelines ".

The project is funded by the European Union and is being carried out by the University of Burgos (Spain), the Association of Dyslexic Children of Bucharest (Romania) and Arsoft, a Spanish SME specializing in the implementation of Augmented Reality solutions.

I.R.C.C.S. E. Medea, which is nowadays, the only Italian Scientific Institute recognized for research and rehabilitation in the specific area of developmental age, aims, through FORDYS-VAR, to contribute to the inclusive education of children with dyslexia at school age (10-16 years) by using Virtual Reality (VR) and Augmented Reality (AR) and to get an immediate feedback to improve visual skills and memory through technology.

The main target groups of the project are children with dyslexia, who will also be the end users of the materials developed in VR and AR, educators, psychologists, associations, families of children with dyslexia, institutions.

The project will generate three intellectual results: a toolkit including the software for the integration of VR and AR in the educational field and in educational contexts for school-age children with dyslexia; an eBook containing guidelines and best practices on dyslexia and on the role of the educational technology as well as different approaches implemented in the EU; a White Paper for the conception of national educational policies for children with dyslexia.

FORDYS-VAR aims to offer resources and tools that enable the detection of dyslexia first symptoms and that strengthen the motivation and quality of learning for children with dyslexia, through seminars held in each participating country

### **Description of the dissemination activities**

I.R.C.C.S. – Associazione La Nostra Famiglia - E. Medea Scientific Institute have promoted information about our participation on this project to our main seat in Lombardy, to different researchers involved in the theme of dyslexia. Content of the project have been posted in our website and facebook, in order to reach as many people as possible.

Fordys has been presented at project's start on institutional website, as well as press release. In addition to that, flyers and posters have been prepared and have been uploaded on Fordys site.

We included the upload of banners on Medea site with the link to Fordys website and to SEPIE website.

The page is available both in the Italian and in the English version (<https://emedea.it/medea/it/ricerca-it/networkeprogetti>).

Both before and after the Multiplier Event took place, some articles have been published on local newspaper such as Treviso today, L'Azione, La Tribuna di Treviso, QualBuonVento, to raise awareness about the topic (<https://drive.google.com/drive/folders/1RLZGzL2fn5MJyAFA4Peqb-wQ2OlX3Xv1>).

## Multiplier Event

The Italian Multiplier Event was held on 27<sup>th</sup> February 2021. Due to the exceptional situation in which we find ourselves, it has been held online, with a duration of 3 hours and a half.

Several speech therapists, pedagogues, psychologists and representatives of associations took part in the event, interested in learning more about dyslexia and in particular in the use of new tools to better manage this condition. The inclusive education of school-age dyslexic children is a particularly important and much debated issue, involving families and institutions; it is also the most common learning difficulty. With a prevalence of 3-8%, it is an important risk factor for school drop-out and social exclusion.

During the event, good practices for the use of technology in the rehabilitation of dyslexia and data on the effectiveness of the treatments available in Italy have been presented, with an analysis of the initial questionnaires filled in by children and families. The FORDYS Project and the tool implemented have been presented, showing the use of technology for dyslexia treatment (Arsoft video-tutorial)

Andrea Martinuzzi, Martina Da Rold, Maria Luisa Lorusso and Mara Buffoni were the speakers for the Italian team. During the meeting good practices for the use of technology in the rehabilitation of dyslexia were presented, as well as data on the effectiveness of treatments available in Italy. The speakers highlighted the experience gained in recent months with telerehabilitation and presented an overview of the platforms available to implement specific rehabilitation interventions (<https://drive.google.com/drive/folders/1DI5SBKT27gpTa6VJdX32MmdYs-Px91RV>).

The attendees were 67 (From the partnership: 7 and Not from the partnership: 60). After the Multiplier Event, almost all of the attendees filled in a questionnaire rating their satisfaction (54 answers) and answering also to some questions related to the social impact.

Please find here below the Agenda followed during the Multiplier Event:

- 9.00 Welcome speech - *Dr. Andrea Martinuzzi*
- 9.15 Use of technology in dyslexia rehabilitation: good practices - *Dr. Maria Luisa Lorusso*
- 10.00 Effectiveness of treatments in the Italian context - *Dr. Martina Da Rold*
- 10.45 *Break*
- 11.00 Children with dyslexia at school: lived experience (analysis of the initial questionnaires filled in by children and families) - *Dr. Mara Buffoni*
- 11.45 Presentation of the FORDYS project and of the tool implemented - *Dr. Mara Buffoni and Dr. Martina Da Rold*