



fordys
VAR

Fostering Inclusive Learning
for Children with Dyslexia

DISSEMINATION REPORT

ITALY MEDEA

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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) – is partner of 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), Arsoft, a Spanish SME specializing in the implementation of Augmented Reality solutions, and K-Veloce, a consultancy expert in managing, implementing and exploiting European and transnational projects.

Through the project FORDYS-VAR, our Institute 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 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) technologies 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

On I.R.C.C.S. – Associazione La Nostra Famiglia - E. Medea’s website, the project FORDYS-VAR has been presented at project’s start. In addition to that, flyers and posters have been prepared and have been uploaded on Fordys site. On Medea’s website you will be able to find the direct link to Fordys website and also to SEPIE website, clicking on the banners with the logos. The page is available both in the Italian and in the English version (<https://emedea.it/medea/it/ricerca-it/networkeprogetti>).

Through the website and the institutional communication tools, I.R.C.C.S. – Associazione La Nostra Famiglia - E. Medea Scientific Institute have shared information about our participation to this project to our main seat in Lombardy, specifically targeting 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.

Some articles have been published on local newspaper such as Treviso today, L’Azione, La Tribuna di Treviso, QualBuonVento, to raise awareness about the project and to give visibility to the Multiplier Event organized by Medea in 2021, which has

The project FORDYS-VAR has been presented by Dr. Andrea Martinuzzi during the congress titled *"La Qualità dell'inclusione scolastica e sociale"* [*"the quality of school and social inclusion"*] organised by Edizioni Centro Studi Erickson S.p.A., which was open to contributions from professionals working in the field of dyslexia on a daily basis who wish to present an innovative experience. At this [link](#) all the selected projects whose authors have consented to the publication are listed and it is possible to download the abstract, the slides or watch the presentation videos. From there it is possible to download the presentation on Fordys-Var project’s results. The presentation is titled *"Validazione di un supporto tecnologico educativo per ragazzi con dislessia. Studio aperto randomizzato e controllato"* [*"Validation of an educational technology support for children with dyslexia. Open randomised controlled trial"*]. In the slides, the first part is dedicated to introduce FORDYS-VAR Project mission, with a description of AR and VR tools developed; the last part shows the results of the TAM questionnaires that the children involved in the study have filled in.

On 3 December 2021, the article written by Maria Luisa Lorusso, Francesca Borasio, Martina Da Rold and Andrea Martinuzzi, part of Medea’s team, has been published on the journal “Children”. The article is titled **“Towards Consensus on Good Practices for the Use of New Technologies for Intervention and Support in Developmental Dyslexia: A Delphi Study Conducted among Italian Specialized Professionals”** (Lorusso, M.L.; Borasio, F.; Da Rold, M.; Martinuzzi, A. Towards Consensus on Good Practices for the Use of New Technologies for Intervention and Support in Developmental Dyslexia: A Delphi Study Conducted among Italian Specialized Professionals. *Children* **2021**, *8*, 1126. <https://doi.org/10.3390/children8121126>)

Abstract: <https://www.mdpi.com/2227-9067/8/12/1126>

PDF Version: <https://www.mdpi.com/2227-9067/8/12/1126/pdf>

The article is focused on the national survey conducted applying the Delphi methodology: *ad-hoc* questionnaires were sent out to a group of eighteen experts over three successive rounds, and anonymously collected responses were aggregated and shared with the group after each round, aiming to reach a consensus on the proposed response. The goal was to define a series of statements that

could form the basis for international “good practices” in the use of technologies for intervention to support dyslexia in children and adolescents.

It is Medea intention to continue with the dissemination activities beyond project’s life. This would be crucial, in order to keep sharing knowledge about dyslexia and the possible AR and VR tools application. It will be important to keep disseminating the results of the Delphi study and the e-book to the scientific community and also lay public.