

## Newsletter n.2 December 2014

During this period (May-November 2014), we concentrated our efforts on 3 main issues, which influence each other:

- a) effectiveness of our final products;*
- b) attractiveness in inclusive contexts;*
- c) dissemination.*

### **a) For what concerns effectiveness, we had to face two main difficulties, namely:**

We have to do with different kinds of equipment (Apple, Google, Nokia, Microsoft). These devices behave differently, even if we have to do with touch screen technology based on gestures. Furthermore, during our investigation about users' needs and preferences, we observed different habits / preferences / abilities of our Visually Impaired users. This topic has been deeply discussed in our Berlin meeting (4-5 November), and we came to the decision to extrapolate the most common gestures, starting from the simplest ones, and associate them to general functions, such as instructions, queries, manipulation, which we will use in our course.

Secondly, we had to concentrate on different learning strategies / styles of our potential students, in the domain of language learning. This is a very complex matter, which is being dealt with by language teachers, pedagogues, psycholinguists, and we can only attempt to inspire our work to shared criteria, considering the main goal of our project, that is developing a product which is usable both by VI persons and by their sighted peers in inclusive learning contexts.

### **b) Attractiveness.**

On the basis of previous experience with "ELLVIS project", we confirmed our intention to develop our material on the basis of the inclusive model, rather than on the "special" model. During our Berlin meeting we examined some aspects related to inclusion, and concentrated our efforts on the need to harmonize specific needs of a given population (e.g. VI students), with needs of mainstream population. We came to the work hypothesis to develop adjustable solutions, in such a way that every student can choose to use the "non visual" approach or the "visual approach", according to specific learning goals. For instance, in case of "listening and understanding", the non visual approach can prove to be effective for both sighted and VI students. On the other hand, learning tasks based on visual and audio performances will be duly adapted using captions and / or sound counterparts in order to be usable without sight.

### **c) Dissemination.**

We had the opportunity to start networking with "Accessible Tourism Promoter for SMEs", (<http://www.atp4sme.org>), during a specific event held in Berlin on Nov 5th, organized in cooperation with the tourism board of Neuruppin in Brandenburg (federal state of Germany). As wellness is an important element of tourism especially in a rural area like Brandenburg, the All4well project supplements a project that promotes accessible tourism.

All partners have contributed to give visibility to our effort, with the shared intention of valuing European Community as an expression of common efforts by its citizens. Most relevant events have been held at Universities (Florence), or at National meetings (Hamburg), or in the domain of language learning (Austria), or in rehabilitation (Romania).