

Computers have joined the school.... and now, what can we do with them?

This is an usual question among the people involved:

the teachers who well know the question is relevant and it isn't just a current trend.

the parents having to compare their scholastic experience to the children's one and often they can't find any real contact

the pupils having great expectations on this devices, even if often they're games in their minds.

Computers changed a lot the daily life: who can wait days or hours - like in the recent past - just to obtain a birth certificate? Who can despise the useful credit card?

Same kind of changes involves school world, but there are some troubles due to the slower capacity of innovation of this institution and to the absence of models and good practices.

Which is the relationship between multimedia and didactic?

First of all, the school hasn't only to be up to date, but has to be aware that the introduction of the ICT changes the same identity of the school.

The new school can't be traditional school plus computer. Today pupils have a lot of experience related to the ICT: they watch TV, consult multimedia encyclopedias, surf Internet and a school only based on traditional models (blackboards, traditional lessons, homework and lessons to study) is far from them.

The school has to plan new teaching strategies involving the ICT to promote their daily use and to improve the educational paths.

The FabuLIS multimedia project is a demonstration of the didactic use of ICT.

The FabuLIS project was born to answer to the educational needs of a deaf pupil, at the first stage of the project the assistant teacher taught the LIS to the deaf pupil and introduced LIS to the other hearing pupils of the class. The children were very interested by this language and also a lot of pupils of the other classes voluntarily learnt LIS.

At the end of the project we produced a multimedia to document and to spread the experience.

We realised a multimedia because LIS is a visual language and multimedia offer the best opportunities to integrate written, visual and sound communications.

The FabuLIS multimedia isn't just a documentation of the project; it's also a tool to learn and to understand the LIS. The multimedia integrates information and practices, thanks to a set of games the pupils, and the teachers also, can test their linguistic abilities and improve their LIS competence.

The multimedia potentialities have been used to involve the children in an important event: the whole class understand this wasn't just a "class work", but it was useful also for other schools, for other deaf children, for other hearing children, for other teacher.

The motivation and the participation of the children was impressive: they spent a lot of time, sometimes their playtime, to produce materials for the multimedia.

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