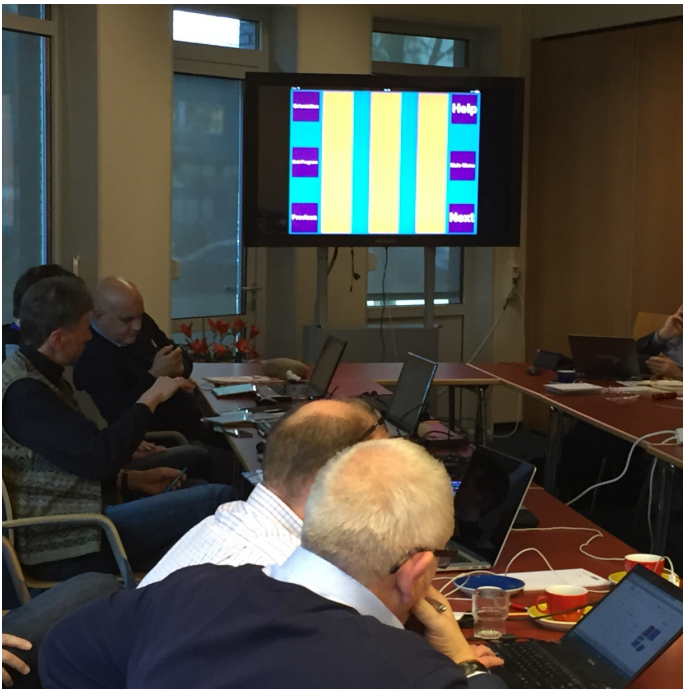


## Newsletter October 2015

"Where there is a will there is a way"



During this period (May 2015 - October 2015) testing activity has been concentrated on some critical points that users have highlighted. In particular we have focused on the appropriate use of different languages that occur within the same programme, but are in different contexts. Users and programmers have intensified their collaborative working, in order to achieve further progression and development. However, the collaborative team have always kept in mind some rules and restrictions deriving from the different operating systems of the devices (Apple, Android and PC).

In order to be able to deliver a fully functional product, the Consortium decided to apply for an extension of the project's life, and therefore we filed an amendment to the end of March 2016. The amendment was approved end of June 2015.

Considering the progress of our programme, we decided to start a more comprehensive testing phase, than initially detailed in our original workplan.

Following the core idea of the MOLLVIS project, we decided to concentrate our testing phase on two main aspects:

- a) effectiveness of learning process;
- b) promoting social inclusion.

This two-fold goal is made possible considering the fact that our final product (consisting of the Teachers Manual, tutorial, a German course and a Hospitality module) uses two kinds of man-machine interaction, that is visual interaction and tactile interaction.

The Testing phase, which is still continuing, started in June and has been designed as follows:

- familiarization of VI students with accessibility features of the MOLLVIS German course;
- familiarization of fully sighted teachers with accessibility of MOLLVIS German course;
- familiarization of language teachers with pupils with visual impairment with regard to didactical settings;
- test in inclusive class, involving both VI students and fully sighted peers.

### Provisional outcomes

At the end of October, just before our last general meeting (Zeist 3- 4 November 2015), a survey has been conducted aiming at gathering useful information about the testing phase. Our survey shows clear progress concerning language competences of all VI students, but the most interesting result concerns the level of awareness among all students about the close relationship between learning a foreign language, and ability to deal with diversity.

Visual impairment is evidently a significant aspect of diversity, because the presence of one or more VI peers in a class stimulates different communication abilities, and suggests the possibility to "look at" reality in different ways.

All VI and fully sighted students declared that sharing learning activities with VI peers has enriched their social skills as well as their learning strategies.

### **Technical aspects**

Thanks to intense and frank discussions, some ameliorations have been introduced, such as a finer use of vibrations in order to monitor the use of virtual buttons for VI students.

Initial difficulties deriving from the need to use different languages / synthetic voices in one and the same learning programme have been largely overcome.

### **Dissemination**

During this period (May – October 2015) dissemination activities have been carried on, both by consortium partners and, in some cases, with witnesses by sighted and by VI students.

### **Upcoming events**

Our last general meeting (Zeist 3 - 4 November 2015),

Final event (March 17 2016 in Florence).

### **Conclusion**

German language is an important challenge for many of our students, especially for those whose mother tongue is from a different origin. Nevertheless, a good social didactical climate has proved again to make the difference. On the other hand, sharing difficulties promotes putting yourself in someone else's shoes and creates both multilateral understanding and compassion.