

NEW TECHNOLOGIES FOR DIDACTICS AND MOTOR EDUCATION

NUOVE TECNOLOGIE PER LA DIDATTICA E L'EDUCAZIONE MOTORIA

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The investigation on the possible scientific relationships between Motor Activities, Sports and New Technologies in an educational environment still represents a relatively unexplored research space. This original field of study, with a view to making the Sport-Technology binomial more efficient, requires, first of all, a complex study of the person and the unexplored potential that characterize it and that technologies can use in an “experimental and innovative” way to favor formative processes. This research horizon, before approaching the different dimensions that can be linked to technologies, movement and sport as educational and didactic resources for All, requires an epistemological reflection that clarifies the ethical value of the individual and the related group of peers both in formal training contexts, which are not formal. The values of Sport, Physical Education and New Technologies constitute an innovative opportunity for the growth of the group and a constant stimulation on the didactic level for the construction, in the School and in All the Formative Systems, of a privileged and multi-experiential space to experiment an alternative learning system and to develop skills and competences too often compressed by the traditional didactics system.

In fact, technology can represent an additional resource in the classroom, able to support and help students in their study, integrating in the educational and training project of a person what was once represented by the simple space and materials used in the school game. We think, for example, of how useful a computer or tablet can be for a child with specific learning disorders (SLD) when a software can transform a long text to be read into a speech synthesis to be listened to, or when a lecturer’s frontal speech in a conceptual map or in an infographic, or an evocative image to share with pupils who can also use it at home to study. New technologies in the classroom allow simulations, travel and orientation, to find information from different sources and to compare them, to write texts with several hands in a cooperative way, to watch videotutorials and perform interactive exercises; they allow us to experience authentic and dynamic tasks, experiences that involve active involvement by pupils using tools familiar to them. The technology used in the study of some disciplines, primarily those in the motor and sports fields, is therefore able to integrate the experience of school learning and offer a starting block to reach meaningful knowledge. Certainly technology is able to improve learning only if it helps effective teaching strategies, that is, when it allows to increase the time dedicated to learning and exercising, when it supports collaboration or when it compensates for specific learning difficulties.