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Fostering Inclusive Learning
for Children with Dyslexia



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NEWSLETTER - NOIEMBRIE 2021

FORDYSVAR VA FI DISPONIBIL ÎN PORTUGHEZĂ

Proiectul European FORSDYSVAR a prezentat următoarea lucrare:

"Tehnologiile emergente în contextul proiectului FORDYSVAR. Realitate Virtuală & Realitate Augmentată"

Desfășurat în data de 25 mai, 2021, la Școala Superioară de Educație a Institutului Politehnic din Bragança (IPB).

FORDYSVAR a semnat contractual de colaborare cu Universitatea Portugheză pentru a traduce softul în limba portugheză. Astfel, softul VR și AR va fi disponibil în următoarele limbi:



May 2021, Bragança (Portugal)



Engleză, Spaniolă, Italiană, Română și Portugheză



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Vizita FORDYSVAR la Facultatea de Educație a Universității din Barcelona

Membri ai proiectului FORDYSVAR au vizitat Facultatea de Educație a Universității din Barcelona (Spania).

În timpul vizitei, profesorii de la Universitatea din Burgos, Sonia Rodríguez Cano și Vanesa Delgado Benito au avut o întâlnire cu profesorul **Anna Forés Miravalles**, Doctor în Filosofie și Științele Educației, laureată în Pedagogie și director al cursului postuniversitar de Neuroeducație al Universității din Barcelona.



Septembrie 2021, Barcelona (Spania)

În cursul întâlnirii au fost explicate obiectivele proiectului FORDYSVAR. Profesorii de la UB, Anna Forés și Isabel Piedrola, au încercat ochelarii pentru Realitate Virtuală cu aplicația descrisă și dezvoltată în format de video game.

După întâlnire și-au exprimat interesul pentru proiect, dar și pentru o dezvoltare a unei posibile viitoare colaborări între cele două instituții.



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ERASMUS DAYS 2021



Și în acest an, proiectul FORDYSVAR a participat la celebrarea **ERASMUS DAYS**, un spațiu pentru diseminarea proiectelor și activităților finanțate European, punând accentul pe incluziune, ca și pe progresele și obiectivele de îndeplinit în acest proiect.



Cu această ocazie, conferențiarilor au dat studenților de la Facultatea de Educație și Facultatea de Științe pentru sănătate ocazia de a proba softurile de Realitate Virtuală și Realitatea Augmentată realizate în cadrul proiectului.

De asemenea, au avut loc discuții informative pe marginea proiectului în ambele facultăți.



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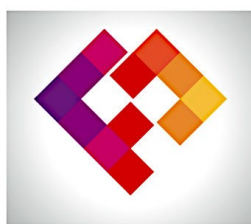


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#ERASMUSDAYS



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EVENTIMENT DE MLTIPLICARE – 25/11/21

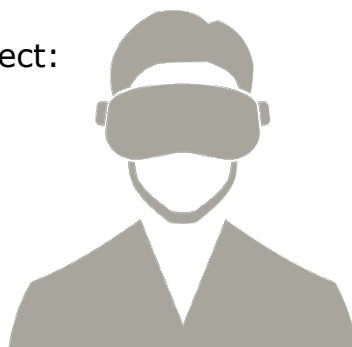
Ultimul eveniment de multiplicare din proiectul FORDYSVAR a fost organizat în 25 noiembrie 2021.

Acest eveniment, coordonat de Universitatea din Burgos, a prezentat rezultatele a mai bine de 36 de luni de muncă.

"CELELALTE REALITĂȚI ALE DISLEXIEI"

Pe parcursul zilei au fost prezentate rezultatele intelectuale generate de proiect:

- Kit de instrumente
- Ebook
- White paper



Reprezentanții membrilor Universității, asociațiilor, echipelor de cercetare au descris de asemenea orientările de viitor în privința cercetării Dislexiei.



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UNIVERSIDAD
DE BURGOS



EUGENIO MEDIA



abad
LABORATORIO
DE DISLEXIA



AR
SOFT



Hveloce

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OTRAS REALIDADES DE LA DISLEXIA



25/11/21



17:30 h.



Salón de actos Fundación Cajacírculo
Plaza de España, 3, Burgos



https://bit.ly/FORDYSVAR_ME



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PROGRAM



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OTHER REALITIES OF DYSLEXIA



25/11/21



17:30 h.



Salón de actos Fundación Cajacírculo
Plaza de España, 3, Burgos



Registration



https://bit.ly/FORDYSVAR_ME

17:30 h. Reception

17:45 h. Presentation of the FORDYS-VAR project

D^a. Sonia Rodríguez Cano
FORDYSVAR project coordinator
Fostering Inclusive Learning for Children with Dyslexia

18:00 h. What is FORDYS-VAR?

D^a. Vanesa Delgado Benito
VR / AR Design Toolkit

D. Santiago González Izard
VR / AR Software development

D. Vítor Gonçalves
Ebook
Good practices and technological resources for students with Specific Learning Difficulties

D^a. Gemma Santa Olalla Mariscal
White paper
Educational policies in Europe for students with specific learning difficulties

19:15 h. The future of dyslexia

RESEARCH

D^a. Lucía Simón Vicente
Research Unit of the University Hospital of Burgos

D^a. María Lozano Álvarez
Pedagogical center El Buho, Salamanca

ASSOCIATIONS

D^a. Silvia González Díez
Federation of Dyslexia Support Associations and DEAs of Castilla y León

D^a. María Suárez Martínez
Burgos Dyslexia Association (ADBu)

PROJECTS

D^a. Pilar Aparicio Martínez
VRAllexia (University of Córdoba)

D^a. Henar Guillén Sanz
Development of a VR video game for the treatment of dyslexia in children

20:15 h. Closing event



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Burgos (Spain), 2021



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VIDEOS



Sesiunea de dimineată :

<https://www.youtube.com/watch?v=Q0peKVHARrE>



Sesiunea de după-amiază (Spaniolă) :

<https://www.youtube.com/watch?v=VxZH7ZtFBRY&t=8972s>



Sesiunea de după-amiază (Engleză):

<https://www.youtube.com/watch?v=gd2iC14fWnI&t=977s>



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ARTICOLE ȘTIINȚIFICE



Article Evaluation of Motivational Learning Strategies for Children with Dyslexia: A FORDYSVAR Proposal for Education and Sustainable Innovation

Isma Rodríguez Cano ^{*,†}, Patricia Sebastián Alonso [†], Yanesa Delgado Benito [†] and Yanesa Ausin Villaverde

Faculty of Education, Didactics and School Organization, University of Burgos, Cantabria, Spain, 09001 Burgos, Spain; p.sebastian@alumnos.uniburgos.es (P.S.A.); ydelgado@alumnos.uniburgos.es (Y.D.B.); yausin@alumnos.uniburgos.es (Y.A.V.)
* Correspondence: isma@alumnos.uniburgos.es; Tel.: +34 696 347780

Abstract: This study was part of the European project Erasmus+ FORDYSVAR, whose main objective is to contribute to the educational inclusion of students aged between 10 and 16 with dyslexia through the use of technology. The purpose of this study was to analyze the motivation of students with dyslexia during their learning process and to assess whether technology can be a suitable educational tool to create sustainable educational spaces at a social level. It used a descriptive, transversal, and correlational methodology to determine whether the participating sample shows motivation in the learning process. In order to answer this hypothesis, we designed a data collection instrument that included a motivational assessment questionnaire of the learning. The participants were students with dyslexia aged between 10 and 16 ($N = 30$). The results obtained allowed us to conclude that information and communication technologies can be used as a motivating educational strategy for students with dyslexia. The conclusions drawn were consistent with previous research showing that the use of technology for educational purposes can contribute to student motivation.

Keywords: dyslexia; educational technology; motivational learning; sustainable education



Citation: Rodríguez Cano, I.; Sebastián Alonso, P.; Delgado Benito, Y.; Ausin Villaverde, Y. Evaluation of Motivational Learning Strategies for Children with Dyslexia: A FORDYSVAR Proposal for Education and Sustainable Innovation. *Sustainability* **2021**, *13*, 1050. <https://doi.org/10.3390/su13051050>

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Editor's Note: MDPI recognizes the value of the research in this paper and has published it as a featured article in this journal.



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Article Design of a Virtual Reality Software to Promote the Learning of Students with Dyslexia

Isma Rodríguez Cano ^{*,†}, Yanesa Delgado Benito [†], Yanesa Ausin Villaverde [†] and Lucía Muñoz Martín

Faculty of Education, Didactics and School Organization, University of Burgos, Cantabria, Spain, 09001 Burgos, Spain; ydelgado@alumnos.uniburgos.es (Y.D.B.); yausin@alumnos.uniburgos.es (Y.A.V.)
* Correspondence: isma@alumnos.uniburgos.es; Tel.: +34 696 347780

Abstract: The research conducted in part of the European project Erasmus+ FORDYSVAR, whose main objective is to contribute to the educational inclusion of students with dyslexia, aged between 10 and 16 years old, through the use of technology, specifically virtual reality (VR), to improve the access, participation, and educational achievement of students with this learning difficulty. This is a qualitative and interpretative study with a descriptive character. The objective of this work is to design a VR application that contributes to the learning of students with dyslexia based on user-centered design as a methodology. The development lines to be addressed in the application have been defined, the features to be included have been determined, and the activities that make up the software have been designed. All this is based on the analysis of the needs and interests of the end users (students with dyslexia) as well as the views of professionals (teachers and dyslexia intervention specialists). The results obtained allow us to conclude that VR technology is an interesting means of treatment, as it offers a safe, safe, controlled, and motivating environment for students with dyslexia.

Keywords: dyslexia; educational technology; virtual reality; FORDYSVAR



Citation: Rodríguez Cano, I.; Delgado Benito, Y.; Ausin Villaverde, Y.; Muñoz Martín, L. Design of a Virtual Reality Software to Promote the Learning of Students with Dyslexia. *Sustainability* **2021**, *13*, 8425. <https://doi.org/10.3390/su13078425>

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Editor's Note: MDPI recognizes the value of the research in this paper and has published it as a featured article in this journal.



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<https://www.mdpi.com/2071-1050/13/5/2666>

<https://www.mdpi.com/2071-1050/13/15/8425>

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