



Research Article

Copyright© Raffaella Conversano

The Dis(Ease)Ability Theory Conclusion: Is True Narration Possible? ... with AI...Simple!!!

Raffaella Conversano*

Adjunct Professor Laboratory of Special Needs Education, University of Bari, Italy, UTL University of free time "San Francesco D'Assisi" Fasano (BR) -Puglia.

*Corresponding author: Raffaella Conversano, I.C. "Giovanni XXIII - Pascoli", Fasano(BR), Italy, Adjunct Professor Laboratory of Special Needs Education, For.Psi.Com., University of Bari, Italy, UTL University of free time "San Francesco D'Assisi" Fasano (BR)-Puglia.

To Cite This Article: Raffaella Conversano*. The Dis(Ease)Ability Theory Conclusion: Is True Narration Possible? ... with AI...Simple!!!. Am J Biomed Sci & Res. 2024 24(6) AJBSR.MS.ID.003268, DOI: [10.34297/AJBSR.2024.24.003268](https://doi.org/10.34297/AJBSR.2024.24.003268)

Received: 📅 November 27, 2024; Published: 📅 December 02, 2024

Abstract

In the assumption of the importance of Functional Narration, primary focus of my pedagogical Theory, not only as a cognitive path of the person in every sector of common life, from education to the medical field, Artificial Intelligence proposes, with its powerful system, to be the ideal virtual place rethought as a "facilitator" of knowledge aimed at achieving maximum personal autonomy for everyone, channeling attention on "how" the technological environment must be interpreted.

"It is reasonable to assume that the instrumental use of AI will increasingly influence our way of living, our social relationships and in the future even the way in which we conceive our identity as human beings." (Pope Francis G7 14/6/'24) And it is precisely in this synthesis that the innovative thrust of its use is realized in my last operational step, in its wise and fully intentional use at the true service of science and the person, giving the possibility of "deciphering" and "giving voice" in difficult contexts for normal life. Thanks to the creation of a prototype whose construction I guided, I gave face, voice and content with a tool that, if used well - and the food sector has various sectors and channels of use - will give the right twist to what the current market demands. With this prototype I analyzed the usability in everyday life of the new vision and its applicative impact through characteristic analysis and comparisons, purposes and the various contexts of operation. The work I proposed presents a new way of reviewing technologies and their applications in full intentional interpretation, laying the foundations of a project capable of transmitting the fundamental, historical and theoretical knowledge of all languages useful for communicational socialization.

Computer ignorance does not consist in "not knowing" how to use (potential hypothesis) or in "using" (intentional hypothesis) the technological tool but in "not knowing" what use is being made of it, why and functional to what!!!, in the search for increasingly productive solutions for the people involved. Ergo, technologies should not be used as an end in themselves, but it is necessary to think of these tools in a technologically correct way, exploiting technology and "its intentionality of being" in an adequate way, to make the world accessible in a culturally broad way.

Therefore, aim to find actions that solve problems and do not operate by making the problem a set of problems that are a corollary of the system about an objective to be achieved.

Keywords: Disability, Narration, Education, Resilience, New Technologies

Introduction

Starting from the assumption of the importance of school, not only as a training path for the future citizen to be a "conscious consumer" of technologies but also, as a virtual place rethought as a "learning facilitator" aimed at achieving maximum personal autonomy for all, attention must be placed on "how" the technological "laboratory" environment, where one "learns to learn", must be "in" and "re" interpreted.

The intrinsic peculiarities that new technologies offer today are significant resources, capable of making a significant contribution to a positive reconfiguration of teaching, placing attention on how these tools must be personalized and made functional to the conveyance of the communication of contents by all students. The various training courses activated in this regard on the national territory - see for example Scuola Futura 4.0 - were born from the



need of the legislator to solicit the attention of teachers towards the peculiar expressive- communicative forms of technologies for education, activating new scenarios for reading knowledge, consolidating new knowledge and skills in users in training to develop through new operational structures including AI [1-5].

Through the analysis of my direct experiences in the field I have analyzed the usability in everyday life of the new vision and its applicative didactic and methodological fallout, through characteristic analysis and comparisons, purposes and the various contexts of operation. This effort of mine presents, therefore, a new way of "doing school" in its intentional interpretation, laying the foundations of a training project capable of transmitting the fundamental, historical and theoretical knowledge of all languages useful for communicational socialization, with the project presentation on the use of AI for example with Vidnoz for the construction of the Functional Narration, as a presentation test for the clinical certified according to L.104/'92 not only, but for all incoming students to facilitate knowledge and best adapt the educational and didactic planning for the class [6-10].

It is self-evident to consider that, in order to be efficient and effective, this modern vision of the application of technological strategies "for teaching" and "in teaching" requires a healthy upstream education in Media Education, that is, in pedagogy and its innovative thinking on the use of technologies "of and for" education. Until this focus is not satisfied, one can only write a bad story of "horror" with the term of teaching. This "vision" therefore presumes the same criterion of restitution by the student, leaving full creative freedom in the communicative choice of what is "read/listened to, investigated/reworked, presented with new solution ideas" with respect to the focus in question.

"Computer Ignorance" Today...

Computer ignorance does not consist in "not knowing" how to use (potential hypothesis) or in "using" (intentional hypothesis) the technological tool but in "not knowing" what use is being made of it, why and functional to what!!!, in the search for increasingly productive solutions for the students involved. Ergo, technologies should not be used as an end in themselves, but it is necessary to think of these tools in a technologically correct way, exploiting technology and "its intentionality of being" in a pedagogically correct way, to make the world accessible in a culturally broad way [11-13].

Therefore, training in the search for actions that solve problems and not operating by making the problem a set of problems as a corollary of the learning system about a curricular objective to be achieved, where the hypothetical "deliveries" must be interpreted as the learning synthesis of "fractionated paths", must be the guiding objective.

Understood in this perspective of applicability, the use of technology and the tools related to it, since it allows the possibility of connecting people of different cultures and operating styles, represents the true universality in the educational field, as an evolution of didactic and methodological models, since it ensures the concrete use of a language that is more comprehensible to children,

in line with their universal communicative standardization, now in daily contact and immersed in the use of technologies from which they draw different information and training contexts [14-16].

It is precisely by taking this into account that the role of the teacher today is functionalized, above all, on the direction of the conveyance of information and its interfacing with the skills of the students, but he must also be the strategist to make them grasp the peculiarities that the new technological tools can offer to him and within the classes.

This work starts with the contextual analysis that has always been neglected in the functional investigation, effective towards all the students in the class, none excluding, who with their difficulties of action put in crisis the educational applications in the classroom. In promoting a metamorphosis of thought that was a true change of attitudes functional to the promotion of the autonomy of the individual, through the construction of skills to promote the learning process, I contextualized that we are all subject to "resilient states" but, in clinically certified subjects, in their narrative this state presents itself as the constant ability over time to redesign the relationship with one's own living environment - affective, social, educational, affective - thus valorizing oneself and one's own context [17-19].

The Focuses

Development Objectives: the true narrative intended as an analysis of the resilient reaction drive that the individual develops in his lifetime, depending on the various age groups, where each formative step will have its own relationship of resilient drive or reaction to the same, intended as a constant condition to reach what are his actual development potentials.

Applications: to guide and analyze in the incoming investigation of students, the functional availability to learning, for the achievement of the maximum possible autonomy of the person as a consequence given by the resilient evolution of the same to his state where, the "Narration" is nothing other than the description of this evolution in connection with the residual functioning of each one.

Organization: of adequate methodological/didactic strategies at school level, empathetic at affective/relational level and of organization aware of the autonomy of the person in work contexts and the expected results will only be successful.

The vision of the person, thus, becomes "new" because it is analyzed as the result of a series of factors that represent the context of reference in which he lives and expresses his own abilities.

Using various AI programs including Vidnoz

Development Phases: connect students in work groups by distributing the application dynamics on the use/study of AI.

Deepen the field of research/action about the applicability of AI in Functional Narration to support the organization of teaching, while students are directed on the strategic use of the applicability of AI in the specific field of classroom teaching for various disciplinary thematic areas [20-24].

Conclusion

At the end of this process, one wonders: but how fruitful is it to insert this path, instrumentally effective from a methodological/didactic point of view, in the hyper-technological way that the new instruments offer both to teachers and students?

The learning process, meanwhile, is facilitated by the use of interactive techniques and experiential teaching methodologies, among which, precisely, the theatricality of virtual communication through its ideal media given by AI.

In this context, the communicative peculiarities offered by AI are delivered in school together with other media and their use as a new space that allows them to approach them in a way closer to what is theorized by Media Education, entrusting the transmission of the relative skills to two particular disciplinary areas: the artistic area and the scientific- technological area.

In particular: not only the use of mass media to obtain and read information but also to communicate (artistic area) the acquisition, through science and technology, of “a critical and judgmental capacity” (technological area) .

In reference to this, the objectives proposed to realize the specific use of language as an ideal medium connected with new technologies were:

a) Visual Perceptual: and exploring images, shapes and objects in the environment using visual, auditory and gestural skills.

b) Reading: Recognize through an operational approach the compositional structure present in the language of images; Identify in the language of comics, films and audiovisuals the different types of codes, the narrative sequences and decode in an elementary form the different meanings.

c) Produce: Express sensations, emotions, thoughts in various types of productions using appropriate techniques and integrating different languages; Experiment with the use of audiovisual communication technologies to express, with visual, sound and verbal codes, sensations, emotions and create various types of productions.

In this way, not only does Media Education find its place in the chosen training path, but the teacher himself becomes the “media educator”, in a creative, artistic and communicative approach to the means of communication, with skills relating to languages but also to the technology that underlies these, but to do this, “We” as teachers, must a priori know the direction.

But what are the reasons for such success? In this regard, there are two different theoretical models: the first analyses the analogies and connections that exist between hypermedia architecture and the one according to which information is organized by the human mind, while the second model takes into consideration the way in which hypertexts modify, or at least activate, certain metacognitive processes that are fundamental for the acquisition of information.

Finally, it is important to underline that the processing allowed by hypermedia is extremely positive because, unlike television, the

user does not limit himself to receiving information, but “navigates” it, thus carrying out an activity of “construction and encoding of contents” while remaining in an environment that we could define as “facilitated transmission”.

The place where we learn is called “school” because it should be the optimal place where, under the guidance of competent people, students, over time, can freely satisfy their curiosity to “disassemble” and reassemble information, to disassemble and reassemble objects, where experience must first pass through the hands or a screw that gets lost, where changing and modifying must be part of the game of “being at school” but, if at school they don’t learn to disassemble and reassemble, to use consciously and not, competently and not, but rather we forbid it, they but above all we... what are we doing?

Acknowledgement

None.

Conflict of Interest

None.

References

- Albanese O, Ferrari E, Fiorilli C, Garbo R, Sala R (2009) Researching to do Mediation and inclusion paths. Edizioni Junior.
- Antinucci F, With the computer at school you learn by simulating (and playing), Telema (16).
- Barca A (2009) The person at the centre. Viverein Editions.
- Canevaro A (2013) Inclusive school and a fairer world-Erickson Editions.
- Conversano R (2015) Curbing “Dis(Agi)Ability” when the normal ones are the real obstacles-Innovative teaching and methodology. Schena Editore.
- Conversano R (2005) Interacting to grow-Interaction between Media and Training. Edizioni Pugliesi.
- Conversano R (2005) Experimental project in ME-Media Education in elementary school. Editions Pugliesi.
- Conversano R (2005) Effectiveness of the use of Technologies in the teaching-learning process. Rimini 11/13 November Proceedings of the International Conference “The quality of school integration”.
- Conversano R (2015) “Disability? No...Dis(ease)Ability” When an Innovative Pedagogical Theory is the Difference. CSCanada Canadian Social Science 11(3): 1-8.
- Conversano R For books and monographs: A teacher facing the diagnosis in “School and special integration” 7(1).
- Conversano R, Binacchi M (2012) For chapters in edited books: The Enchanted Maze, in “Challenges in International Communication” Edited by Gregory T. Papanikos for Atiner.
- Conversano R (2012) For chapters in edited books: Work in Progress, in “Lecture Notes in Electrical Engineering”-volume 2010-Information Technology by Wei Lu, Guoqiang Cai, Weibin Liu, Weiwei Xing Editor.
- Conversano R (2013) For chapters in edited books: Work in Progress, in “Media Research: Learning from the Past, Strategies for the Future” Edited by Geneviève A. Bonin, Yorgo Pasadeos for Atiner 2013 Greece
- Conversano R (2014) For chapters in edited books: The Final Countdown, in “Global Media Research from East to West” Edited by Mihalys Kuyuc for Atiner.

15. Conversano R, For chapters in edited books: "Work in Progress"-Designing the Dis(ease)Ability with functional autonomy App communicative with people with disabilities. -Atiner Conference Paper Series N. MED 2012-0372 Edited by Athens Institute for Education and Research.
16. Conversano R, Binacchi M (2012) For chapters in edited books: "The Enchanted Maze"-Instruction-Research and Technological Innovation for Integration, Publication of ATTI Mondiali International Congress on Visual Culture: New Approaches in Communication, Art and Design Visualist 1 and 2.
17. Corradini L (1995) Being a school in the construction site of education, SEAM Rome.
18. De Kerckove D (1987) Planetary consciousness, in Mass Media. Bi-monthly communication magazine" 6(1).
19. Masterman L (1997) At middle school. Education, media and democracy, La Scuola Brescia.
20. McLuhan M (2008) The Tools of Communication, Il Saggiatore.
21. Ruggerini C, Manzotti S, Griffo G, Veglia F (2013) Narration and intellectual disability-the guide Erickson Trento.
22. Vygotskij L, The cognitive process-Collection of writings edited by Michael Cole, Sylvia Scribner, Vera John-Steiner, Ellen Souberman, Ed. Bollandi Boringhieri, 1987-2002.
23. Schianchi M (2009) The third nation of the world. Disabled people between prejudice and reality, Feltrinelli Publisher, Bianca Feltrinelli Series Milan.
24. De Polo G, Pradal M, Bortolot S (2011) ICF-CY Disability Services, Franc Angeli Milan.