Partnership

9 partners from 4 European countries are involved in the project:

- University of Florence, Italy
- Istituto Comprensivo Gandhi, Italy
- Pixel, Italy
- Universidad de Sevilla, Spain
- Uniòn Sindical de Inspactores de Educaciòn, Spain
- Fundatia EuroEd, Romania
- Universitatea Romano Americana Asociatie, Romania
- Iscte Conhecimento e Inovação- Centro de Valorização e Transferência de Tecnologias Associação, Portugal
- Agrupamento de Escolas Alto do Lumiar, Portugal

UNIVERSITÀ DEGLI STUDI FIRENZE

PIXEL ASSOCIAZIONE

FOR INFORMATION PLEASE CONTACT:

Chiara Pecini
University of Florence (Italy)
e-mail: chiara.pecini@unifi.it

Lorenzo Martellini

Pixel
Firenze (Italy)
e-mail: lorenzo@pixel-online.net

FOR LIL PSI EVENTI

UNIVERSITÀ DEGLI STUDI FIRENZE — FORLILPSI
DIPARTIMENTO DI FORMAZIONE, LINGUE INTERCULTURA, LETTERATURE E PSICOLOGIA
Da un secolo, oltre.

READy
Addressing Disparities in Reading and Writing Acquisition through Personalising Technologies: A Cognitive and Societal Perspective

READy
ADDRESSING DISPARITIES IN LITERACY ACQUISITION

Context

The acquisition of reading and writing is a crucial aspect of childhood development, fundamental for several school subjects and with a significant impact on subsequent academic success, later adaptation and quality of life in adulthood. Struggling in reading and writing has a profound impact on other learning skills and socio-emotional development, resulting in high rates of school dispersion and low well-being.

Aims

The READy project aims to

• Enhance primary teachers' skills on the societal and cognitive underpinnings of literacy acquisition disadvantage and on the digital solutions to tackle them

• Identify children at risk for learning and school difficulties

• Empower transnationally universal cognitive reading-writing skills across different circumstances

TARGET GROUPS

The target groups involved in the project are:

• Primary school teachers.

• 1st and 2nd grade primary school children.

EXPECTED RESULTS

The READy project provides school communities with:

• Vast European cooperation sharing knowledge and digitalised procedures to address early difficulties in literacy acquisition

• Advanced teacher preparation and use of digitised tools to contrast learning disadvantage

• Innovative educational strategies to early address societal and cognitive needs underlying literacy acquisition

• Integration of new, evidence-based technological toolkits in the educational practices

• Personalised education paths supported by machine learning