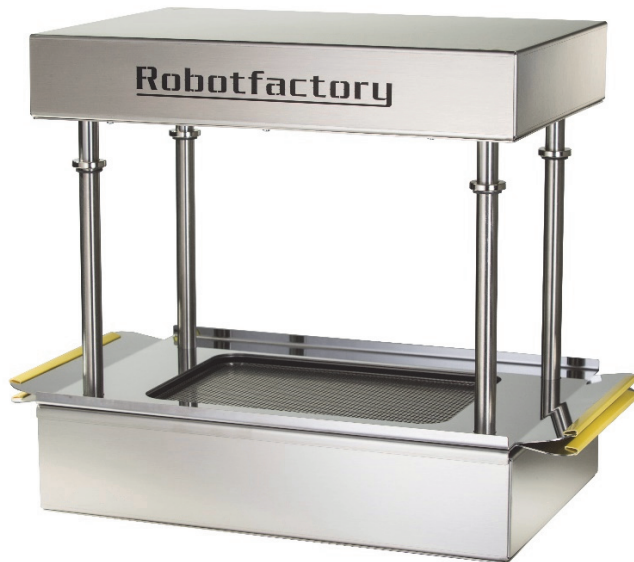


Observations of a teachers group about the use of **3D FORMING** at School



- The use of **3D FORMING** in our school it was an amazing **experiment**, the children have seen form their own ideas.
- We had never seen such **technology** in the **school environment**, the children really enjoyed it. After a few minutes they realized the operation of this machine and immediately they were involved and attracted by this technology.
- This **technology** came just in time to be introduced by the teachers in the **educational program**, and we immediately employed it as a support for a cross-activity: the Dinosaurs.
- The Dinosaurs: This is not a simple and common **topic**, but 3D Forming activity has become a real experience, facilitating understanding and learning by children.
- This new tool, applied to **educational activity**, helps to develop the manual skill, imagination and inventiveness of pupils.
- Thank to **3D Forming** the school is no longer the same, **Robot Factory** made innovative the 'tradition'.
- Really suitable for all! now we can't think our school without it...

Considerations resulted by the introduction of the **3D FORMING** System in learning activities:



- **Creative and manual activities**, like those carried out with the aid of the **3D Forming system**, play an important role in the learning and education of children as motivational and fun activities, as well as socialization opportunities, able to produce true emotional involvement, fundamental thrust of any form of learning.

- The use of **3D Forming system** encourages in children (**curious and proactive apprentices**) positive attitudes, because with it the children perceive as 'tangible' the taught matter (or matters when the activity takes place transversely) to which the objects obtained through this system are associated.
- **Creative activity**, done in the classroom using the **3D Forming system**, can inspire the fantasy and favor the child's concentration, even in the cases of **learning disabilities** or in the cases of **visually impaired** students. **3D FORMING** can be an excellent aid for creating objects that are suitable for learning in cases of **difficulty learning to read** (dyslexia, visually impaired or in general in the cases of learning disability). As through the tactile and visual sense, the child learns playing and learning more easily and with pleasure, a formula preferred by so many pedagogues. Indeed, it is scientifically proven that the child, having fun, automatically lowers the barriers due to learning difficulties generated by disability and is more easily open to new perspectives.



The **teacher's job** is to guide the pupils in finding the most suitable models for the activity and then practically making the molds. To this end, the teacher also has the opportunity to reuse material conceived for different uses and, if necessary, to modify it to make it more suitable to the level of pupils class he, or she, will be performing with. So the teacher plays an important role in supporting the pupils in the production of objects.

- the children however, also involved to play, should not lose sight the awareness of commitment in a productive and important thing. The **creation of objects** directed at different activities must motivate the pupil, but within a learning context led by the teacher. The **3D Forming system** therefore constitutes an effective teaching tool to keep alive the interest of pupils in school subjects.

Our conclusions:

- The **children welcomed** in a positive way this activity.
- The activity turned out to be a **dynamic way to teach a topic**, more stimulating than a classical classroom lesson.
- Even the less attending pupils in this experience were enticed to be active in the lesson. And through playful activity everyone had the opportunity **to be proactive**, even the most timid and introverted.
- Finally, 3D Forming **activity** helped to create more **cohesion** of group, favoring a relaxed situation for carrying out a topic.