

iNonno.

An app to enhance the historical, cultural and artistic heritage of Lombardy through the witnesses of older people

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iNonno is an application designed for smartphones and tablets with the purpose to enhance the historical, cultural and artistic heritage of Lombard territory through the witnesses of older people. The application promotes intergenerational dialogue combining the power of storytelling with an innovative and attractive technology for new generations. iNonno has been created in order to promote Expo 2015's purposes in schools, to tell culinary habits, recipes and historic restaurants, markets and stores of Lombardy and to become an original and innovative "guidebook" for tourists who visit the Lombard cities. The project has been developed within the framework of the International Doctoral School on "Human capital formation and labour relation" of the University of Bergamo and it has been co-financed by the Lombardy Region.

iNonno, why? Structure and purpose of the project

The application *iNonno* supports the rediscovering of history through a system of maps and geolocalisation. The project was born with the purpose of promoting the heritage of the cities of Lombardy, Milan, Bergamo and Brescia.

The platform hosts video interviews, audios, texts and photos of older people who tell anecdotes and historical experiences contextualised with historic introductions. Collaborations with associations that deal with older people and archives that made available their patrimonies guaranteed the wealth of contents.

The witnesses are available both through a map and divided into thematic areas. In addition, special sections contain events related to the historical-cultural memory and local traditions (witnesses, conferences, etc.) and opportunities for voluntary work within social cooperatives and retirement homes.

The first purpose of *iNonno* is to allow a new approach to history for middle school students as integration to the history program.

The second purpose is to enhance the memory of older people, who most often do not have the opportunity to participate in the city life, spreading their cultural heritage and local cultural identity.

Therefore, the project is in reference to EU's policies for active ageing and precisely to the second area of intervention, "Active involvement and participation of older people in society". Within this area, EU affirm that older people have the time and energy to continue to make an important contribution to society, for example as responsible and active citizens undertaking voluntary work in their local communities and more widely, as carers for both the younger and the older generations within their own families, and as consumers for new products and services¹.

The third purpose is to support voluntary activities in retirement homes and social cooperatives in order to create a link between the young users of the application and older people. University traineeship and networking sections in the application have been developed to enhance this connection, to suggest events and to provide information about voluntary activities.

Lastly, the project aims to become an "alternative" guide to the cities involved by offering the opportunity to visit and discover their secrets through a view filtered by time. With Expo2015, *iNonno* could be a different way for tourists to be aware of the recent history of the city of Milan, Bergamo and Brescia.

An app focusing on the human person

The educational idea at the base of the application *iNonno* was born within the International PhD School “Human Capital Formation and Labour Relations” and it is structured around the concept of “person” understood in its integrity, unitary and totality.

The referring perspective is the pedagogical one, which, on the contrary of other human sciences, brings with it “something more” and calls into question the ethical dimension of the person. Unlike educational sciences (psychology, anatomy, anthropology sociology, etc.), pedagogy is a discipline that goes beyond the “theoretical logic” and the epistemic knowledge of experience.

The word “pedagogy” derives from the Greek words *pâis*, *paidós*, a subject in growth, and from *agogé*, a transport, a relational, physical and emotional movement induced from music in the person, or *agein*, that means to lead, to guide in an active way. The aim of pedagogy is, therefore, the fulfilment of oneself. It aims, in fact, “to give meaning” to the educational experience of the subject in growth, mobilizing educational sciences, but while the educational sciences are limited to consider what happened in the past, pedagogy goes beyond and considers the person in its wholeness of spiritual, moral, psychological, social and cultural aspects that make it unique and unrepeatable.

In this framework, the increase and the valorisation of the human being do not dissolve with the beginning of the adulthood, but are destined to perpetuate. With this approach all phases of life are considered of equal value and education becomes a never definitive process.

At first, the association between pedagogy and old age could seem to be forced but the etymology of the term “pedagogy” attests that the man is “for his whole life” the protagonist of the educational movement. For this reason the old age is not only a weakening process, but also a process of construction and renewed of potentialities. Ageing therefore means not only loss, decay, and maladjustment, but it is also an occasion for the realization of oneself.

The senile condition is currently marked by an enormous contradiction: on one side, a greater longevity; on the other side, a defective social representation of old age. Pedagogy supports the possibility to continue to grow throughout

life, preserving the quality and the sense of the existence. The project *iNonno* wants to reflect on the ways in which this progressive aging of the population can be transformed in order to redesign social services, to reformulate political training and to gather new professional perspectives for young people. *iNonno* has been created, therefore, from the knowledge that:

the subdivision of the familiar networks, the anonymity of the community, the recourse to healthcare techniques increasingly standardized and the conception of the human capital in merely economic and functionalist terms are realities that push like a centrifuge force towards a marginalization, if not towards a true and own expulsion, of the same idea of aging².

While young people’s mnemonic patrimony is poor and future oriented, in older people the memory becomes a fundamental instrument through which, watching one’s own history and one’s own experience, you take stock of your life.

However, this so-called “individual memory” seems to have a subjective value in the older people because it seems completely inconsequential for the community social and productive development. Older people are characterized as collectors of memories because of their experiences, but they are also considered insignificant and precarious by a society that nowadays is in perpetual evolution. As a result older people feel expelled from social life and they often begin to develop feelings of inadequacy, uselessness and isolation³. But older people nowadays, as in the past, are an archive of knowledge, competency, experiences and traditions. They are a precious cultural patrimony that must not be lost and that, if communicated and readapted, can become a resource and an opportunity for growth, above all, for the younger generations.

If a human action is what it is only if performed with intentionality, *lógos*, freedom and responsibility⁴, in the same way the reflection on the accumulated practical experience fortifies these last ones and helps to perfect «the practical *orthos lógos* of everyone»⁵. In other words, man is made in order to learn from his own experiences and to perfect the knowledge that oversees human actions.

This is the reason why the older people demonstrate, also according to Aristotle, greater *phrónesis* than youth, and it is without question an adequate instrument to produce knowledge and to promote the human actions.

Moreover, the reflection on the own personal experience is a necessary way, but not sufficient, to improve everyone and everything. As the human action is imprinted to wholeness, the *phrónesis* of everyone has to be transformed in the *orthos lógos* of all and the narration is the more effective instrument to do this. In order to improve the *orthos lógos* of everyone, which means to educate people in imitating other people's actions (*mimesis*), the use of stories is necessary to translate human actions into literature, witness, and biography⁶.

In this framework, the treasure of knowing represented and guarded by older people becomes an indispensable patrimony for the community. To let it happens, this heritage has to become memory. And at the same time memory, for being truly such, has to be communicated, to be narrated. As Chiosso writes:

The reflection on one's word sends back, in its turn, the value of dialogue and the pedagogical meaning of narration not in an autobiographical sense, but as a description or an explanation of an event that is the root of history that continues to involve us. The presumed end to "the great narrations" declared by the post-modern culture, a recall to the exemplary narration, proposes the attempt to restore a virtuous circuit between subject, community, sense of belonging and "I listen to the other". Education cannot afford to disregard the transmission of that nucleus of memories, of facts, and of values around which every social group acknowledges and it is identified, otherwise it risks to be dissolved. But beyond the memory function (individual's history is always inserted in the history of the communities to which it sends back the collective identity), the narration constitutes also the moral background within individual and group's choices are placed, becoming the compass of collective virtues.

Through narration and encounter, "the other" enters in us and prevents that tradition crystallizes and flattens the habit in order to become instead "a personal process", whose permanent validity roots in the intimate disposition of man to conserve memory in his own identity⁷.

Man, in its integrity and complexity, is the bearer of the past, and the past is accumulated in the mind and in the body, which in turn are imprinted and determined by it. But the imprint of the past does not sink into man like as he experiences it passively. On the contrary, the time becomes memory when the man reconstructs it in a dynamic and creative way, interpreting it. "To make memory" man performs intentionality, freedom, responsibility and *lógos* and these *actus umani* are those that make the person what it is⁸. Older people experienced it in a deeper way, and that make them become keepers of memory. When memory becomes narration it activates a creative dimension that is proper to any novelistic structure and events, and goes beyond a rigorous historical reference in order to become *historic narration*⁹. And the memory is always mediated, a filtered history told by someone.

For this reason, the voices of the old protagonists of *iNonno* can tell the history of the city like no historic book could do, transforming it in an interactive, dynamic and accessible matter.

This platform has the purpose to keep the traditions and local history alive by showing to young people their roots and helping them to realize the importance of memory. Through storytelling, the historic memories are spread to the entire community.

iNonno has been embraced by older people with enthusiasm because it gave them the opportunity to challenge the stereotypical image of decline, inactivity, passivity too often associated to older people. The image they gave to the group of research during the encounters hold, had been an image of older men that want to tell about themselves and to renew their image as an active resource of the social community.

In establishing a dialogue with the active subjects of Lombardy (cooperatives, retirement homes for the older people, etc.), the project focused its attention to the European Commission purposes of "Active Ageing" and operated in order to endorse the "social" value of the older people, for example, through the voluntary work that goes beyond the "economic" productivity of the older people. This social value must not be underestimated because it contributes to guarantee the general well-being of society

more than the economical one. So *iNonno* offers an opportunity of participation to the older people who want to remain active subjects and not to become passive objects of social and cultural policies.

Moreover *iNonno* offers a concrete opportunity to its users (above all the students of the middle school) to become active protagonists of the educational process subtended to the use of this app. Users have the chance to get in touch with associations and agencies that deal with older people and to undertake voluntary work, becoming an active part of the intergenerational exchange on which is based the application.

From Plan to Product

During the project management phase – carried out between July and December 2014 – the research team decided to focus the project on the cities of Milan, Bergamo and Brescia, specifying partners and collaborators. At first, contacts had been made with agencies and associations working with older people and with archives, institutes and museums in order to access to document patrimonies and photos and reconstruct the city's history.

The application development had been committed to a student enrolled at the II year of LMCCI¹⁰ of the University of Bergamo. He shifted his master thesis object on the production of an application and the team accepted his proposal with the purpose to involve a high number of university students in the project.

In September 2014 the group of research specified the application structure and the technological tools needed with the student. In the following months, the team recognized as essential the purchase of the annual premium membership of Como.com, an on line software that supports the development of applications. Following the group instructions, the student structured the app. Step by step the team verified his progresses and assigned him new tasks.

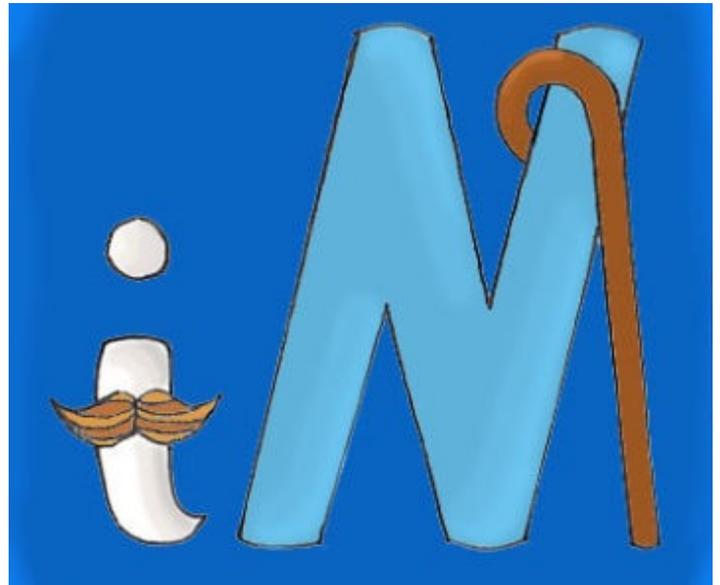


Figure 1 - *iNonno*'s logo (original draw by Simona Valotti).

In this first phase, it had also been contacted the university staff in charge to: activate the mail inonno@unibg.it; obtain the authorisation to create an *iNonno* YouTube channel; introduce *iNonno* also through the university social network; constitute the *iNonno* webpage¹¹ on the university website.

To involve even more students, a PhD student and tutor of the Department of Human and Social Sciences of the University of Bergamo had been selected and a traineeship related to *iNonno* for the students enrolled in the bachelor in Educational Studies and especially in the curriculum “Elderly People’s Adviser” had been established. Only one traineeship related to the *iNonno* project had been activated and a third-year female student – enrolled in the curriculum “Social and Community Adviser” – had carried out a 150 hours internship at the Auser association of Bergamo. The aim of the internship was to participate in daily activities and promote new ones, enriching the contents of the application and verifying its efficacy in relation to its purposes. Among others, the mainly activities of the traineeship related to *iNonno* had been the interviews to the older people and the coordination of specific activities, such as a day focus on local recipes.

Ph.D. students edited the collected contents (written witnesses, videos, recipes, photos, local proverbs, dialectal expressions, etc.) verifying their educational and historic

value. A database had been created and all the contents had been subdivided and classified.

At last, the team got in touch with a student enrolled in the first year of the Academy Fine Arts of Brera (Milan) who designed and drew the background and the logo of the application (see Appendix, Figure 1 and Figure 2) in respect to the main target and the project message.

During the creative phase – carried out from the beginning of October 2014 – the researchers started to interview older people with semi-structured interviews recorded (audio and video when possible) after a release signature. At the same time, had been purchased specific books and collected archive material. Then the team chose the editing criteria and edited the contents also adopting specific technological tools, such as the online software video editor Powtoon.com. Furthermore, the Ph.D. student in charge of the historical research analysis prepared historic introductions to context the witnesses, while the responsible of didactics proposed a first hypothesis of tutorial cards. Then had been started the procedure to register the brand *iNonno* at the Chamber of Commerce of Bergamo.



Figure 2 - *iNonno*'s background (original draw by Simona Valotti).

The final phase had been articulated in three steps: the communication activity, in order to promote the application (social network, press); the launch of *iNonno* onto the market, with its upload to Google Play¹² and to the Apple store¹³; the regular on going update of contents.

Geography of contents

The contents are available from the homepage of the application and they are organised in section (see Appendix, Figure 3) divided in the following groups:

- Contents: “Themes and Locations” (“Temi e Luoghi”); “Videos” (“Video”); “Audios” (“Audio”).
- Networking: “Talk with the grandfather” (“Parla col nonno”); “LiveAlbum”; “Instagram”; “Events” (“Eventi”).
- Map: “Map” (“Mappa”).
- Usability: “Tutorial”, “EDU”.
- Information about the project: “The project” (“Il progetto”); “Credits”.

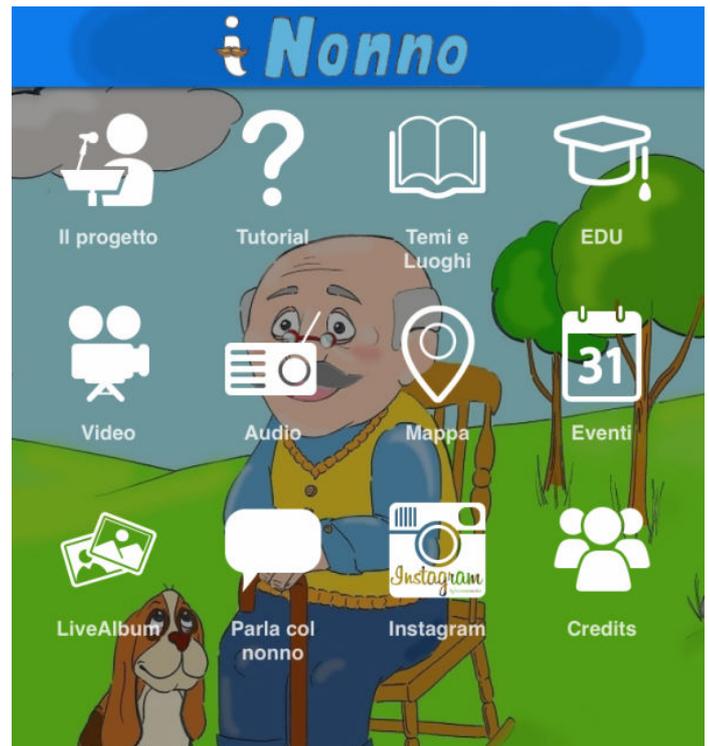


Figure 3 - *iNonno*'s homepage.

The section “Themes and Locations” is the main section of the application and consists of seven categories, namely “Milan” (“Milano”); “Bergamo”, “Brescia”, “World War II” (“Seconda Guerra Mondiale”), “Protests of 1968” (“1968 e dintorni”), “Years of Lead” (“Anni di piombo”)

and “Food’s stories” (“Storie di cibo”). Each category has audios, videos and texts. Every content page is composed by the witness title, an old photo, an historic introduction, a link to the witness and a link to the association to which the older person belong.

“Videos” section is a link with *iNonno App*¹⁴, the *iNonno* YouTube channel. “Audios” section is a link with *iNonno* archive in *Pluriversiradio.it*¹⁵, the podcasting service of the University of Bergamo.

To the networking group belong: “Talk with the grandfather” which collects the contacts of institutions and associations available to host volunteer; “LiveAlbum”, a space where to upload photos while using *iNonno*; the social network Instagram, adopted to spread *iNonno* developers activities; and “Events”, a space dedicated to the suggestion of activities developing and sharing historic memory, such as conferences or exhibitions.

“Map” contains the map system that allows the user to download the witnesses or the documents related to a location or suggested by the geolocalisation.

“Tutorial” and “EDU” sections help users to benefit from the application. In “Tutorial” there are videos (linked to a playlist on the YouTube channel) that explains *iNonno* functions. “EDU” is the section dedicated to the school and consists of tutorial cards and instructions to use *iNonno* in classrooms.

“The project” and “Credits” include detailed information about *iNonno*, i.e. a project presentation, names and project’s developers contacts.

Partners

The Department of Human and Social science of The University of Bergamo has been the organizational headquarters of the project.

Starting from the pedagogical purpose of the project, at first the group of research contacted some local institutions and associations in contact with older people and that were available to host interviewers.

So the team identified as project partners the R.S.A. “Il Nuovo Focolare di S. Maria di Loreto” in Milan, the Auser Association in Bergamo and the Association “F. Balestrieri-Anziani in linea Onlus” in Brescia. The choice to conduct most of interviews in social cooperatives and

retirement homes had the purpose to develop a network between them and the world of the young users of *iNonno* in order to establish a voluntary system.

Keeping this purpose as reference, the research group got also in touch with other associations of the Bergamo’s territory, such as consortia of cooperatives (“Ribes” and “Lynxs”) and associations (the healthcare facility “Politerapica - Terapie della Salute”, the social cooperative “Servire”, the volunteer organization “Primo Ascolto Alzheimer”, the “Centro Terza Età Santa Caterina”, the “Associazione Anziani e Pensionati Osio Sopra” and “Aiuto Per L’Autonomia”). All there associations proved to be available to host trainees and volunteers.

iNonno also belong to the project “Bergamo Longeva” organised by Bergamo Municipality in collaboration with the Department of Human and Social sciences of The University of Bergamo. “Bergamo Longeva” highlights the feasibility of a careful ageing in an active dimension through the activities proposed by the “Unità operativa Anziani” that works in various sectors of intervention in relation to different kinds of users. In the University the initiative gave life to research and applied research activities. It has also be presented during graduate courses, master classes and specific seminars.

Furthermore, the team involved the Association “Casa della Memoria” in Brescia, which gave the opportunity to access its historic archives and documents. This Association was established in December 2000 by the Association of the victim’s families of Loggia square’s massacre (strage di piazza Loggia), by the Municipality and by the Province of Brescia as a centre of activities and documentation about the Loggia square’s massacre and on the so-called “strategy of tension”. The Association had been engaged in scientific research, exploration, acquisition of documentation, led by a spirit of strict historical analysis, in order to achieve a complete reconstruction and interpretation of facts. Every year the association organises events to remember the anniversary of the massacre.

Lastly, in particular for the city of Milan, had been contacted the online and independent newspaper *MilanoFree.it* and the publishing house Meravigli Edizioni

which supported *iNonno* with photos, archives' documents and recipes.

Technological tools

Building an application for smartphones and tablet had not been easy and it could have been carried out in two ways: creating the application for iOS or Android (operating systems respectively of Apple and Google/Samsung) through specific programming languages; adopting a support software able to develop an application avoiding programming languages.

The group of research chose the second way after a meeting with the master student who became the app developer of *iNonno* and who wrote his thesis about it. The competences of the student – now graduated in Modern languages for communication and international cooperation – did not allow him to deal with a real programming language. For that purpose, thanks also to a past experience of internship, the student decided to use the online app builder Como.com.

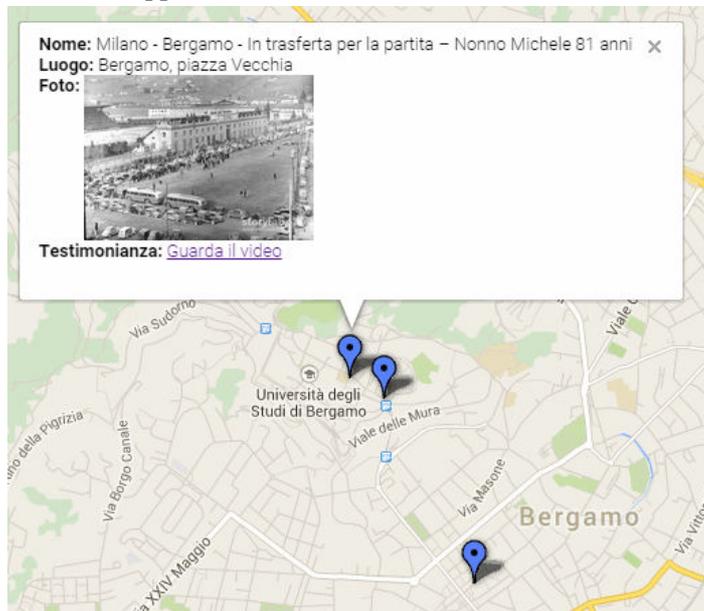


Figure 4 - Example of witness's card on Google Fusion Table.

Como.com is an on line software whose main functions are available for free. To get top-level functions we decided to purchase a premium membership for a year; this allowed the team to: delete Como.com advertising; send the application before to Como.com and after to the

stores in order to test its performances and reduce the possibility of a rejection; access to a more powerful push notification, useful for self-promotion.

Clearly, to adopt a supporting software sets some restraints related to the possibilities offered by the chosen tool. These specific restraints were about: graphics, contents organisation and map customization.

The first two restraints were easily bypassed, the third one was not trivial and the team were forced to use a new tool, i.e. Google Fusion Tables. Google Fusion Tables is a web service provided by Google for data management. Fusion tables can be used for gathering, visualising and sharing data tables. The web service provides means for visualizing data also with geographical maps. Data that can be mapped in Fusion Tables can also be a layer on a Google Map.

The student designed a customized map employing Google Fusion Tables. In the map each witness, recipe or other document is marked with a pin and located in a selected site. Clicking on the pin a screen appears within document data and the link to access its application's page (see **Appendix, Figure 4**).

Thanks to the advices and the assistance of an engineer it had also been possible to add to the map a geolocation system that allows to show, in addition to the set pins, the current position to those who use the application walking in the city.

There are three kinds of materials displayed by the application: video, audio and text in pdf format.

Witnesses' videos were made with tablets and smartphones and were edited with software already on personal computers (e.g. Windows Movie Maker and iMovie). Tutorials were made with the online software Powtoon.com, which allows to product and edit videos¹⁶. It also has been purchased one year subscription by Powtoon.com in order to access to superior functionalities and delete software advertising from videos. Once edited, all the videos has been uploaded on the YouTube channel *iNonno App* and linked from there to the application pages contained in "Themes and Locations" and to the Google Fusion Tables.

Audios had been made with smartphones and recorders. Then they had been edited with programs already proposed by smartphones and with the online free software

“Taglia MP3 Online” that allows to cut files in an intuitive way. Once edited, audio files had been uploaded to Pluriversiradio.it, the podcasting service of The University of Bergamo, in which a specific archive for the project *iNonno* had been created. From there, files had been linked to the application pages contained in “Themes and Locations” and to the Google Fusion Tables.

Downloadable texts in pdf format does not have a reference page, but are directly uploaded to the application in the section “Themes and Locations” and to the Google Fusion Tables.

***iNonno* at school**

The integration of new technologies into school is characterised by at least two kinds of problems: on the one hand, the lack of practice and preparation of teachers in adopting new technologies; on the other hand, the non-inclusion of technologies within teaching programs¹⁷.

Otherwise the new generation of students lives totally absorbed in new technologies and the Network is for them such as a natural habitat.

In this mostly generational gap¹⁸, often technological tools seem to be used with more confidence by students than by teachers, even though teachers have the task to help pupils to develop a correct and critical use of tools¹⁹.

These difficulties should be faced not only with refresher courses for teachers and the development of new technologies to support teaching (e.g. LIM), but also with projects of digital environments designed to promote various kinds of learning. Specific digital learning experiences could be designed in two ways: designing structured sequences of learning activities or creating new ways to represent and share knowledge and practices²⁰.

iNonno project belongs to the last group. In fact, it is an application produced with the definite purpose to support the study of recent history with digital contents. It is an example of multimedia historiography, e.g. a way to study history based on the introduction of digital elements. Information and communication technology tools (audios, videos, hypertexts, etc) are mixed with a virtual map in order to build an unstructured learning experience where study paths can be freely set.

The application contents were selected and edited under the supervision of PhD students of the International Doctoral School on “Human capital formation and labour relation”. The contents were edited with the middle school as target. Especially, the preparation of historical texts was committed to a PhD student who is professor of history in high school. In addition, a series of tutorial cards were arranged with the advice of a middle school professor in order to help the construction of a learning experience based on *iNonno* contents.

Moreover, the three selected historical periods (World War II; Protests of 1968; Years of Lead) are the result of a comparison with teachers of middle school who highlighted the difficulty of dealing with these issues through frontal lessons. Therefore, *iNonno* may be in the first instance used by teachers to present such historical topics.

In addition to the primary adoption in the classroom, where *iNonno* could also be used to conduct lessons about the traditions of Lombardy’s city, the application could enrich school trips.

***iNonno* and Expo 2015**

The *iNonno* project was born thanks to the participation of the project to a competition announcement of Lombardy Region in July 2014. It was developed since September 2014, when the Lombardy Region selected and financed the project. The purpose of the announcement was to support cultural project related to Expo 2015.

The topic of the Universal Exposure “Feeding the planet, Energy for life” refers to one inalienable human right: the right to have food and an adequate nutrition. The nutrition theme focuses its attention not only on the nourishment intended as food, but also on the nourishment of the soul. It is a biological data that the most basic challenge of human life is to nourish itself in order to guarantee its species survival. But it is also true that for human beings survive is not enough because they are also always looking for a well being.

The application *iNonno* was born as an attempt to answer to this need focusing on the food that nourishes the mind. *iNonno* pedagogy is based on the idea that everyone at every age could play an active role in life and society and

participate in the educational process. Older people are an unavoidable patrimony for the community and its new generations have only to be stimulated and well *nourished*. Therefore, *iNonno* is designed as a concrete tool in order to actualise these good practices and it does that in three main ways.

First, *iNonno* promotes Expo 2015's purposes in schools underlying that the school has not only the institutional task to support, through the education of young people, the process of acquisition of the values connected with the Italian culture and traditions, but it has also a concrete function in the construction of a shared knowledge.

Second, the application contains the "Food's stories" section intentionally designed for Expo 2015 (see **Appendix, Figure 5**). This section consists of culinary habits, recipes and historic restaurants, markets and stores situated in Milan, Bergamo and Brescia. In this section food is conceived as a nourishing gesture that becomes meal and *convivium*, an opportunity for growth and education, communion and encounter, but above all food is cultural identity. In *iNonno* food memories refer us to places that no longer exist but that in some way supported the construction of a city and its inhabitants identity. Food memories help to rethink the value that the food had in the (also recent) history of man.

Lastly, *iNonno* could be an original and innovative "guidebook" for tourists who visit the Lombardy cities. The application could be an easy way to become familiar with the history and the traditions of Milan, Bergamo and Brescia and to discover every city in a different way than following the classical touristic routes. An English version of the application is planned in order to involve also foreign tourists.

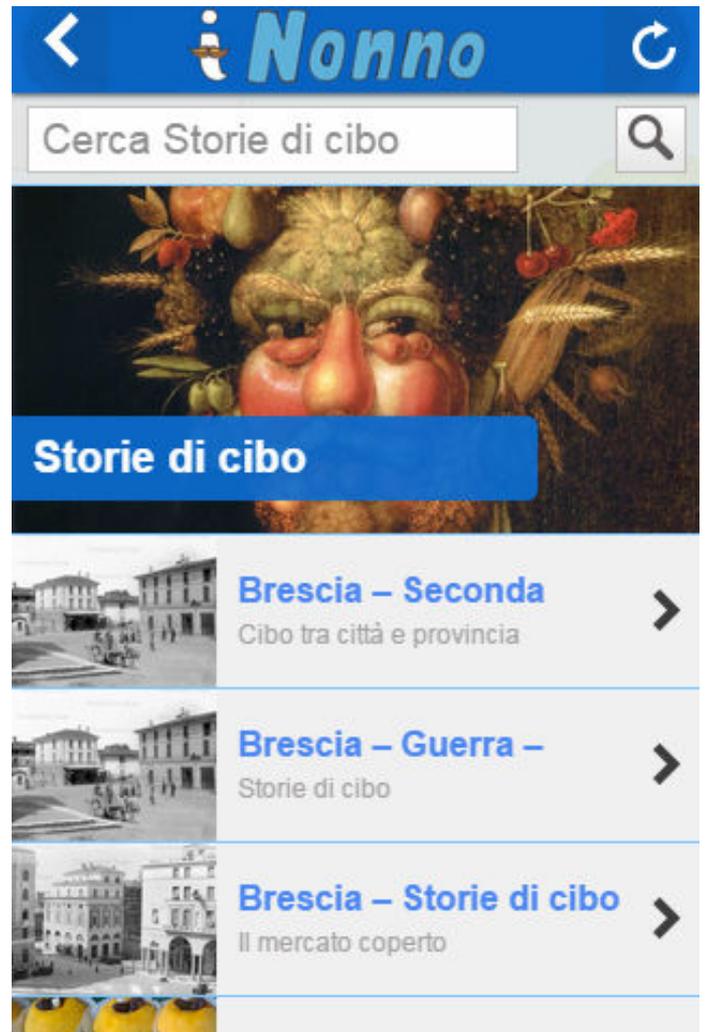


Figure 5 - "Food's stories" section was conceived for Expo2015 (in "Themes and Locations").

Communication strategy

To get a good visibility through media the team identified a specific strategy that takes into account both the target audience (middle school's students) and the tools to adopt. To be effective, the communication strategy of an application has to be based on highly integrated communication tools and channels of different nature. This kind of management is possible only with a multichannel communication planning. So for the dissemination of the project *iNonno* it has been planned a strategy that took into account mass communication tools in relation to the geographical area.

Following this integrated communications strategy, the dissemination finds itself on traditional media and online communication giving a special attention to social networks because of the main target involved.

The communication activity with traditional media, such as newspapers, magazines, televisions and radios, is related to the target and the geographic area. The management of relations with traditional media is supported by the conventional press office activities (such as press monitoring, preparation of press releases and press review).

Online communication relies on the internet page created on the website of The University of Bergamo²¹ and, considering that most of the audience is in school age, it is also supported by social networks such as: Facebook²², where has been created a *fan page*; Twitter²³, which allows to get in touch with similar realities; Google+²⁴ to disseminate more effectively *iNonno* contents; Instagram²⁵ and Pinterest²⁶ to share photos of the collaborators with the aim of self-promotion.

Finally, to achieve the maximum dissemination possible, connections with educational institutions have also been created.

Acknowledgements

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- ¹⁰ Master of Modern Languages for International Communication and Cooperation of the Department of Languages, Literatures and Communication of University of Bergamo.
- ¹¹ Webpage of the project *iNonno* on the University of Bergamo website:
http://www.unibg.it/struttura/struttura.asp?id_notizia=72826&cerca=DOT-FPDLM_link.
- ¹² Link to download *iNonno* on an Android device:
https://play.google.com/store/apps/details?id=com.conduit.app_e3265a66e53d4ae4a041ca61f1297203.app.
- ¹³ Link to download *iNonno* on an Apple device: <https://itunes.apple.com/it/app/inonno/id968000203?l=en&mt=8>
- ¹⁴ Link YouTube to the channel *iNonno App*: <https://www.youtube.com/channel/UCPwDNiOIWXJK8slbwIfFJxA>.
- ¹⁵ The archive dedicated to *iNonno* on Pluriversiradio: <http://www.pluriversiradio.it/index.php?p=archive&cat=inonno>.
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- ²⁴ Account on Google+:
<https://plus.google.com/u/0/app/basic/109958061886076753837/posts?cbp=1cr1exlm5t7i4&sview=25&cid=5&soc-app=115&soc-platform=1>.
- ²⁵ Account on Instagram: <http://instagram.com/inonnounibg/>.
- ²⁶ Account on Pinterest: <http://www.pinterest.com/inonno/>.