



## **The multi-sensory approach as a geoeducational strategy**

Gemma Musacchio (1), Giovanna Lucia Piangiamore (2), and Nicola Alessandro Pino (3)

(1) INGV - Istituto Nazionale di Geofisica e Vulcanologia, Sede di Roma, Roma, Italia (musacchio@mi.ingv.it), (2) INGV - Istituto Nazionale di Geofisica e Vulcanologia, Sede di Portovenere, Portovenere, Italia (giovanna.piangiamore@ingv.it), (3) INGV - Istituto Nazionale di Geofisica e Vulcanologia, Sede di Napoli, Napoli, Italia (alessandro.pino@ov.ingv.it)

Geoscience knowledge has a strong impact in modern society as it relates to natural hazards, sustainability and environmental issues. The general public has a demanding attitude towards the understanding of crucial geo-scientific topics that is only partly satisfied by science communication strategies and/or by outreach or school programs. A proper knowledge of the phenomena might help trigger crucial inquiries when approaching mitigation of geo-hazards and geo-resources, while providing the right tool for the understanding of news and ideas floating from the web or other media, and, in other words, help communication to be more efficient. Nonetheless available educational resources seem to be inadequate in meeting the goal, while research institutions are facing the challenge to experience new communication strategies and non-conventional way of learning capable to allow the understanding of crucial scientific contents.

We suggest the use of multi-sensory approach as a successful non-conventional way of learning for children and as a different perspective of learning for older students and adults. Sense organs stimulation are perceived and processed to build the knowledge of the surrounding, including all sorts of hazards. Powerfully relying in the sense of sight, Humans have somehow lost most of their ability for a deep perception of the environment enriched by all the other senses. Since hazards involve emotions we argue that new ways to approach the learning might go exactly through emotions that one might stress with a tactile experience, a hearing or smell stimulation. To test and support our idea we are building a package of learning activities and exhibits based on a multi-sensory experience where the sight is not allowed.