According to Bruner, learning results from the interaction between the cognitive characteristics of the student and some «anthropic» factors. The teacher’s task is that to highlight the organizational ideas of the disciplines to make them more accessible to the student’s cognitive level and characteristics. Disciplines represent the connective tissue which «structures» all the information concerning a determined cultural area, and make them meaningful and available for use. The «organizing ideas» manage and simplify the experience. The learning method and the mastery of the organizing ideas are essential for the right usage of what has been learnt in a context different from that in which it was learnt.

Connected to the centralizing perspective of disciplines is the question of the «essential learning» which, in the nineties, caused several debates among the experts. The politicians responsible of public education have requested the experts to indicate in the school curriculum the essential learning of our time, also to fix a national map of the Learning Specific Subjects (OSA) and the knowledge/capabilities of the students at completion of their school career.

The school is not the only, and maybe most important, place where to gain information and knowledge any more, because in addition to the «non-school schools» (i.e. the communication media) all school disciplines find an enormous space in the web, where they can be easily and rapidly accessed. A modality never experimented before by man. We should ask ourselves to what extent the information technology has modified the behaviour, the mental styles, the learning patterns of the students. Teachers must push themselves beyond the simple transmission of discipline knowledge, to include the instruments of knowledge, competence, comprehension and cooperation of social behaviours and finally autonomy and responsibility.

According to two famous experts, H. Putnam and J.R. Searle, only the human brain can perform «intentional» operations. This represents the insurmountable limits between the human brain, which interprets the symbols, and the artificial one that just elaborates them. The current generation of students learns to deal with artificial intelligences since birth; and it is the first one that finds them directly at school. Apart from the psycho-social aspects, the consequences of all this fall on the mental style of the student, and on the learning and communication methodologies. In addition the teaching relation will be modified by the iconic language and the global and not sectorial dimension of the current «information oriented» society.

The multimedia e-learning instruments create a synergy between audio-video elements and electronics utilizing different communication channels and different codes (linguistic elements, images and sounds). It’s the method that enjoys more credit and that lists Antonio Calvani as one of the major experts in this field.