

# Crossing the Rubicon into the Digital Unknown

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In June of 1996, at a controversial -- or certainly unorthodox -- dyslexia correction course, the last word I mastered was "Rubicon." There, I learned that once Caesar and his legions crossed the Rubicon River to go to Rome, a decision that would inevitably lead to civil war, there was no turning back. It was a succeed or die decision made by Caesar, and from this came the phrase "crossing the Rubicon."

My 27-year journey has culminated in the last three-plus years of risking everything. Although it was not a "succeed or die" decision, it has felt that way all too often. For these past two decades, reaching the English-speaking Dyslexia population with what I know to be true and have witnessed to be real has been a journey fraught with adversity, persistence, and perseverance. What has transpired in the form of Sky Village – Trail of Spells is a true work of art and teamwork, resulting in a magnificent first-of-its-kind edutainment app. What has been created is exponentially far greater than anything I or any team member ever dreamed possible back in 1996 or even 24 months ago.

In 1996, the three-dimensional (3-D) mediums for learning to read consisted of sculpture's clay, blocks, sand, and one's imagination. Fortunately, with each of my personal, financial, and technological setbacks, something wonderful continued to evolve yearly, if not quarterly. The 3-D digital mediums kept improving technically while becoming more innovative, more user-friendly, and at the same time, dramatically bringing down the costs for the end consumer.

The work of the Magical I Am team has evolved from sculptor's clay to 3-D art, structural graphic, pop-up books (LTRP), and now to the Sky Village – Trail of Spells app. We can literally say that technology has caught up with and surpassed our known and unknown ideas for providing 3-D learning experiences. Today, one's imagination can be stimulated by an ever-increasing flow of innovative 3-D technologies. We began with the 3-D illusion-capability offered by digital software and now have access to actual 3-D, augmented reality, and virtual reality software that evokes more of the senses than just sight and sound.

Digital edutainment enables a learner freedom from the dreaded and antiquated fallback methodology that uses rote & drill techniques to learn to read. And amazingly, who would have ever believed there would be a 3-D tool for maneuvering the Mind's Eye and producing optimal perception while reading flat, two-dimensional text? All of this "reality" is hard to fathom as these digital 3-D technological innovations are happening at an ever-increasing pace. We are in a digital technological revolution that spurs the imagination to unique, innovative heights for learning and mastering what was thought to be complex.

*Learn to Read, so you can Read to Learn.™*