

SAFE AND INCLUSIVE EDUCATIONAL APPS: DIGITAL PROTECTION FROM AN ETHICAL AND CRITICAL PERSPECTIVE

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INTRODUCTION



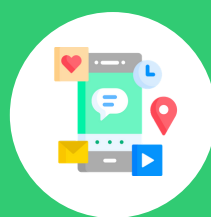
Educational technology

The spread of digital technologies, the growing use of mobile devices in childhood and their progressive introduction into the classroom, implies a challenge for teachers



Inclusive education

Children's right to participation and accessibility from early childhood justifies our proposal for a more critical and ethical definition of protection



Cybersafety

La tarea de la prevención a la reducción de los riesgos, para evitar la exposición del niño a contenidos impactantes, situando al niño-jugador como mero objeto de protección

METHODOLOGY AND RESULTS

200 apps in Catalan or developed in Catalonia
- under 8 years old
- Launched between 2011 and 2017



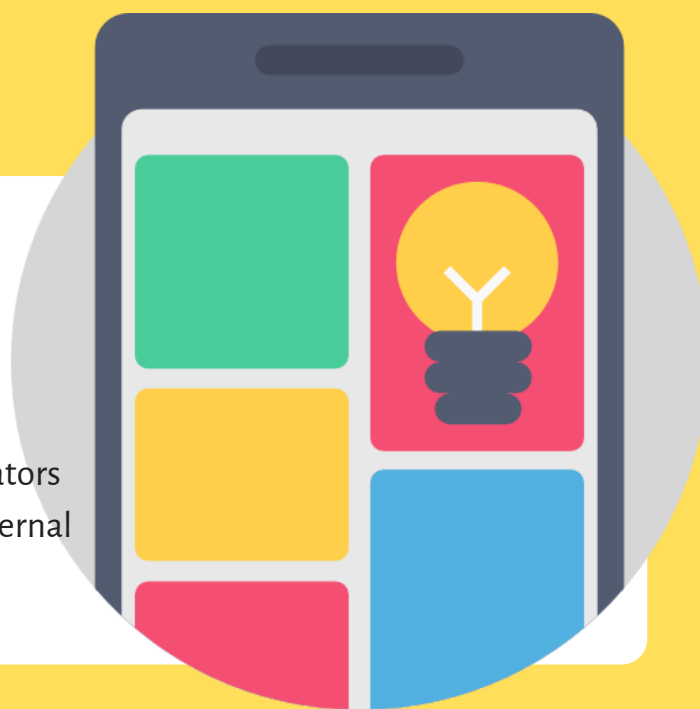
Content analysis
Structured observation



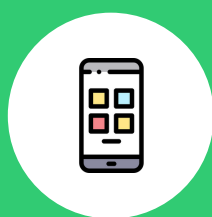
Observation sheet
9 expert judgments
(professors, educators, ICT experts, communicators, mother of two children)

About apps:

- 1) Do not include the target age group
- 2) Offline
- 3) Designed for a single player
- 4) Apps are not adaptive
- 5) Without information for parents and educators
- 6) Barriers to block children from accessing external links or purchases during the game
- 7) Invasive advertisements



CONCLUSIONS



Children's right to participation and accessibility from early childhood justifies our proposal for a more critical and ethical definition of protection



"Adaptation tools" and identifies variables associated with the presence (or in this case lack of) strategies and mechanisms that favour inclusive use of the app



Adaptation of the interactive content and design for the target group, considering children's "prior knowledge. The industry tendency to treat child users as a single undifferentiated target group is criticised

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