Need Analysis Report IO1

ASDigital

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Universidade Lusófona

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UNIVERSIDADE LUSÓFONA

Students Digital Competencies

Q13. Tem alguma informação sobre quais as capacidades digitais dos alunos que acompanha?
(Ligar computadores, jogar videojogos, usar apps de chat (ex: WhatsApp, etc.)
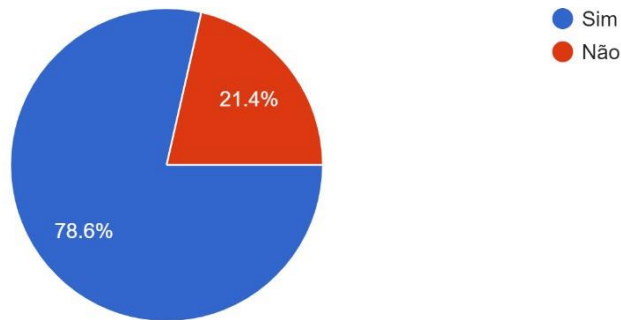28 responses

● Sim
● Não

21.4%

78.6%

Figure 11 - knowledge of students digital skills

22 (78.6%) of respondents state they are aknowledge of their ASD children digital skills, while 6 (21.4%) did not. In what respects the perceived digital skills of children, 17 (60.7%) of professionals mention «to play in a PC or tablet», and 16 (57.1%) refer ASD children «can use a PC or tablet to do school work» ; 11 (39.3%) of respondents state ASD children are able to use a PC or tablet to conduct searches on the Internet and 10 (35.7%) consider they are able to use a PC or tablet to access social networks.

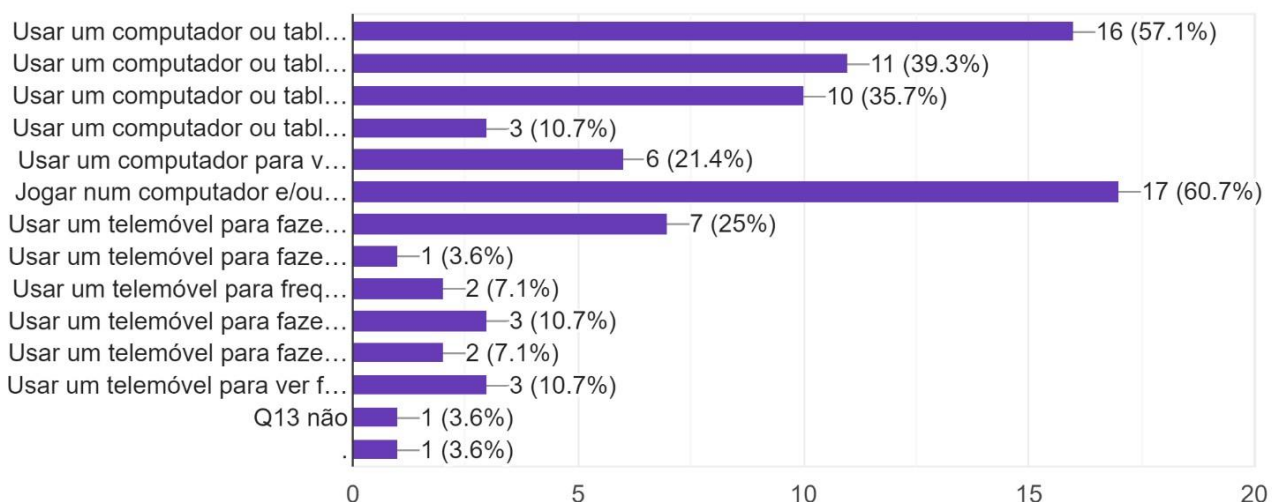Q14. Se respondeu "Sim" na Q13, selecione as capacidades digitais dos alunos que acompanha.
28 responses

Usar um computador ou tabl…	16 (57.1%)
Usar um computador ou tabl…	11 (39.3%)
Usar um computador ou tabl…	10 (35.7%)
Usar um computador ou tabl…	3 (10.7%)
Usar um computador para v…	6 (21.4%)
Jogar num computador e/ou…	17 (60.7%)
Usar um telemóvel para faze…	7 (25%)
Usar um telemóvel para faze…	1 (3.6%)
Usar um telemóvel para freq…	2 (7.1%)
Usar um telemóvel para faze…	3 (10.7%)
Usar um telemóvel para faze…	2 (7.1%)
Usar um telemóvel para ver f…	3 (10.7%)
Q13 não	1 (3.6%)
.	1 (3.6%)

Figure 12 - ASD children digital skills

Only 7.1% of professionals did receive training about E-learning during their academic path (**Figure 13**) and 46.4% received some training in E-learning (**Figure 14**) (continuous training).

Q15. Teve algum tipo de formação sobre ensino à distância durante o seu percurso académico?
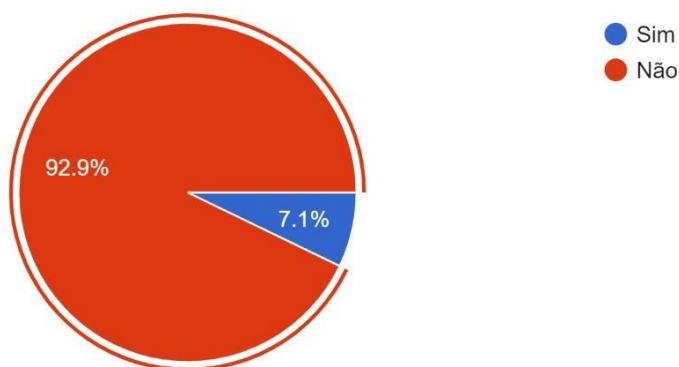28 responses

Figure 13 - Training about Remote Learning/E-learning

Q16. Já frequentou algum tipo de formação sobre ensino à distância fora do seu percurso académico?
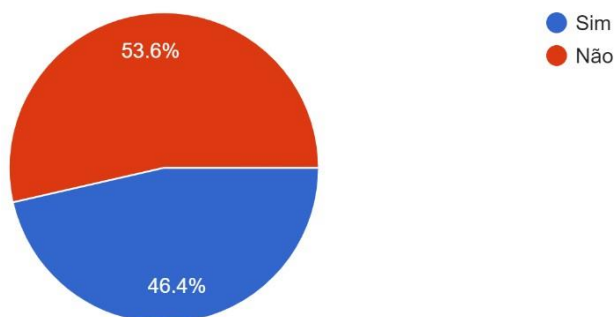28 responses

Figure 14 - Training about remote Learning outside the academic path

To better support and education of children with ASD, the subjects professionals would you like to learn in distance learning are diverse and the most common are presented hereby :

- Learn how to use several software to develop communication skills in children
- Digital literacy and health literacy
- How to communicate remotely with students with PEA without acquiring a room
- Tips for dealing with socialization

- Digital literacy and academic skills level 1,2 and 3
- Capture a higher level of attention from children
- Intervention strategies
- Create digital activities to develop reading
- Alternative/augmentative communication using free resources
- What is the best way to work in this area/programs to be used with students with PEA
- Combining digital and physical activity.

Regarding Q18 « What is your opinion about an online course to improve the digital skills of students with ASD, as well as professionals who accompany them on a daily basis? » 27 (92.8%) of respondents consider it of great importance for students and professionals. One respondent state : « It would be great, especially if it is free, since this type of training is practically non-existent in the training centers for teachers at the county level. And other one : «It can be a great resource for communication in a more adult stage and especially if they do not use verbal-oral communication as a privileged means. On the other hand, I believe that it may not be the best choice, as it does not help to promote interaction and communication with others, which are the main difficulties evident in the PEA.»

Q20. Costuma usar equipamentos digitais com os seus alunos com PEA?
28 responses

- Sim
- Não
- Apenas com os mais velhos

25%

71.4%
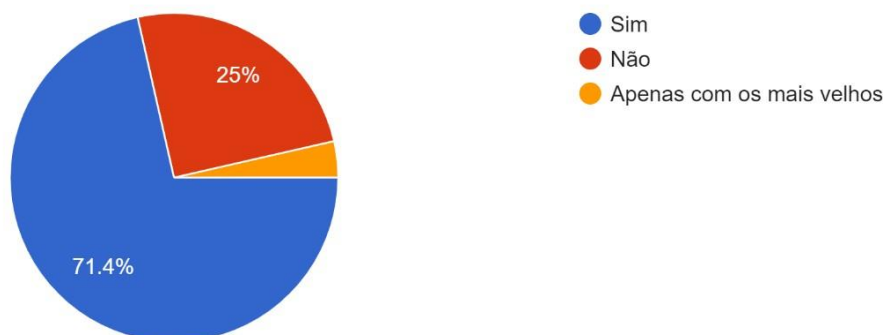
71.4% use digital devices with ASD children. Personal computers and tablets are the most used devices and PC touch and mobile phones used sometimes.

In what respects non-digital tools, the most frequent ones are :
- Gym material created by me and special education teachers

- pecs symbols
- symbolic games
- Paper
- cognitive-behavioral strategies
- Pedagogical/board games
- Videos. ...Music (on placement)
- Communication activities that improve interaction.
- Images

Digital and ASD

In Q.23 « In your opinion, do you think that digital tools can help and/or improve your work with students with ASD?» 27 (96.4%) of the respondents agree that digital tools are important, they could be motivating, children could acquire important skills for they everyday life. One professional disagree : « I dont think so ! ».

In what respects Q.24, the problems in using digital tools with ASD children are :
- Attention time
- Number of children in the room
- Lack of interest
- Lack of money
- Acquisition of skills and maintenance of selective attention
- Access to tools and software
- Maintenance of selective attention
- Prevent effective communication, as they are more focused on the tablet than on the person they are supposed to communicate with.
- In motivation for writing
- Dependency
- Lack of time to explore digital tools
- Dealing with the student's frustration and refusal for wanting to perform an activity that is unrelated to the work that has to be done.
- Poor concentration and attention, lack of reaction
- None
- Knowledge
- Obsessive behavior and consequent frustration when it is not possible to be at the computer.

- None.
- None

Contact information

85.7% of respondents accept to receive emails and more information about this project. The contacts are not explicitid here.

General comment

The data from the Portuguese context highlights the importance of computers, tablets and digital games in the media consumption of children on the autism spectrum, and it is precisely in the digital sphere that their teachers' main training needs lie.

Teachers set digital literacy as a training priority for themselves, listing the need to implement new intervention strategies, combine physical and digital aspects, among others.

However, the educational advantages of digital media are hindered by a wide range of barriers, such as access, financial, logistical and motivational issues, among others.