

001: Creating structured, differentiated mobile apps for a student with ASD

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INTRODUCTION



Introduction



This paper presents the creation of a didactically differentiated digital mobile learning application for a student with Autism Spectrum Disorders (ASD), based on the principles of learner-centeredness, teamwork, and the Framework of Analytical Special Education Program (FASEP).

For this purpose, it's investigated if the literature teacher can create a mobile phone application with “digital cognitive machines” for a student with ASD in the context of differentiated teaching.

KEYWORDS



- › TISIPfSEN,
- › differentiation,
- › mobile apps,
- › mobile learning.

METHODOLOGY



Methodology



In the methodology, the pedagogical tool TISIPfSEN is used, as derived from the acronym of a Targeted, Individually Structured, and Inclusive Intervention Program for Students with Special Educational Needs.

Methodology



Based on the TISIPfSEN, differentiations are discussed with realistic intervention steps, such as differentiated pedagogical digital materials.

Methodology



**[T]argeted
[I]ndividually
[S]tructured and
[I]nclusive Intervention
[P]rograms
[f]or Students with
[S]pecial
[E]ducational
[N]eeds**



LIMITATIONS



Limitations



The application developed is only available via a hyperlink, which requires an internet connection, and cannot be installed on a mobile phone or computer as a "program".

The application was developed based on a case study in the laboratory courses "Educational integration and teaching social skills to students with autism"-13E75_18, eclass.uop.gr/courses/PHI105/ of the University of Peloponnese in Greece (Kalamata).

The aim was to develop an application for other realistic interventions. Therefore, testing by more teachers is expected.

RESULTS



Results



As revealed by the results, the literature teacher is able to design and develop mobile apps according to the principles underlying the TISIPfSEN tool.

Access to the
application (in Greek)



THANK YOU!