

## #143064: Children's Educational Digital Inclusion for the process of Acquisition of Cognitive Knowledge through Mobile Applications.

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**Abstract** The trisomy 21 or Down Syndrome is a genetic disorder caused by the presence of an extra chromosome. The disease is related to impairment of cognitive ability and physical growth. This paper proposes an mobile application that aims to assist in the cognitive development process of children with some type of learning disability or mental disability. The mobile application provides learning involving logical concepts, perceptual, mathematical and linguistic.

**Conference** CLEI 2015 - SLIS

**Track** CHIP

**Category**

**Status** rejected

Files	Description	File name	Type	Size	Created
	Paper manuscript	<a href="/jems2/index.php?r=paper/download&amp;p=143064&amp;f=0">143064.pdf (/jems2/index.php?r=paper/download&amp;p=143064&amp;f=0)</a>	pdf	591.15 KB	Jun 20, 2016 - 03:43 AM (BRT)

**Paper Options**

### Reviews

Review 1 - [Marllos Paiva Prado \(/jems2/index.php?r=person/view&id=92524\)](/jems2/index.php?r=person/view&id=92524) [Edit Review \(/jems2/index.php?r=review/update&rev=486499\)](/jems2/index.php?r=review/update&rev=486499) [i](#)

<b>Overall evaluation author:</b> -2) reject	<b>Reviewer's confidence tpc:</b> 3) (medium)	<b>Originality author:</b> 2) Minor variations on a well investigated subject.	<b>Relevance author:</b> 3) fair	<b>Writing style author:</b> 1) Unacceptable.	<b>Paper Categorization tpc:</b> 1) Highly practical	<b>Do you recommend for a special issue? author:</b> 0) No
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**Comments to authors:**Please provide a detailed review, including justification for your scores. This review will be sent to the authors unless the PC chairs decide not to do so.  
**This field is required.:**

This is a work that presents an application to aid the learning of children with difficulties in the cognitive process, due to some learning dysfunction.

Although the initiative of the work is commendable from a socio-pedagogical point of view, both the work and the writing of the article need significant evolution to be acceptable for publication in the CLEI.

Firstly, with regards to article writing. The work contains several errors of agreement, spelling and deviates in several points from the expected scientific writing style.

A few examples just to mention: Stimulating continuous learning instead of Stimulating continuous learning; Dyslexic child instead of Dyslexic child; can be completed instead of being completed.

The authors make frequent use of long and verbose paragraphs, which in general could be shortened and broken up to facilitate understanding. Some statements in the article are loose, and there are no clues to elucidation in the text. For example, in section 2, subsection D where it says in relation to individuals at the comparable level of development what would be the comparable level of development? This is vacant...

The form of citation adopted (for example, the article [4]) would also be better used indicating the name of the author(s) in scientific notation, followed by the number (in this case, in the work of Almeida [4], for example).

There are many other spelling errors, errors in the references (including in the title of the references section)... I recommend that the authors make a deep revision of the writing of the text for future submissions.

Regarding the content, from the point of view of theoretical basis, the article is also very lacking. There is a very argumentative text and in some points with unnecessarily strong statements. In the section on related works, the part that explains the article [5], for example, there is an excerpt in which the authors say the importance of this article to the project is that through it it can be proved that children with DS.... Prove is a very strong term within a scientific work and should only be used in situations where it is intended to indicate an irrefutable demonstration of a hypothesis. I do not see this being the case and even if it were, I do not see how it would contribute to the purpose of this work. The purpose of the work itself is also confusing. In the abstract itself, we start by talking about Down Syndrome and then the target audience is expanded to a series of other cognitive disorders... Considering that Down Syndrome alone is already a disorder with numerous socio-cognitive implications of its own and particular. , proposing an application that meets the needs of both this audience and the audience with hyperactivity would first involve understanding what are the similarities and differences in terms of learning in the two audiences. I do not see an intersection of these similarities and/or differences in this work, or at least the citation of a study that does so. proposing an application that meets the needs of both this audience and the hyperactive audience would first involve understanding what are the similarities and differences in terms of learning in the two audiences. I do not see an intersection of these similarities and/or differences in this work, or at least the citation of a study that does so.

It is necessary to better demonstrate how the functionalities that were implemented in the application were derived from other scientific studies and why the way in which they were implemented is adequate. For example, in section 5, it is indicated that the app's home screen will offer four options to children. From what I could see from the image, there are four rectangular buttons, with a textual description of the activities. There is no use of any image or icon to provoke the child's curiosity to click. Worse than that: A skill is demanded that part of the target audience has not developed. How can a child with Down Syndrome who does not know how to read play with letters and numbers if they need to know how to read to access this functionality? Even if she accidentally accessed the functionality, navigation again depends on knowing how to read,

Finally, the work lacks validation. Did the authors run the application with any potential users? What were the observed benefits? What problems are identified? What should be improved?

These are just a few observations, but I recommend that the authors try to delve more into the scientific issues of work and less into the motivational ones.

**Confidential remarks for the program committee:**If you wish to add any remarks intended only for PC members, please write them below. These remarks will only be seen by the PC members having access to reviews for this submission. They will not be sent to the authors. This field is optional.:



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