



Brainius - Digital Games in Inclusive Education

Jeane de Fátima Moreira Branco¹

1. Pós-graduanda em Neuroeducação - UNESA - Rio de Janeiro/RJ

E-mail: jeanedefatima@hotmail.com

Brainius helped identify 5 children with Convergence Failure, which impedes learning!

Technology is all around us all the time, children, youth and adults are all indistinctly connected to the internet using digital games and social networks. The use of digital games, smart classrooms and digital literacy has been a differential in schools today. A well-equipped school may offer excellent learning for students, but will the brain and visual organs be able to receive all this information. Harvard University Professor of Sleep Medicine Charles Czeisler has done a number of studies on the problem. His research group found that the brightness generated by electronic device screens keeps our brains alive. Blue light mainly blocks the production of the hormone responsible for making us sleepy. The part of the brain responsible for producing "sleep hormone" is the pineal gland. It produces a substance called melatonin, which builds up from the moment our eyes begin to notice a reduction in sunlight (even at sunset). The light from the cell phone, just like the TV and even those white energy-saving light bulbs, make our brains fool, interpreting that it's not night yet. Result: sleep does not come. A child who is always exposed to this light in the age group of less than three years. Future damage that may arise from this exposure may be irreversible.

<https://photos.app.goo.gl/eHc5z4f68MbXqm6Y8>

The objective of this activity was to investigate the light exposure reflected by the digital games inserted in the students' daily life and school life. In a cross-sectional study conducted in Rio de Janeiro, 150 individuals were interviewed. Complaints and diagnoses were variables regarding the photosensitivity to digital games and especially the Brainius game Brainius was the game I created to stimulate memory.

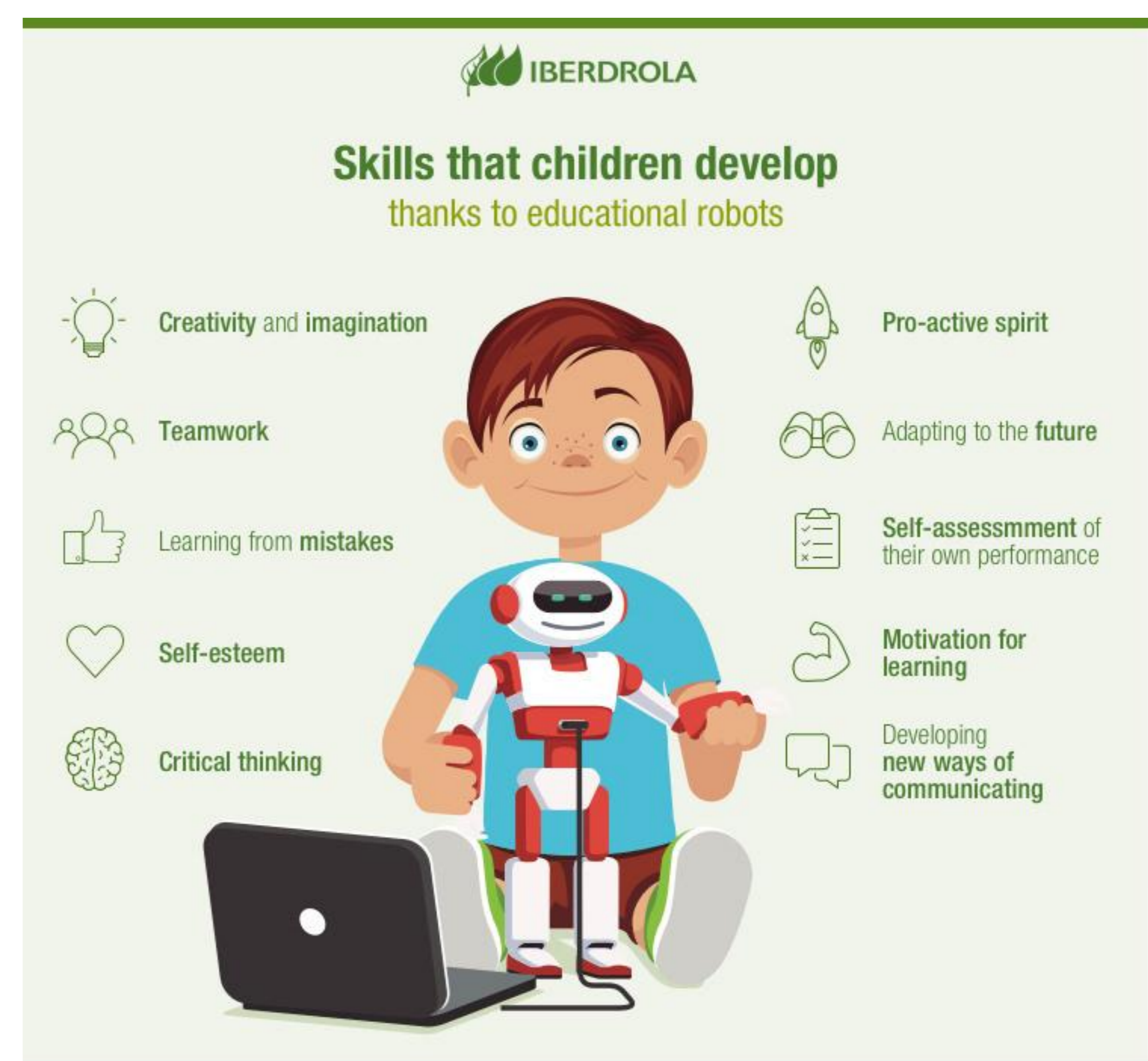


As Relvas (2012, p. 16) points out, when neuroscience dialogues with education, it promotes ways for the educator to become a mediator of how to teach with quality through pedagogical resources that encourage the student to think about thinking. However, it is essential for teachers to promote the right stimuli at the right time so that they can integrate, associate and understand the content proposed in the classroom. These stimuli, when framed and applied in everyday life, can be transformative in meaningful and enjoyable learning in the school process.

The theme of this research was the use of cell phones offered to babies and children under the age of three with the form of entertainment and occupation offered by parents and school units as a resource to immobilize. photosensitivity.

The use of robots and games such as Scratch with children and young people with intellectual disabilities has significantly improved coordination, interaction and stimulated speech, giving them digital literacy opportunities.

Analysis of the reaction to exposure to red color was performed and it was observed the association of symptoms of convergence insufficiency with the use of Brainius.



It was concluded that the exposure to reflected light of the game regardless of gender and education and age, was possible to identify Irlen Syndrome (IS), as the use of cell phones for children under three years showed irregular sleep and irritability, there was an improvement significantly as to coordination, interaction and stimulation of speech, in digital literacy inserted. It is recommended to adopt varied routines by reducing light exposure and seeking a family and / or social interaction activity for minors and encouraging the use of assistive technologies and digital games as an educational resource favoring learning and stimulating neurotransmitters.