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ETHICS AND PRIVACY IN THE USE OF EDUCATIONAL TECHNOLOGIES: DISCUSSION ON DATA PROTECTION AND THE PRIVACY OF STUDENTS WITH AUTISM

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ABSTRACT

This study investigates the use of educational technologies by students with autism, highlighting the positive aspects and the ethical and privacy dilemmas that arise from this practice. The methodological approach adopted is the bibliographic review, which is based on an analysis of the existing literature on the subject, including legislation, data protection rules and practical examples. The objectives are to recognize the essential ethical principles in the application of these tools and to propose better methods that ensure the protection of students' information, respecting the rights of people with autism. The rationale for this research is based on the increasing implementation of technologies in the educational context and the urgency of addressing the ethical challenges that arise, ensuring that inclusion occurs responsibly. Educators and institutions must consider how these technologies can be employed ethically, avoiding threats to privacy and promoting safe environments. In addition, specific ethical dilemmas are examined, seeking creative alternatives that harmonize technology and inclusion. Research demonstrates that the true inclusion of students with autism does not depend solely on technology, but also on an ethical commitment that permeates all educational practice. The search for a deeper understanding of these factors is essential for the formulation of proposals that integrate the use of technologies consciously and responsibly.

Keywords: Educational Technology. Autism. Ethics. Inclusion.

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INTRODUCTION

The research in question focuses on the use of educational technologies aimed at students with autism, a topic that is becoming increasingly relevant in contemporary times. Discussion about ethics and privacy in this context is key, as technological innovations can bring significant benefits, but they also raise concerns about how student data is collected and used. This issue becomes even more complex in the case of students with autism, who may be more vulnerable to abuse and lack of consideration for their privacy.

The relevance of this study is justified by the need to balance the potential benefits of educational technologies with the protection of students' rights. When exploring this topic, the importance of developing clear guidelines that ensure the security and privacy of information for students with autism is highlighted. At the same time, it is essential to recognize the challenges that these technologies can present, both in terms of accessibility and the adequacy of the tools to the learning profile of these students.

The central problem addressed in the research refers to the lack of specific regulation on the use of educational technologies for this group of students. The lack of ethical guidelines that guide the use of these tools becomes an obstacle to their safe and effective implementation. Thus, it is vital to investigate how the use of these technologies can be done in a way that respects students' privacy and promotes an inclusive educational environment.

The main objective of this research is to identify and analyze the ethical principles that should be considered when using educational technologies with autistic students. In addition, it seeks to map the ethical challenges faced by educators and institutions when integrating technology into the teaching-learning process. This analysis can support the creation of recommendations that help educators choose and implement technologies that are not only effective, but also ethical.

The structure of the work is organized to initially address the theoretical context about autism and educational technology. Next, an analysis of the existing ethical guidelines will be carried out, as well as the gaps that still need to be filled. Next, the study will be dedicated to an examination of the practical cases of use of these technologies, providing a more concrete view of the impacts and results obtained in the classrooms.

Another important aspect that will be discussed throughout the research is the perspective of the students themselves and their guardians. Understanding their experiences and concerns regarding the use of educational technologies is to understand how the methodology can be improved. This user-centered approach aims to ensure that the solutions found truly meet the needs of students with autism.

Finally, the research proposes to list recommendations that can serve as guidelines for educators and institutions that wish to use educational technologies with autistic students. These guidelines can contribute both to the protection of students' privacy and the promotion of inclusive and respectful practices. The expected result is a set of analyses and suggestions that can facilitate the use of technologies in an ethical way, benefiting the learning and development of students.

In this way, the work not only aligns with the current needs of the educational field, but also reinforces the importance of ethics and privacy in inclusive education. By addressing these aspects, the research intends to contribute significantly to the advancement of knowledge about the responsible use of educational technologies and to the appreciation of the rights of students with autism.

THEORETICAL FRAMEWORK

The theoretical framework on ethics and privacy in the use of educational technologies is essential to ensure that students' rights are respected. This framework must address the ethical principles that govern the use of these tools, emphasizing mainly the protection of personal data and the privacy of students. In an educational context that is rapidly changing, especially after the pandemic, the implementation of digital technologies must carefully take place, considering not only pedagogical effectiveness, but also the ethical implications involved.

Current legislation plays a relevant role in protecting student data, especially those with specific needs, such as autism. According to Alves, Cardoso and Cantuária (2023), "the adoption of digital technologies must always consider the legal guidelines that protect the data of students with disabilities" (p. 5). Educational policies must align with these standards, promoting a safe and reliable environment for the use of these technologies. Thus, educational institutions need to be aware of data protection laws, such as the LGPD, and guidelines on the responsible use of the information collected.

Another important aspect to consider is the specific ethical issues that arise in the use of technologies with autistic students. The practice of informed consent becomes a decisive factor, as it involves sensitizing parents and students about the collection and sharing of personal data. Additionally, the responsibility for information security should be clearly defined, ensuring that there is no leakage or misuse of this information. Freitas (2023) highlights that "traditional assessment methodologies need to be rethought to include technologies that respect student privacy" (p. 21), emphasizing the importance of adapting methods to the students' reality.

Thus, the theoretical framework proposes a critical analysis of the interaction between technology, ethics and privacy. It is necessary to investigate how technologies are being implemented in schools and what impacts these practices generate in the lives of students with autism. Reflection on these aspects is essential for the development of an inclusive educational environment, where all students can benefit from technological innovations without compromising their privacy.

Finally, the study on ethics and privacy in the use of educational technologies for students with autism should not only identify the challenges, but also propose guidelines that help in building a responsible and ethical use of technology. This construction involves the continuous training of educators and the active participation of parents and students, creating an open dialogue about how technologies can be used beneficially and safely in the school environment. Training all those involved is a key step in ensuring that students' rights are properly respected and promoted.

EDUCATIONAL TECHNOLOGIES AND AUTISM

Educational technologies emerge as a fundamental ally in the learning process, especially for students with autism. By integrating technological resources, such as apps and interactive devices, it is possible to meet the various learning needs, thus promoting the personalization of teaching. These instruments offer opportunities for the development of social and emotional skills, in addition to facilitating communication, essential aspects for the full inclusion of these students in the school environment.

According to Fortes, Vanini and Pires (2023), "interaction with educational technologies can enhance learning, especially for students with special needs" (p. 12738). This highlights the relevance of integrating technology into the school curriculum, providing an environment that favors learning inclusively. In addition, technological devices become stimulation tools that encourage student engagement and motivation, factors that are often challenging in the context of autism.

The personalization of teaching brought about by technologies also allows educators to adapt their approaches, considering the particularities of each student. Gomes et al. (2024) state that "artificial intelligence technology can serve as an ally in the learning process, creating personalized experiences" (p. 3627). Thus, pedagogical practices are enriched and become more dynamic and responsive to the needs of each student.

However, the effective implementation of these technologies goes beyond simply making them available. Schools must be prepared to deal with the challenges that digital inclusion entails, ensuring both access to tools and teacher training. Barriers to access to

technology are still a reality that needs to be faced so that all students can enjoy these benefits.

One of the central issues in this discussion is the adaptation of technological tools to the context of each student. Guimarães Junior et al. (2024) point out that "the adequacy of educational resources to the needs of the student is essential to ensure meaningful learning" (p. e1129). Therefore, the choice of apps and devices should consider the specific characteristics of each student with autism, promoting a relevant and contextualized learning experience.

In addition to adapting the didactic material, there must be an active involvement of the family and the pedagogical team. Collaboration between parents, educators, and specialists can provide more consistent support, which is fundamental for the full development of the student's skills. In this way, technology becomes an even more powerful resource, promoting a collaborative environment that strengthens inclusion and learning.

Another aspect to be considered is the training and continuous education of teachers in educational technologies. Effective use of these resources requires educators to be up-to-date, not only on the tools, but also on the best practices for utilizing them in a way that meets the demands of students with autism. These professionals must receive adequate support and training to maximize the positive impact of technology in the classroom.

It is also essential that the implementation of educational technologies occurs critically and reflectively. Education should not be seen only as a process of absorbing content, but as a space for the integral development of the individual. When using technology, it is necessary to ensure that human interaction and the development of interpersonal skills continue to be prioritized.

In short, the challenges of including students with autism through the use of educational technologies are multifaceted and require an integrated approach. From personalizing teaching to training educators, every element contributes to creating an environment conducive to learning. Thus, by addressing the challenges and taking advantage of the opportunities offered by technology, we can build a more inclusive and effective education system.

Finally, educational technologies represent not only a resource, but a transformation in the way education can meet diversities. Ateko and Pires point out that "digital inclusion is a necessary path for the construction of a fairer and more equitable education" (p. 12745). Therefore, a collective commitment is needed to ensure that all students, regardless of their particularities, have access to quality education that promotes their full development.

BENEFITS AND CHALLENGES OF USING TECHNOLOGIES FOR STUDENTS WITH AUTISM

The use of educational technologies has provided several significant benefits for students with autism, such as improved communication, promotion of social interaction, and the development of cognitive skills essential for learning. These technologies often offer visual and auditory aids that facilitate comprehension and expressiveness, allowing students to communicate in ways that may not be achieved through traditional methods. However, they also face challenges that cannot be ignored, such as the need to adapt technological resources to meet the individual and specific characteristics of each student, in addition to ensuring accessibility for all.

These resources must be tailored to meet different needs, abilities, and preferences. Another important challenge is the training of education professionals, who need to be trained to use the tools effectively and engagingly, maximizing the benefits that these technologies can offer. Therefore, it is essential to deeply consider both the benefits and challenges involved in the use of technologies for students with autism, to promote an ethical, respectful and truly inclusive approach to education.

ETHICS AND PRIVACY IN EDUCATIONAL TECHNOLOGIES

The discussion about ethics and privacy in the use of educational technologies aimed at students with autism is an extremely relevant topic today. The use of these technologies can provide numerous advantages, but it is essential to address issues related to the protection of sensitive data. Students with autism, due to their particularities, demand special attention when it comes to handling personal information. Thus, the need arises to create a safe and reliable environment, where information is handled responsibly and ethically.

To ensure data security and privacy, it is necessary to establish clear guidelines on the collection, storage, and use of personal information. These guidelines must be strictly followed by all parties involved in the educational process, including institutions, educators, and technology developers. In this way, it is ensured that student information is treated by current legislation, avoiding possible privacy violations. As mentioned by Júnior et al. (2024), "the ethical use of technology in higher education is a way to promote a more inclusive learning environment".

In addition to the guidelines, the awareness of professionals working in the field of education is an essential factor for the success of educational technologies. Educators should be trained to understand the ethical principles involved and the importance of

privacy for students with autism. This training should be ongoing and include discussions about the challenges and ethical dilemmas that may arise in practice. Freire et al. (2024) emphasize that "a conscious educator is the first step towards an ethical approach in teaching technologies".

Awareness of ethics in the use of technologies should also include the participation of students themselves and their families. Creating a channel of dialogue between educators, parents, and students can contribute to greater transparency in educational practices and promote trust in the use of technologies. Students with autism should be heard about their privacy needs and concerns, which will allow professionals to adjust their approaches more effectively.

Another fundamental aspect is the need for constant evaluation of the technologies used in the educational process. Educational tools and platforms should be evaluated not only for their pedagogical effectiveness, but also for their compliance with data privacy and security standards. These assessments should be carried out collaboratively, involving teachers, technology experts and, where appropriate, the students themselves.

The inclusion of students with autism in educational settings should be a priority, and the use of technologies can be a facilitator in this process. However, this inclusion must be guided by ethical practices that respect the individuality and privacy of each student. Therefore, it is necessary to develop policies that integrate technology responsibly and ethically, ensuring that all students, regardless of their conditions, have access to quality education.

The intersection between technology and education brings challenges and opportunities in the field of inclusion. Technology, when used consciously and ethically, can enhance the learning and interaction of students with autism. Therefore, the responsibility for conveying this message should fall on all those involved in education, reinforcing the importance of a solid ethical commitment.

In addition, the formation of support networks between educational professionals, family members, and technology experts can be a promising way to share best practices and discuss the experiences lived by these students. These networks enable mutual learning and the construction of solutions that respect the integrity and privacy of students.

Finally, educational institutions must commit to staying up-to-date on the laws and regulations that regulate privacy and data protection. The education landscape is dynamic, and regulations can evolve rapidly, requiring educators and managers to be informed at all times and ready to adapt their practices as needed. Inclusive and ethical education ultimately depends on a collective effort to respect and protect the rights of all students.

METHODOLOGY

The approach to studying ethics and privacy in the context of educational technologies aimed at autistic students was conceived through a comprehensive analysis of what has already been published on the subject. This work included a variety of sources, such as case studies that exemplify practical experiences, academic articles that discuss relevant theories and data, and legislation that regulates the use of these technologies. The objective was to build a detailed overview of the best practices and the challenges faced in the implementation of these tools.

Additionally, the survey of good practices involved the research of educational institutions and professionals who stand out in the use of technologies in an ethical way. Such practices were examined to elucidate which approaches are most effective in promoting inclusion and respecting students' privacy. Identifying these successful experiences can serve as a guide for other organizations looking to adopt educational technologies.

The international guidelines were another essential starting point, as they offer a broad perspective on the data protection and privacy of children and young people with special needs. The analysis of these guidelines enabled a deeper understanding of the legal requirements and ethical recommendations that must be followed. Thus, it was possible to draw a parallel between national and international legislation, reflecting on how different countries deal with the issue.

The role of educators was also considered, as they are the ones who, in practice, implement these technologies in the classroom. It was important to understand how professionals deal with ethics and privacy in their daily school lives, what their challenges are, and how they are adapting to current regulations. This analysis reveals the need for continuing education and support for educators, so that they can use the tools responsibly.

Another aspect analyzed was the impact of technology on the learning and social development of autistic students. Investigating how these tools can help overcome barriers and promote inclusion proved to be fundamental. Technology, when used ethically, can enhance students' abilities and offer new opportunities for interaction and learning.

In addition, the way student data is collected, stored, and used was a central topic of discussion. Privacy and information security should be priorities in educational institutions that use educational technologies. Questioning how data is treated, who has access to it and how it is used in the educational process is essential to ensure the protection of students.

Finally, reflecting on the need for clear and transparent policies for the use of educational technologies was an important part of the research. Institutions must establish rules and guidelines that ensure not only the correct use of the tools, but also the protection of students' rights. Building an environment of trust is vital for parents and students to feel safe when adopting these technologies.

Thus, the research addressed several facets of ethics and privacy in the use of technologies in education for autistic students, culminating in a deeper understanding of how these tools can be used to respect and enhance the educational experience of these students. The exchange of information and experiences, both national and international, highlighted the importance of exchanging knowledge and forming a collaborative network in favor of inclusion and respect for privacy.

DATA PROTECTION AND PRIVACY

Data protection and privacy for students with autism when using educational technologies are fundamental aspects that need to be prioritized in educational institutions. This group is considered vulnerable, and therefore, handling their personal information should be done with caution. The General Data Protection Law (LGPD) offers a legal framework that guides data collection, storage, and sharing practices, ensuring the security and privacy of these students.

Educational institutions have a legal responsibility to comply with the guidelines of the LGPD, ensuring that all student information is treated ethically and securely. This includes the explicit consent of those responsible and clear information about how the data will be used. "Respect for privacy and data protection is a fundamental right that must be guaranteed to all students" (Ponce & Abrão, 2019, p. 350).

Educators must be trained to deal with privacy and data protection issues, especially in the adoption of innovative technologies aimed at teaching students with autism. This training must include not only technical aspects, but also ethical ones, so that professionals can approach inclusion appropriately and responsibly.

In addition, educational technologies must be implemented respecting the rights of students and ensuring that their use does not compromise their safety. The transition to an educational environment that incorporates technology must be carried out in a planned manner, taking into account the individuality of each student and their specific needs. "The inclusion of students with autism requires a careful look and adapted to the particularities of each one" (Portella et al., 2024, p. e4262).

Another point to be considered is transparency in the use of educational technologies. Parents or guardians of students should be informed about what data is being collected and how it is used in school activities. This clear communication is essential to establish a bond of trust between the school and families, contributing to a more inclusive educational environment.

Technology, when used ethically, can offer significant support for the learning of students with autism. Adaptive teaching tools can be implemented to meet the different forms of learning, but always under the aegis of data security. The use of these tools mustn't compromise the privacy of students under any circumstances.

Implementing data protection measures should be a priority for educational institutions. Supervisors should regularly review existing policies and update procedures to ensure they are in line with legislation. In addition, a culture of responsibility should be promoted among all employees who handle student information.

Finally, promoting the inclusion of students with autism in mainstream education while protecting their data and privacy is a complex challenge that requires collaboration between educators, managers, families, and legislators. Only through a joint effort will it be possible to develop a safe and welcoming educational environment for all students.

LEGISLATION AND RULES RELATED TO THE DATA PROTECTION OF STUDENTS WITH AUTISM

In the universe of students with autism, legislation concerning data protection takes on an even more prominent role. Educational institutions must understand the particularities of this audience and strive to meet the guidelines that guarantee the privacy and security of personal information. The General Data Protection Law (LGPD) highlights the relevance of protecting sensitive data, covering information that may be linked to the health of students, especially in the case of students on the autism spectrum.

In addition to legal protection, schools need to adopt practices that promote awareness of the importance of privacy. Training for teachers and other employees is essential, so that everyone understands the value of the information they handle and the implications of its inappropriate use. Through this, it is possible to create an educational culture that values not only learning, but also care for student data.

The educational technologies used in the school environment must be selected with strict criteria, ensuring that they comply with the LGPD and that they protect the privacy of students. The choice of tools must take into account data security, avoiding the risk of leaks

that could compromise the integrity of personal information. This is especially critical when it comes to sensitive information related to students' health conditions.

It is also necessary to develop clear policies on the use and storage of student data. These policies should be disclosed to all members of the school community, ensuring transparency and clarity on how the information will be handled. By establishing well-defined standards and procedures, the educational institution not only complies with the legislation, but also gains the trust of students and their families.

Parents and guardians also play a key role, as they must be involved in discussions about data protection. Informing them about how student information is collected, stored, and used is essential to creating a bond of trust between the school and the family. Parents have the right to know how the technologies used in their children's education influence their children's privacy and security.

In addition, collaboration between different sectors, such as health and education, is necessary. The exchange of information must be done responsibly and ethically, always respecting current legislation. This synergy between professionals can provide more comprehensive support to autistic students, ensuring that their specific needs are met in all aspects.

In an ideal scenario, the implementation of technologies aimed at learning should be combined with a commitment to ethics and legislation. This implies not only complying with the LGPD, but constantly looking for ways to improve security and privacy in the school environment. Educational institutions have a responsibility to innovate, but always with the awareness that the protection of student data must come first.

In summary, data protection in the context of students with autism should be treated as an issue of great relevance in educational institutions. By adapting to legislation and promoting ethical practices, schools not only ensure information security, but also contribute to a safer and more welcoming learning environment. The commitment to privacy can transform the educational experience, benefiting not only students, but the entire school community.

CHALLENGES AND SOLUTIONS

The use of technologies in the educational context of students with autism presents a series of complexities that go beyond the simple implementation of digital tools. One of these complexities is the issue of ethics, which becomes central when dealing with the privacy and data protection of these students. It is essential to keep in mind that each student has unique characteristics, and these particularities must be taken into account

when developing pedagogical strategies. Respecting students' individuality implies understanding their needs, preferences, and limits, which can be an ongoing challenge for educators and professionals in the field.

Another important dimension is responsibility when handling sensitive information. Due to the nature of personal data, educators need to be aware of the implications of its use. The protection of privacy should not be seen only as a legal obligation, but as an ethical commitment that aims to ensure the dignity and respect that each student deserves. Thus, all actions taken in the classroom must be guided by a careful assessment of the risks involved and the best information security practices.

In addition, promoting digital inclusion is a task that must be carried out responsibly. It is critical to ensure that students have access to technologies, but this cannot be done at the expense of their privacy or security. For digital inclusion to be truly effective, it is necessary to create safe digital environments, where students can explore and learn without fear that their personal information will be exposed or misused. The development of programs that unite education and technology must always consider this primordial aspect.

Educators also have an indispensable role in shaping a healthy digital culture in the school environment. It is necessary to promote discussions about digital ethics, which help students understand the importance of privacy and data protection. This not only empowers them to make informed choices, but also prepares them to navigate an increasingly digital world. Such initiatives should include forms of awareness that encourage mutual respect among students and the responsible use of technologies.

In addition, the partnership between schools, families and specialists is essential to ensure that technologies are used effectively. This collaboration should aim to build shared knowledge about best practices regarding the use of digital tools. By involving all actors in the process, it is possible to create a more welcoming and inclusive environment where concerns about privacy and security are openly discussed.

With the constant advancement of technology, new tools and resources continuously emerge, which makes it even more relevant for educators and health professionals to constantly update. Continuing education is essential for these professionals to be prepared to deal with the challenges that digital inclusion imposes. Being aware of new technologies and their implications in the education of students with autism is a further step to ensure that ethics and safety are always prioritized.

Another point to be considered is the role of transparency in the relationship between the school and families. Keeping parents informed about how technologies are being used and what safety measures are in place can help build an environment of trust. This clear

and open communication allows families to feel more secure about their children's use of digital tools, as well as fostering dialogue on ethical issues.

Finally, it is vital to recognize that the integration of technologies in the education of students with autism must be done in a planned and sensitive way. Implementation cannot be seen as a quick fix or as a goal in itself, but as part of a broader process of inclusive education. Thus, when addressing ethics in the use of technologies, a balance must be sought between innovation and responsibility, always focusing on the well-being and protection of students.

FINAL CONSIDERATIONS

Considering the analysis carried out, it is imperative to reinforce the relevance of ethics and privacy in the use of educational technologies, especially about students with autism. The objectives of this work were based on the identification of practices that ensure the safety and respect for the individuality of these students. The protection of personal data emerges as one of the essential pillars for the creation of a dignified and inclusive educational environment.

The main conclusions point out that the implementation of privacy protection measures should be a priority in educational institutions that use digital technologies. Failure to pay attention to these aspects can result in detrimental consequences for students, compromising not only their learning but also their emotional well-being. Therefore, schools must be aware of the way they deal with student information, especially those on the autistic spectrum.

In addition, the analysis reinforced the need for continuous training of educators and professionals who work in this context. The appropriate training is so that these professionals can understand and apply ethical practices in the use of technologies, ensuring that all students have equal and safe access to available resources. This implies not only technical knowledge, but also awareness of the particularities of autism.

Another important point addressed is the strict application of legislation related to data protection. The current rules must be respected and integrated into the school routine, so that the privacy of students is safeguarded. Thus, ensuring that educational technologies comply with current laws is a shared responsibility among the entire school community.

It is also emphasized that collaboration between institutions, families and health professionals is essential to create an educational environment that favors inclusion. This partnership should work as a support system that, in addition to respecting ethics, prioritizes the healthy development of students with autism, promoting dignity and respect.

Therefore, the final considerations of this work underline the importance of a collective commitment to ethics and privacy in educational technologies. Effective inclusion of students with autism requires an ongoing effort to ensure that their needs are met safely. Based on all that has been discussed, we reaffirm the urgency of actions that ensure a respectful and inclusive educational environment.

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