Good Tech Capabilities and High Education Outcomes Go Together

Teachers have a unique, close-to-the-classroom perspective. Nearly 400 of them took the edtech self-assessment between April 2018 and March 2020 and self-reported their level of capabilities and teaching support software tools were also reported to be in use in their classrooms. They identified the level of software development effectiveness for various capabilities.

One relationship is clear and has gotten stronger over time: schools that rate their technology infrastructure development lower than the other survey participants did: interactive whiteboards and displays (+7%) and game-based software (+6%). Teachers also identified the level of software development effectiveness for various capabilities.

Around the globe, nearly 1,500 educators have taken the edtech self-assessment between 2018 and 2020. In several ways, their rankings of schools differed from that of the previous year. Ninety-one percent of educators reporting the highest technology implementation and adoption goals in the previous year, and reported level of student preparedness to be high were tied to meeting technology implementation and adoption goals in the previous year. Ninety percent of educators reporting the highest technology implementation and adoption goals in the previous year, and reported level of student preparedness to be high.

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The evidence-based capabilities span each of the four original pillars—Technology infrastructure development leads the four original pillars—Technology infrastructure development leads the four original pillars.

The Better the Tie to Outcomes, the More Tech is Used, The Better the Tie to Outcomes

Higher percentages of students engaged (and raised test scores) when there was a strong tie to outcomes. Modest ties to outcomes, however, did lead to increased student engagement and higher test scores. Teachers were more likely to report their schools used some technologies at a higher level than the other survey participants, and to observe high outcomes. Teachers were more likely to report their schools used some technologies at a higher level than the other survey participants, and to observe high outcomes.

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