

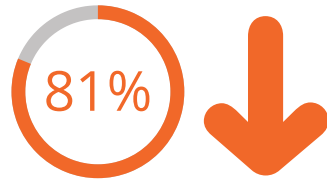
# Technology as a Pandemic Recovery Resource for Educators



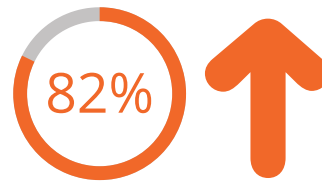
SCHOOL of EDUCATION  
and HUMAN DEVELOPMENT



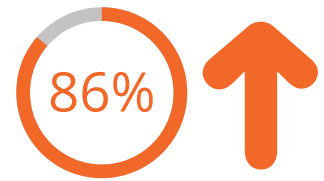
In early summer 2020, the EdTech Evidence Exchange and the University of Virginia Curry School of Education surveyed a national sample of 788 educators about their experiences during spring 2020 COVID-19 remote instruction and their needs moving forward. This brief shows highlights from their responses.



...of educators reported teaching **less than typical or no new instructional material** in spring 2020.



...of educators believe students will need **more individualized instruction** to meet their needs.

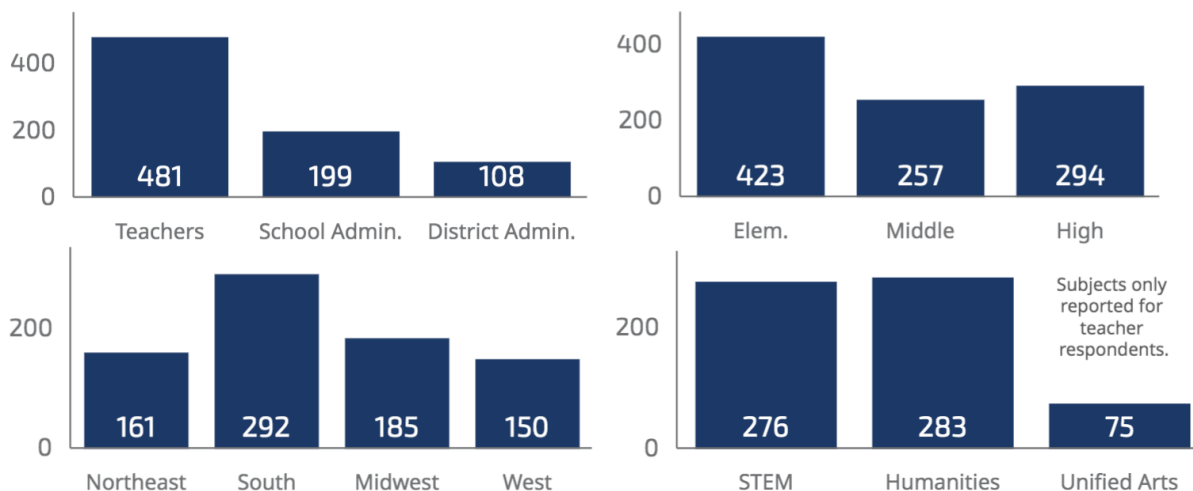


... of educators believe **technology needs will increase** or significantly increase over the next 3 years.

Evidence suggests that disparities in student achievement are growing, and educators overwhelmingly see technology as a key resource for meeting expanding student needs.

*"[We need more individualization] to bridge the gap between students that continued learning during school closures and those that did not."*

## Who responded to the survey?



## Survey Sample & Distribution

We collected 788 responses to this survey between 6/12/2020 and 7/21/2020. 82% of responses were collected in June before the majority of schools announced their format for fall 2020 instruction.

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*How did the amount of instructional material you (your teachers) covered compare to a typical school year?*

	Did Not Cover New Material	Less than Typical	Same as Typical	More than Typical
All	23.0%	57.7%	14.5%	4.8%
Teachers	27.0%	56.3%	13.3%	3.3%
Admins.	16.6%	59.9%	16.3%	7.2%

*What was the primary way students engaged in instruction and learning while remote?*

	Asynchronous, without Tech	Asynchronous, with Tech	Synchronous, Group Session	Synchronous, One-on-One
All	12.1%	54.8%	27.3%	4.6%
Teachers	13.3%	54.9%	25.2%	5.0%
Admins.	10.1%	54.7%	30.6%	3.9%

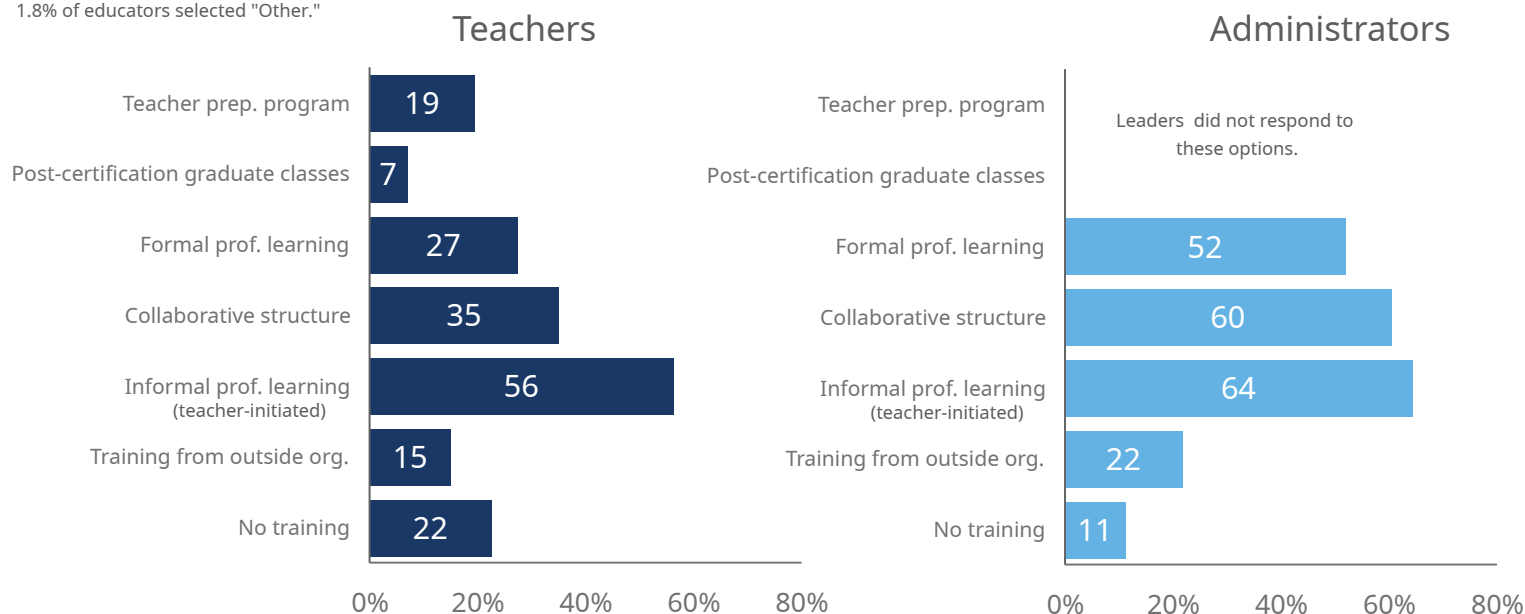
1.2% of educators selected "Other."

Only 27% of teachers reported participating in at least some formal professional learning for technology-based remote instruction. However, administrators believe almost twice as many teachers received formal learning opportunities (52%).



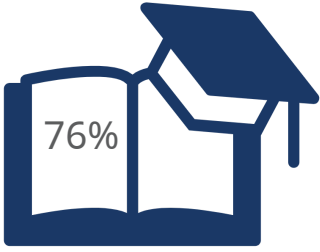
*How, if at all, did you (your teachers) receive training for technology-based remote instruction?*

Educators could select all that applied.  
1.8% of educators selected "Other."



Teachers primarily relied on informal, self-initiated professional learning to learn about technology-based remote instruction in spring 2020.

# Technology as a Pandemic Recovery Resource for Educators



Educators reported the largest negative impact of COVID-19 on **students' academics learning**, with 76% identifying a fair amount, a lot, or an extreme amount of negative impact.

## Rank your top challenges to date.



Students Academic Learning  
#1 for 149 educators



Educators' Job Stress  
#1 for 148 educators



Educators' Mental Health  
#1 for 128 educators

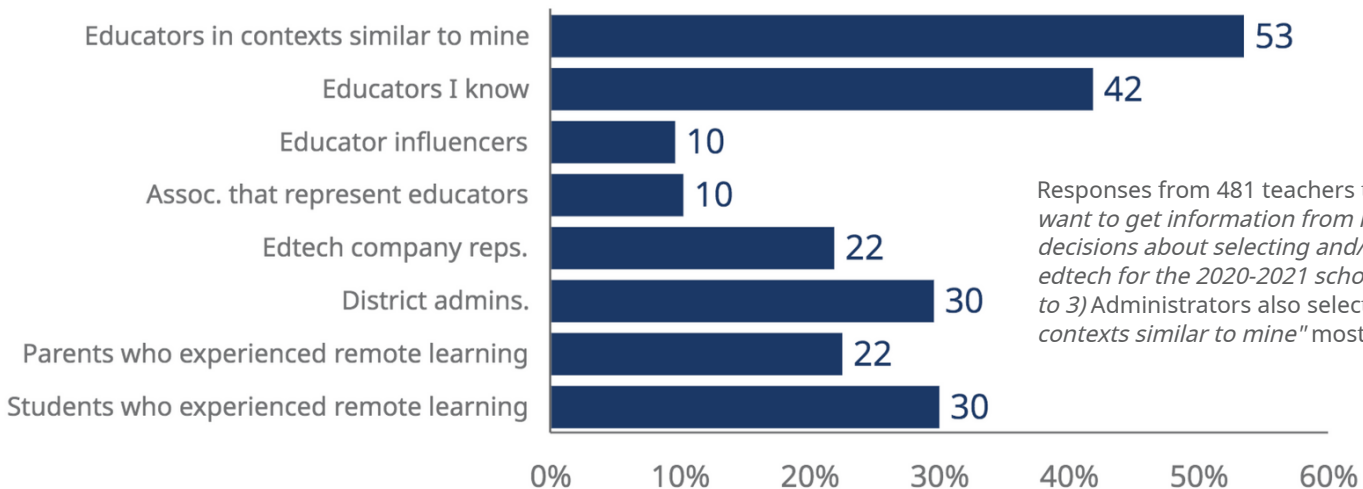
*Compared to a typical school year, how much do you anticipate that you (teachers in your school or district) will need to differentiate [individualize] instruction in fall 2020?*

	Significantly Less	Less	No Increase or Decrease	More	Significantly More
All	0.8%	2.7%	14.9%	<b>47.0%</b>	<b>34.8%</b>
Teachers	0.8%	2.5%	17.9%	<b>47.2%</b>	<b>31.6%</b>
Admins.	0.7%	2.9%	10.1%	<b>46.6%</b>	<b>39.7%</b>

*How do you believe the need for edtech will change over the next 3 years?*

	Significantly Decrease	Decrease	No Increase or Decrease	Increase	Significantly Increase
All	0.9%	2.3%	10.7%	<b>51.5%</b>	<b>34.6%</b>
Teachers	0.6%	2.9%	12.9%	<b>54.7%</b>	<b>28.9%</b>
Admins.	1.3%	1.3%	7.2%	<b>46.6%</b>	<b>43.7%</b>

## How do I know what will work for me and my students?



Responses from 481 teachers to: *Who do you want to get information from in order to make decisions about selecting and/or implementing edtech for the 2020-2021 school year? (Select up to 3)* Administrators also selected "educators in contexts similar to mine" most frequently (52%).

Educators most want to receive wisdom about which technology tools to use and how to use them from contextual peers.